

# REAL PROJECTS



R  
rigorous

E  
engaging

A  
authentic

L  
learning



Tudor Christmas Banquet with tudor music, jester, mummers and food - hire meadery in Newlyn or at school.

Invitees: Member of the school, local community, TPAT and Parents

Term: Aut 17  
Class: Phase 3 Year 5/6  
Emerald, Turquoise, Indigo

Classroom Immersion:  
Tudor banqueting halls

Trips/Experiences:  
Cotehele, Godolphin and/or Trerice

Launch Event:  
Visit to Cotehele House, Saltash



ESSENTIAL  
QUESTION

What if Henry had been Henrietta?

Literacy:

Guided Reading: **Horrible Histories: Terrible Tudors, Even more Terrible Tudors**: stations, reading text and discussing, verbally answering question, written question, drama

Writing: Narrative -story set at Cotehele in Tudor Times

*SPAG: Spec Spag daily*

*Colons; Semicolons, Shifting level of Formality, extended noun phrases - revising adverbs, fronted adverbial phrases, prepositional phrases, Speech punctuation*

Dates: Weeks beginning 4th, 11th, 18th, 25th Sept.

Outdoor learning:  
PE

Cotehele Gardens Launch

Creative:  
Making sketchbooks  
Sketching at Cotehele

Using to record information about coats of arms

Sketching and pencil skills using sketchbooks

Create designs for family coats of arms and use skills to create tapestry 'shield'

Mini Project



Creating shield  
tapestries/  
sketchbooks

RE/Virtues/PSHE

Unity  
Friendliness  
Co-operation  
Helpfulness

Training up virtues ambassadors, allocating jobs, HB and HG etc.

Maths

10 in 10/15 in 10 and Marvellous Maths daily  
Reading and Writing numbers in digits and words/counting in powers of 10

Place Value

Rounding to nearest 10, 100, 1000, etc

Problem solving and challenges around tudor themed numbers.

Cross phase active maths outside

Year 5/6 lead active maths challenge for Year 3/4

Computing:

Book Creator books about each queen using audio and video

Record commentaries for images using Aurasma

E-Safety

Science:

Earth and Space

Tie in with Galileo Galilee - Tudor explorers and navigation

Humanities:

History behind Henry (transition)

Katherine of Aragon

Anne Boleyn

Producing e books for each queen

PE:

Swimming/dance

Team games - rugby, football, High 5

## Objectives covered:

### Writing: Year 5

- Develop personal style.
- Choose a writing implement suited to the task.
- Write legibly, fluently and with speed.
- Adapt handwriting for a range of tasks and purposes, including for effect.
- Identify audience and purpose for writing and select the appropriate form.
- Develop initial ideas drawing on reading and research.
- Consider how authors develop character and setting.
- Select appropriate grammar and vocabulary and know how this can change and enhance meaning.
- In narrative, describe setting, characters, atmosphere and use dialogue to convey characters.
- Use a range of narrative techniques with confidence.
- Consistently build cohesion within and across paragraphs. Use connectives/conjunctions to support this.
- Use organisational and presentational devices to structure a text, e.g. subheadings.
- Assess effectiveness of writing.
- Ensure correct subject and verb agreement when using **singular and plural**.
- Proof read for any errors.
- Use literary devices such as, alliteration, simile, metaphor onomatopoeia and personification.

### Vocabulary Year 5

Recognise vocabulary and structures for formal writing.

### SPAG: Year 5

#### Spelling:

- Spell words with silent letters.
- Use prefixes and suffixes and know how to add them consistently.
- Distinguish between homophones and other words that are often confused.
- Use knowledge of morphology and etymology in spelling consistently.
- Understand that some spellings just need to be learnt.
- Use dictionaries to check the spelling and meaning of words consistently.
- Use a thesaurus.

#### Punctuation:

- Add missing punctuation into text with punctuation missing, e.g. . , " ' ? ; ( )
- Use commas to clarify meaning.
- Add commas into sentences in the correct place, e.g. after fronted adverbials.
- Use brackets, dashes and commas to indicate parenthesis.
- Use a colon to introduce a list.
- Know when to use bullet points and punctuate them consistently.
- Use ellipses to build tension accurately and consistently.
- Explain why '?' and '!' have been used.

