

Art - Tudor abstract art

Knowledge: Work in a sustained and independent way to create a detailed drawing.

Develop further simple perspective in using a single focal point and horizon.

Begin to develop an awareness of composition, scale and proportion in their paintings.

Use drawing techniques to work from a variety of sources including observation, photographs and **digital images**

Skills: Explore Tudor architecture and adapt houses/street to a period Tudor style

D.T. - design and construct a Tudor artefact

Knowledge: children will learn how to sew a Tudor artefact.

Skills:

- research and develop a design
- select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately
- select correct stitch for their artefact
- evaluate ideas according to the design criteria and consider the views of others to improve work.



Year 5 Curriculum Plan Summer Term 2024



Computing

.Programming: music with Sonic Pi

Kabow
Primary

- Explain what the basic commands do: 'play', 'sleep', '2.times do'.
- Explain how their program links to the theme. Include a loop in their work. Correct their own simple mistakes.
- Explain their scene in the story. Link musical concepts to their scene.
- Include a live loop and explain its function. Use samples effectively to enhance music.
- Code a piece of music that combines a variety of structures. Use loops in their programming

Programming – Selection in quizzes

Knowledge: In this unit, pupils develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. They represent this understanding in algorithms, and then by constructing programs using the Scratch programming environment

History



Knowledge:

We will be looking at how the role of the monarch has changed from Tudor times to today. We will be learning about the life and times of Tudor royalty and key figures during this reign.

Skills:

Children will continue to develop a chronologically secure knowledge of world history,

Establish links within and across the periods they study.

Children will make connections, contrasts and trends over time and develop the appropriate use of historical vocabulary

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Children should understand how our knowledge of the past is constructed from a range of sources.

Geography Local Area



Knowledge

Children will learn about their local area; Hounslow using Digi maps, comparing the local area past and present

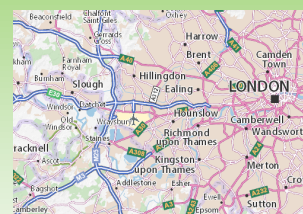
and using out class text the Highwayman to draw comparisons

Skills

Children will use use maps, atlases, globes and digital/computer

mapping to locate countries and describe features

Use the eight points of a compass, four and six-figure grid references, symbols and key to build knowledge of the UK and local area



RE - Beliefs and Moral Values :Who should get to be in charge?

-Explain how religious laws are created, using examples from Islam.

-Contrast religious law creation with British law creation. Linking Muhammad's practices, sayings or actions to the formation of some religious laws.

-Understanding how Guru Nanak chose his successor and how this method compares to other religious or cultural practices.

Spanish

¿Tienes una mascota? In this unit the children will learn how to:

Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in Spanish.

Tell somebody in Spanish if they have or do not have a pet.



PSHE

Objectives:

Relationships

- explore feelings and know where to get help
- know what facilities exist in the local area
- understand how to manage feelings
- explain how our actions affect feelings
- understand the value of friendships



Changing me

- To explore physical and emotional changes that occur during puberty.
- To explore the impact of puberty on the body and the importance of physical hygiene.
- To understand the concept of well-being
- To explore ways to get support during puberty

Science

Knowledge:

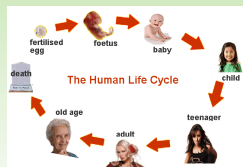
Forces



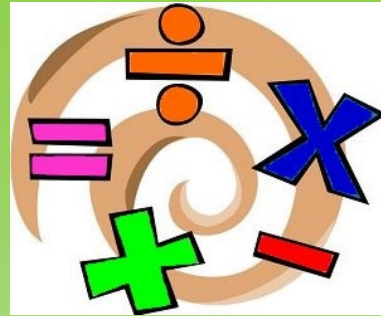
- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Skills:

- Children will work scientifically
- Children will observe how different objects such as parachutes and sycamore seeds fall
- They will explore the effects of friction on movement



Maths



Number & Place Value

- Review, consolidate and extend understanding of place value
- + & -
- Understand and use a range of men-

tal and written methods \times & \div

- Solve multi-step word problems involving addition, subtraction, multiplication and division and a combination of these

Fractions (including decimals)

- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred.' Write percentages as a fraction with denominator hundred and as a decimal fraction
- Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25

Measurement

- Solve problems involving converting between units of time
- Estimate volume (e.g. using 1 cm³ blocks to build cubes and cuboids) and capacity (e.g. using water)
- Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling

Geometry

- Use the properties of rectangles to deduce related facts and find missing lengths and angles

Position and Direction

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

Statistics

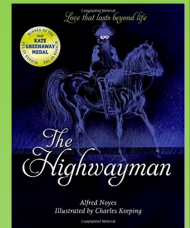
- Solve comparison, sum and difference problems using information presented in a line graph



English

Narrative poetry

Children will write their own version of 'The Highwayman' using the Talk for writing process. Children will look at figurative language and rhythm of the poem.



News reports

Children will read varied styles of news reports e.g. print, radio, television, etc. They will plan and write their own news reports based on the class text of The Highwayman by Alfred Noyes.

Historical narrative

Children will write their own historical narrative set in the Tudor period. Using the Talk for Writing method, they will sequence, describe and plot their version of a Tudor narrative.

Biographies:

Children will write a biography, an extended piece of writing that details the life of a specific person, that they did not write themselves. They are non-fiction descriptions of a historical person's life that include factual details as well as personal stories.

Skills:

Children will learn to:

Adapt non-narrative forms and styles to write fiction or factual texts, including newspaper reports, diaries and discussion texts. Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail. Explore how writers use language for dramatic effects. Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts. Compare how a common theme is presented in poetry, prose and other media.

