

Tudors

Science

Hygiene and staying healthy

- Describe the importance for hygiene
- Understand what humans need to stay healthy; and to suggest ways to find answers to their questions
- To recognise how microbes can be spread
- To recognise the link between good hygiene and health

Working scientifically

- Perform simple tests
- Identify and classify
- Use their observations and ideas to suggest answers to questions

Living things and their habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including microhabitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Geography

- To make appropriate observations about why things happen
- To locate the worlds continent and oceans
- To use maps to locate.
- Draw simple maps

History

Christopher Columbus

- To develop an awareness of the lives of significant individuals in the past

Battle of Bosworth

- To act out a past event of The Battle of Bosworth
- To put 5 events and objects in the correct order they happened / were made
- To use terms like century and decade

Great Fire of London

- To find out some of the ways in which London has changed
- To find out some of the ways in which how we live now is different and similar to how people lived in 1666
- To find out about how the Great Fire started and spread across London
- To understand how we know about the Great Fire of London

<p>Working scientifically</p> <ul style="list-style-type: none"> -Asking simple questions and recognising that they can be answered in different ways, observing closely -Performing simple tests -Identifying and classifying 		
<p>Art and design</p> <ul style="list-style-type: none"> -To draw and paint portraits of Henry VII using a range of mediums -Develop a range of techniques using colour, texture, pattern, shape, form and space -To draw and paint the Great Fire of London -Develop a range of techniques using colour, texture, pattern, shape, form and space -To comment on differences in others' work and suggest ways of improving their own work. To begin to use these suggestions to adapt and improve their own work <p>Artist links: Nicholas Hilliard William Scrots Hans Holbein the Younger</p>	<p>Design Technology</p> <ul style="list-style-type: none"> -To design and make Tudor bread -To begin to select their own ingredients -To prepare food safely and hygienically and can describe what this means -To understand how to weigh or measure their ingredients accurately with help <p>Making houses light up</p>	<p>Computing</p> <p>E-safety</p> <ul style="list-style-type: none"> -Know that some websites contain advertisements (often embedded) and learn how to ignore them. -To know what to do if they find something inappropriate online -Discuss, understand and abide by the school's e-Safety SMART Rules <p>Word Processing</p> <ul style="list-style-type: none"> -Begin to word process short narrative and non-narrative texts -Develop basic editing skills including different presentational features (font size, colour and style) -Select from different presentational features e.g. title, paragraph, label etc -Word process short narrative and non-narrative texts -Save, print, retrieve and amend their work <p>We are photographers – Digital Imagery</p> <ul style="list-style-type: none"> - Develop greater control over the digital stills or video camera -Begin to discuss the quality of their image and make decisions (e.g. delete a blurred / bad image) -Begin to select and edit and change images -Begin to change or enhance photographs and pictures (crop, re-colour)

<p>French</p>	<p>Religious Education</p> <p>Bible and the Torah</p> <p>Jesus in the temple.</p>	<p>Music</p> <p>Charanga Musical Scheme of Work</p> <p>Unit One – Glockenspiel playing</p> <p>-Learning about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel</p> <p>-Playing rhythms</p> <p>-Composing music on glockenspiel</p> <p>Greensleeves</p>
<p>Physical Education</p> <p>-Develop competence to excel in a broad range of physical activities</p> <p>-Are physically active for sustained periods of time</p> <p>-Lead healthy, active lives</p> <p>Indoor – Gym (unit 1) Outdoor games (unit 2, aiming, hitting and kicking)</p>	<p>Forest School</p> <p>-To design and make Tudor jewellery/bow and arrows</p>	<p>Stunning start: History workshop</p> <p>Marvellous middle: Trip to Anne of Cleves</p> <p>Fabulous finish: Tudor banquet</p>
<p>I can make some healthy snacks and explain why they are good for my body</p> <p>I can make a healthy snack with help, and I can tell you why it is good for my body</p> <p>I can make some healthy snacks and explain why they are good for my body</p> <p>I can identify and prepare snacks that are healthy, and explain my choice by saying why they are good</p>		

I can say how
I feel about
eating healthy
food

I can express
how it feels to
share healthy
food with my
friends

for my body
I can compare my
own and my
friends' choices
and can express
how it feels to
make and share
healthy food
together