#### Grammar

- Convert nouns and adjectives into verbs using suffixes.
- Use verbs to mark relationship of time and cause.
- Use expanded noun phrases.
- Use **modal verbs** or **adverbs** to indicate possibility.
- Use the **active** and **passive voice** to present information.
- Use adverbials to link across paragraphs.
- Indicate degrees of possibility using **adverbs** and **modal verbs**.
- Begin **relative clauses** using who, which, where, when, etc.

**VOCAB:** Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

### Writing: Year 6

- Identify audience and purpose for writing and select the appropriate form.
- Consider how writing reflects the audience and purpose that it was intended for.
- Vary sentence length and word order confidently to sustain interest.
- Link ideas across paragraphs using cohesive devices: repetition, grammatical connections and ellipses.
- Use organisational and presentational devices to structure a text, e.g. columns, bullet points.
- Distinguish between formal and informal register in writing.
- Summarise and organise writing, supporting ideas and argument with factual detail.
- Draw on knowledge of literary and rhetorical devices to enhance the impact of writing consistently.
- Produce writing which is varied, interesting, and thoughtful and some imaginative detail that is suited to purpose.
- Use a wide range of known imaginative and ambitious vocabulary and use this appropriate to purpose and audience.

### Vocabulary - Year 6

- Recognise vocabulary and structures for formal writing.

### SPAG - Year 6

#### Spelling:

- Use prefixes and suffixes and know how to add them.
- Spell words with silent letters.
- Distinguish between homophones and other words that are often confused.
- Use knowledge of morphology and etymology in spelling.
- Understand that some spellings just need to be learnt.
- Use dictionaries to check the spelling and meaning of words.

#### Punctuation:

- By the end of YR6 students should be secure with . , - ' "" : ; ( ) and they should be able to use these accurately in writing.
- Explain why all different types of punctuation have been used in text examples.
- Use semi-colons, colons or dashes between independent clauses.
- Use a colon to introduce a list and semi-colons within a list.
- Know when colons can replace commas within sentences.
- Use hyphens to avoid ambiguity.
- Know how where a comma is placed within a sentence can affect the meaning.
- Know how to use commas after fronted adverbials.
- Know how and where to put dashes in sentences.

#### Grammar:

- Use **passive** verbs to affect the presentation of information in a sentence.
- Know how words are related by meaning as **synonyms** and **antonyms**.
- Draw on new vocabulary and grammatical constructions drawn from reading that create certain affects when writing.
- 

**VOCAB:** Subject, object, active passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points.

## Maths Year 5

Read, write and order numbers to 10,000,000 and know the value of each digit.

Round any whole number accurately and to whole decimal places.

Solve number and practical problems confidently.

## Maths Year 6

Understand place value for decimals, measures and integers of any size.

Understand how to round numbers by estimating and then checking answers.  
(round to decimal places, or a percentage)

Solve problems involving all of the above

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>C</b>	<b>Christianity</b> <b>TOPIC:</b> The History of Christianity <b>THEME:</b> inspiration, persecution, growth and division	<b>Christianity</b> <b>TOPIC:</b> The History of the Church in Cornwall <b>THEME:</b> inspiration, persecution and division	<b>Christianity</b> <b>TOPIC:</b> The Church <b>THEME:</b> community and identity	<b>Christianity</b> <b>TOPIC:</b> The Church <b>THEME:</b> community and worship	<b>Islam</b> <b>TOPIC:</b> Islamic Belief <b>THEME:</b> belief and revelation	<b>Islam</b> <b>TOPIC:</b> Sacred Texts of Allah <b>THEME:</b> worship and belief in action
<b>DB</b>	How Christianity been a force for good in history?	Should people be free to worship as they wish?	Does it make sense for God to be one thing and these things at the same time?	Can you be a Christian without going to church?	Do messengers of God exist? If so, in what sense?	Who or what should we live our lives for?
<b>AA</b>	Which of the key figures in the history of the Church are still thought of as role-models for Christians today?	Why is Truro Cathedral important to Christians in Cornwall today?	Why do Christians get baptised and confirmed today?	Why do Christians today still follow the Church's year?	How do the Messengers of Allah inspire Muslims today?	Which of the five pillars of Islam is the most significant for Muslims today?
<b>HH</b>	What is it like to communicate the 'Good News' about Jesus to people who do not know about him?	What is it like for Methodists and Catholics to take part in worship?	Would it be appropriate for me to join in with Christian rituals? How might it enable me to develop a sense of what it means to belong to the Christian community?	What can Christian worship offer me?	How can looking for forms and patterns in nature help you understand Muslim beliefs and feelings about the nature of Allah's creation?	Can the development and performance of a routine of specific body positions, such as conveying a particular meaning, provide insights into the feelings and emotions of Muslims in prayer?
<b>SS</b>	How have Christian missionaries been inspired by Christian stories differently?	How was John Wesley inspired to change things by the Gospel accounts of Jesus?	Where can we see Christian stories in church life?	How does Christian worship involve Christians in bible stories?	How do stories about the prophets guide Muslims today?	How does the Hajj involve Muslims in the story of Islam?

## Art: Y5

### Materials

~~Experiment with working on different surfaces.~~

~~Different textures (laminating, modroc, collage.)~~

~~Natural materials to create sculptures.~~

### Expression and Imagination:

~~Use Art to express an emotion. Why have they chosen the materials and techniques that they have?~~

### Techniques:

~~Use drawing techniques to introduce perspective. (Drawing from above and below, near/far.)~~

~~Begin to experiment with the techniques of different artists.~~

~~Practice skills to create different surfaces.~~

~~Develop sculpture techniques by manipulating natural materials to create a structure.~~

### Artists:

~~Use the work of a famous artist as a stimulus for their own work.~~

~~Use other artists work as a basis for critique.~~

~~Research and develop the techniques of other artists to use in own work.~~

~~Be introduced to the work of great designers through history.~~

## Art: Y6

### Materials

Explore materials to create sculptures (mod roc, clay, natural materials, household object, chicken wire.)

~~Different textures and consistencies of paint.~~

Expression and Imagination:

Use Art to express an abstract concept e.g war, love, creation.

Techniques:

~~Use viewfinders and perspective techniques in composition.~~

Apply paint to show textures.

'Limited palette' work. Working with one colour and developing work using tints and shades.

Construct scale models using joining and drawing techniques.

Combine techniques and give reasons for choices.

Artists:

Have an in-depth knowledge of the work of an architect and choose a style to emulate in constructing a scale model.

Be able to identify and appraise the work of designers through history.

## DT:

Use research and develop design criteria to design innovative, functional and appealing products that are fit for purpose and aimed at particular groups or individuals.

Develop and communicate design ideas using annotated sketches, detailed plans, oral and digital presentations.

Select and use tools and equipment for a range of uses. E.g. cut and shape ingredients, join fabrics, cut accurately and safely, use bradawl to mark holes, hand drill and pin and tacks during textile work.

Join and combine a range of materials and ingredients using appropriate methods. E.g. beating, rubbing in, drilling, glueing, sewing, screwing.

Show a clear understanding of the specification and use this to inform decisions.

Justify decisions about materials and methods of construction.

Evaluate products and use of information sources.

Build frameworks using a range of materials e.g. wood, corrugated card, plastic to support mechanisms.

Use linkages to make movement larger or more varied.

Incorporate motor and a switch into a model.

Use research and exploration to identify and understand user needs when designing a product.

~~Develop and communicate design ideas using annotated sketches, detailed plans, oral and digital presentations and computer based tools.~~

~~Select from and use specialist tools and techniques for a range of uses. E.g. Whisk, craft knife, cutting mat, safety ruler.~~

~~Select from and use a wider range of materials, components and ingredients taking into account their aesthetic properties.~~

Test, evaluate and refine ideas and products against a specification.

Evaluate products and use of information sources throughout the process and use this to inform planning.

Build complex frameworks using a range of materials to support mechanisms.

Use a CAM to make an up and down mechanism.

Control a model using an ICT control programme.

## Computing: Y5

Technology in the real world:

~~Use digital devices to combine software and present data and information.~~

~~Use search technologies and understand how results are ranked.~~

~~Evaluate validity of a range of digital sources.~~

### Programming

~~Design and write programmes that control simulations and physical systems.~~

~~Work with variables and various forms of input and output to test programmes.~~

### Purposeful application

~~Create and implement a range of programmes and content to accomplish specific goals.~~

~~Use technology to collect, analyse, evaluate and present data and digital content~~

### E-Safety

~~Use technology securely.~~

~~Know how to protect your online identity.~~

## Computing: Y6

Technology in the real world:

~~Use a range of digital devices to combine different software and present data and information.~~

~~Collect, analyse and evaluate data.~~

~~Use technology to accomplish challenging goals.~~

### Programming

~~Understand several key algorithms that reflect computational thinking for sorting and searching.~~

~~Purposeful application~~

~~Use a range of programmes, systems and content to accomplish challenging goals.~~

~~Use technology creatively to collect, analyse, evaluate and present data and digital content~~

### E-Safety

~~Know why you need to use technology securely~~



## PSHE: Health and Wellbeing

Discuss how the body changes and how to maintain hygiene through puberty.

Know how to prevent the spread of diseases and viruses.

~~Understand the effects of mental health problems.~~

~~Understand the impact of disease in the wider world.~~

~~Discuss how to manage change and transition. Discuss how to manage emotions and other changes within puberty.~~

### Relationships

Begin to see their actions from a different perspective.

Know what stereotyping is.

Understand different values, traditions and customs.

Discuss differences between people such as religion, race, disability etc...

~~Discuss behaviour choices in society and their consequences. Recognise and challenge stereotypes.~~

~~Identify positive and negative relationships and where to access support. Respect equality and diversity between people. Begin to understand sexual relationships.~~

### Wider World

Understand rights and responsibilities and how they impact on own lives and the wider world. Justify personal opinions linked to broad topical issues. Understand decision making and the impact this has on others. Show an understanding of enterprise. Discuss how to protect the environment and advise others.

~~Begin to explore democracy and government as well as justice and laws. Analyse different sources and understand media interpretation. Show a deeper understanding of enterprise and the economic/business environment. Understand the term sustainable development.~~—E-SAFETY and DRUGS/ALCOHOL, SRE

## Humanities:

### Geography:

#### Locational Knowledge

Locate on a map- Human and physical characteristics of countries around the world and major cities.

~~Know meaning of latitude or longitude, Equator or Tropics of Capricorn and Cancer or Arctic and Antarctic Circles or Time zones.~~

#### Place Knowledge

Study geographical similarities and differences between countries around the world.

~~Study environments and compare similarities and differences in a range of some features stated above.~~

#### Human and Physical Geography

Know where energy comes from.

Know about the water cycle and natural resources (where they come from)

~~Know meaning of Biomes and vegetation belts.~~

~~OR Know about climate change or Know about plate tectonics.~~

#### Geographical Skills and Fieldwork

Use Geographical information systems (GIS) to analyse data.

Use multiple sources of complex information to draw conclusions.

## PE Y5

### Gymnastics/ Athletics

Control a take-off and landing.

Combine a range of running, jumping and throwing techniques.

Create a fluid sequence applying learnt skills.

#### Team games

~~Explain rules and tactics in detail.~~

~~To work in a team or alone to gain possession of a ball.~~

#### Dance and movement

When composing it is imaginative, creative and expressive.

Movements show control.

#### Outdoor Adventurous activities

Orientate self to solve problems, locating particular places. Adapt actions to changing situations.

Strike a ball using backhand and forehand skills. Use a variety of techniques to pass a ball

## Music:

### Singing and Performing

Perform in a group and alone using voices and instruments creatively incorporating expression and control.

Sing in two parts including two part harmonies.

~~Perform in a group and alone using voices and instruments with increasing fluency, accuracy, control and expression~~

### Composing

Begin to use simple formal notation including beats in a bar.

~~Compose using an understanding of music from a range of cultures, times and styles.~~

~~Plan for expression in compositions.~~

### Listening and Appraising

~~Listen and appraise using appropriate musical vocabulary.~~

~~Identify characteristics of a piece and repeat using voice or instrument.~~

~~Identify features that typify the work of great composers through time.~~

~~Analyse and compare musical features.~~

## Humanities:

### History:

#### Chronological events

~~Shows some understanding and talks with some clarity about the impact of historical events.~~

~~Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.~~

#### Use of sources

~~Use a variety of reliable sources to gain a deeper understanding of Compare historical sources and suggest the validity of these.~~

~~Understand the methods of historical enquiry, including how it is used to make historical claims.~~

#### Historical Enquiry

~~Begin to use questions to understand significant events.~~

~~Identify significant events, make connections, draw contrast and analyse trends~~

#### Analyse and evaluate the impact of significant people/events in history

~~A detailed study of a particular famous person and their historical legacy.~~

~~A detailed study of a particular famous person and their historical legacy from at least two different points of view.~~

~~Language: Language specific to topic (e.g. mummified)~~

## PE Y6

Gymnastics/ Athletics

~~Show accuracy, control, speed, strength and stamina consistently within a range of movements.~~

~~Develop and adapt techniques to improve performance.~~

Team games

~~Gain possession confidently and apply attacking and defending skills.~~

~~Apply understanding of rules and tactics e.g. officiating~~

Dance and movement

~~Perform dances using advanced techniques with a range of dance styles and forms.~~

Outdoor Adventurous activities

~~Confidently orientate self and others to solve a problem in a more unfamiliar environment.~~

~~Develop skills to solve problems in intellectual and physical challenges.~~

~~Any child not meeting the 25m requirement will receive swimming intervention.~~

### Literacy

Guided Reading: **Horrible Histories: Terrible Tudors, Even more Terrible Tudors**: stations, reading text and discussing, verbally answering question, written question, drama

Writing: Diary entry for Anne Boleyn- children to choose point of time in her story for entry, using shifts in formality. Final piece to be handwritten in quill and ink on aged paper. Fact Page about Galileo

[theplayhouse.org.uk/tudortimes/category/special-hypen/diary-entry/](http://theplayhouse.org.uk/tudortimes/category/special-hypen/diary-entry/)

Launch - To Cotelehe to collect writing stimuli

*SPAG: Colons; Semicolons, Shifting level of Formality, extended noun phrases revising adverbs, fronted adverbial phrases, prepositional phrases, nouns and pronouns use of a question, contractions, identify grammatical errors/ critique.*

Dates: 2nd, 9th, 16th October

Outdoor learning:

Linked to Science

### Mini Project Ann Boleyn's Diary



### Maths:

Daily 10 in 10/Marvellous Maths

Ordering and comparing

Negative numbers in context

Roman Numerals Challenge related to dates

Link neg nos to Thames Freezing over etc.

Tudor Style!

### Science:

Earth and Space

Tie in with Galileo Galilee - Tudor explorers and navigation

(Cross curricular with Literacy)

Reading Tudor descriptions about what they believed about the stars and moon.

Outdoor opportunities for re-enacting movement of sun, moon and earth with footballs, tennis balls etc.

Station activities to include drama, art, ICT, etc.

### Humanities:

Looking Jane Seymour

Anne of Cleves

Kathrine Howard

Kathrine Parr

Each group to choose one of the above queens to investigate and feed back to other children through the e-books/POLs

### Creative:

Design personal family coats of arms to create shield and transfer designs to binca.

Sew using tapestry stitch.

### RE/Virtues/PSHE

Respect

Prayer Book Rebellion

Buddy up with another class to promote virtues

### Computing:

Book Creator 'Wives multi media' books  
Record commentaries for images using Aurasma

Use of Stargazer app for Science

### PE:

Swimming/dance

Team games - rugby, football, High 5

# Objectives covered:

## Writing: Year 5

- Develop personal style.
- Choose a writing implement suited to the task.
- Write legibly, fluently and with speed.
- Adapt handwriting for a range of tasks and purposes, including for effect.
- Identify audience and purpose for writing and select the appropriate form.
- Develop initial ideas drawing on reading and research.
- Consider how authors develop character and setting.
- Select appropriate grammar and vocabulary and know how this can change and enhance meaning.
- In narrative, describe setting, characters, atmosphere and use dialogue to convey characters.
- Use a range of narrative techniques with confidence.
- Consistently build cohesion within and across paragraphs. Use connectives/conjunctions to support this.
- Use organisational and presentational devices to structure a text, e.g. subheadings.
- Assess effectiveness of writing.
- Ensure correct subject and verb agreement when using **singular and plural**.
- Proof read for any errors.
- Use literary devices such as, alliteration, simile, metaphor onomatopoeia and personification.

## Vocabulary Year 5

Recognise vocabulary and structures for formal writing.

## SPAG: Year 5

### Spelling:

- Spell words with silent letters.
- Use prefixes and suffixes and know how to add them consistently.
- Distinguish between homophones and other words that are often confused.
- Use knowledge of morphology and etymology in spelling consistently.
- Understand that some spellings just need to be learnt.
- Use dictionaries to check the spelling and meaning of words consistently.
- Use a thesaurus.

### Punctuation:

- Add missing punctuation into text with punctuation missing, e.g. . , - " " ! ? : ( ) "
- Use commas to clarify meaning.
- Add commas into sentences in the correct place, e.g. after fronted adverbials.
- Use brackets, dashes and commas to indicate parenthesis.
- Use a colon to introduce a list.
- Know when to use bullet points and punctuate them consistently.
- Use ellipses to build tension accurately and consistently.
- Explain why '?' and '!' have been used.

### Grammar

- Convert nouns and adjectives into verbs using suffixes.
- Use verbs to mark relationship of time and cause.
- Use expanded noun phrases.
- Use **modal verbs** or **adverbs** to indicate possibility.
- Use the **active and passive voice** to present information.
- Use adverbials to link across paragraphs.
- Indicate degrees of possibility using **adverbs** and **modal verbs**.
- Begin **relative clauses** using who, which, where, when, etc.

**VOCAB:** Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

## Writing: Year 6

- Identify audience and purpose for writing and select the appropriate form.
- Consider how writing reflects the audience and purpose that it was intended for.
- Vary sentence length and word order confidently to sustain interest.
- Link ideas across paragraphs using cohesive devices: repetition, grammatical connections and ellipses.
- Use organisational and presentational devices to structure a text, e.g. columns, bullet points.
- Distinguish between formal and informal register in writing.
- Summarise and organise writing, supporting ideas and argument with factual detail.
- Draw on knowledge of literary and rhetorical devices to enhance the impact of writing consistently.
- Produce writing which is varied, interesting, and thoughtful and some imaginative detail that is suited to purpose.
- Use a wide range of known imaginative and ambitious vocabulary and use this appropriate to purpose and audience.

## Vocabulary - Year 6

- Recognise vocabulary and structures for formal writing.

## SPAG - Year 6

### Spelling:

- Use prefixes and suffixes and know how to add them.
- Spell words with silent letters.
- Distinguish between homophones and other words that are often confused.
- Use knowledge of morphology and etymology in spelling.
- Understand that some spellings just need to be learnt.
- Use dictionaries to check the spelling and meaning of words.

### Punctuation:

- By the end of YR6 students should be secure with . , - ' "" : ; ( ) and they should be able to use these accurately in writing.
- Explain why all different types of punctuation have been used in text examples.
- Use semi-colons, colons or dashes between independent clauses.
- Use a colon to introduce a list and semi-colons within a list.
- Know when colons can replace commas within sentences.
- Use hyphens to avoid ambiguity.
- Know how where a comma is placed within a sentence can affect the meaning.
- Know how to use commas after fronted adverbials.
- Know how and where to put dashes in sentences.

### Grammar:

- Use **passive** verbs to affect the presentation of information in a sentence.
- Know how words are related by meaning as **synonyms** and **antonyms**.
- Draw on new vocabulary and grammatical constructions drawn from reading that create certain affects when writing.
- 

**VOCAB:** Subject, object, active passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points.



### **Maths Year 5**

I can use negative numbers in context and calculate intervals across zero.

I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

### **Maths Year 6**

Use negative numbers in context and calculate intervals across zero

I can read, write, order and compare numbers up to 10 000 000 and explain the value of each digit

### **Science: (2 yr rolling Yr5 topics)**

#### **Space and Earth**

I can describe the movement of the Earth and other planets and how they are relative to the Sun in the solar system.

I can describe the movement of the Moon and it is relative to the Earth.

I can describe the Sun, Earth and Moon as approximate spherical bodies.

I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

## Art: Y5

### Materials

~~Experiment with working on different surfaces.~~

~~Different textures (laminating, modroc, collage.)~~

Natural materials to create sculptures.

### Expression and Imagination:

Use Art to express an emotion. Why have they chosen the materials and techniques that they have?

### Techniques:

~~Use drawing techniques to introduce perspective. (Drawing from above and below, near/far.)~~

~~Begin to experiment with the techniques of different artists.~~

~~Practice skills to create different surfaces.~~

Develop sculpture techniques by manipulating natural materials to create a structure.

### Artists:

~~Use the work of a famous artist as a stimulus for their own work.~~

~~Use other artists work as a basis for critique.~~

Research and develop the techniques of other artists to use in own work.

Be introduced to the work of great designers through history.

## Art: Y6

### Materials

Explore materials to create sculptures (mod roc, clay, natural materials, household object, chicken wire.)

~~Different textures and consistencies of paint.~~

Expression and Imagination:

Use Art to express an abstract concept e.g war, love, creation.

Techniques:

~~Use viewfinders and perspective techniques in composition.~~

Apply paint to show textures.

'Limited palette' work. Working with one colour and developing work using tints and shades.

Construct scale models using joining and drawing techniques.

Combine techniques and give reasons for choices.

Artists:

Have an in-depth knowledge of the work of an architect and choose a style to emulate in constructing a scale model.

Be able to identify and appraise the work of designers through history.

## DT:

Use research and develop design criteria to design innovative, functional and appealing products that are fit for purpose and aimed at particular groups or individuals.

Develop and communicate design ideas using annotated sketches, detailed plans, oral and digital presentations.

Select and use tools and equipment for a range of uses. E.g. cut and shape ingredients, join fabrics, cut accurately and safely, use bradawl to mark holes, hand drill and pin and tacks during textile work.

Join and combine a range of materials and ingredients using appropriate methods. E.g. beating, rubbing in, drilling, glueing, sewing, screwing.

Show a clear understanding of the specification and use this to inform decisions.

Justify decisions about materials and methods of construction.

Evaluate products and use of information sources.

Build frameworks using a range of materials e.g. wood, corrugated card, plastic to support mechanisms.

Use linkages to make movement larger or more varied.

Incorporate motor and a switch into a model.

Use research and exploration to identify and understand user needs when designing a product.

Develop and communicate design ideas using annotated sketches, detailed plans, oral and digital presentations and computer based tools.

Select from and use specialist tools and techniques for a range of uses. E.g. Whisk, craft knife, cutting mat, safety ruler.

Select from and use a wider range of materials, components and ingredients taking into account their aesthetic properties.

Test, evaluate and refine ideas and products against a specification.

Evaluate products and use of information sources throughout the process and use this to inform planning.

Build complex frameworks using a range of materials to support mechanisms.

Use a CAM to make an up and down mechanism.

Control a model using an ICT control programme.

## Computing: Y5

### Technology in the real world:

~~Use digital devices to combine software and present data and information.~~

~~Use search technologies and understand how results are ranked.~~

~~Evaluate validity of a range of digital sources.~~

### Programming

Design and write programmes that control simulations and physical systems.

Work with variables and various forms of input and output to test programmes.

### Purposeful application

Create and implement a range of programmes and content to accomplish specific goals.

Use technology to collect, analyse, evaluate and present data and digital content

### E-Safety

Use technology securely.

Know how to protect your online identity.

## Computing: Y6

### Technology in the real world:

~~Use a range of digital devices to combine different software and present data and information.~~

~~Collect, analyse and evaluate data.~~

~~Use technology to accomplish challenging goals.~~

### Programming

Understand several key algorithms that reflect computational thinking for sorting and searching.

Purposeful application

~~Use a range of programmes, systems and content to accomplish challenging goals.~~

~~Use technology creatively to collect, analyse, evaluate and present data and digital content~~

### E-Safety

~~Know why you need to use technology securely~~

## PSHE: Health and Wellbeing

Discuss how the body changes and how to maintain hygiene through puberty.

Know how to prevent the spread of diseases and viruses.

Understand the effects of mental health problems.

Understand the impact of disease in the wider world.

Discuss how to manage change and transition. Discuss how to manage emotions and other changes within puberty.

### Relationships

Begin to see their actions from a different perspective.

Know what stereotyping is.

Understand different values, traditions and customs.

Discuss differences between people such as religion, race, disability etc...

Discuss behaviour choices in society and their consequences. Recognise and challenge stereotypes.

Identify positive and negative relationships and where to access support. Respect equality and diversity between people. Begin to understand sexual relationships.

### Wider World

Understand rights and responsibilities and how they impact on own lives and the wider world. Justify personal opinions linked to broad topical issues. Understand decision making and the impact this has on others. Show an understanding of enterprise. Discuss how to protect the environment and advise others.

Begin to explore democracy and government as well as justice and laws. Analyse different sources and understand media interpretation. Show a deeper understanding of enterprise and the economic/business environment. Understand the term sustainable development. —E-SAFETY and DRUGS/ALCOHOL, SRE

## Humanities:

### Geography:

#### Locational Knowledge

Locate on a map- Human and physical characteristics of countries around the world and major cities.

Know meaning of latitude or longitude, Equator or Tropics of Capricorn and Cancer or Arctic and Antarctic Circles or Time zones.

#### Place Knowledge

Study geographical similarities and differences between countries around the world.

Study environments and compare similarities and differences in a range of some features stated above.

#### Human and Physical Geography

Know where energy comes from.

Know about the water cycle and natural resources (where they come from)

Know meaning of Biomes and vegetation belts.

OR Know about climate change or Know about plate tectonics.

#### Geographical Skills and Fieldwork

Use Geographical information systems (GIS) to analyse data.

Use multiple sources of complex information to draw conclusions.

## PE Y5

### Gymnastics/ Athletics

Control a take-off and landing.

Combine a range of running, jumping and throwing techniques.

Create a fluid sequence applying learnt skills.

#### Team games

Explain rules and tactics in detail.

To work in a team or alone to gain possession of a ball.

Dance and movement

When composing it is imaginative, creative and expressive.

Movements show control.

#### Outdoor Adventurous activities

Orientate self to solve problems, locating particular places. Adapt actions to changing situations.

## Music:

### Singing and Performing

Perform in a group and alone using voices and instruments creatively incorporating expression and control.

Sing in two parts including two part harmonies.

Perform in a group and alone using voices and instruments with increasing fluency, accuracy, control and expression

### Composing

Begin to use simple formal notation including beats in a bar.

Compose using an understanding of music from a range of cultures, times and styles.

Plan for expression in compositions.

### Listening and Appraising

Listen and appraise using appropriate musical vocabulary.

Identify characteristics of a piece and repeat using voice or instrument.

Identify features that typify the work of great composers through time.

Analyse and compare musical features.

## Humanities:

### History:

#### Chronological events

Shows some understanding and talks with some clarity about the impact of historical events.

Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.

#### Use of sources

Use a variety of reliable sources to gain a deeper understanding of. Compare historical sources and suggest the validity of these.

Understand the methods of historical enquiry, including how it is used to make historical claims.

#### Historical Enquiry

Begin to use questions to understand significant events.

Identify significant events, make connections, draw contrast and analyse trends

#### Analyse and evaluate the impact of significant people/events in history

A detailed study of a particular famous person and their historical legacy.

A detailed study of a particular famous person and their historical legacy from at least two different points of view.

Language: Language specific to topic (e.g. mummified)

## PE Y6

### Gymnastics/ Athletics

Show accuracy, control, speed, strength and stamina consistently within a range of movements.

Develop and adapt techniques to improve performance.

#### Team games

Gain possession confidently and apply attacking and defending skills.

Apply understanding of rules and tactics e.g. officiating

#### Dance and movement

Perform dances using advanced techniques with a range of dance styles and forms.

#### Outdoor Adventurous activities

Confidently orientate self and others to solve a problem in a more unfamiliar environment.

Develop skills to solve problems in intellectual and physical challenges.

### Literacy:

Guided Reading: **Horrible Histories: Terrible Tudors, Even more Terrible Tudors**: stations, reading text and discussing, verbally answering question, written question, drama

Writing - mummies play for performance

Launch - To Cotelehe to collect writing stimuli

*SPAG: Colons; Semicolons, Shifting level of Formality, extended noun phrases revising adverbs, fronted adverbial phrases, prepositional phrases, nouns and pronouns use of a question, contractions, identify grammatical errors/critique*

### Maths:

Calculation - Addition and Subtraction including word problems

Tudor maths riddle challenge related to addition and subtraction

Outdoor challenge related to Truro visit

Dates: 30.10, 6th 13th November

### Outdoor learning:

PE  
Ice Skating

### Mini Project

Writing a mummies play script



### Creative:

Dance - learn to dance the Pavanne  
Dance teacher to be bought in through PE budget  
Listening to alternative tudor music ie madrigals to compare.

Costume making  
Designing computer game characters

### Humanities:

Everyday life in the tudor times:  
Historical study of everyday life during the period with direct comparison to modern times, especially focused on the following areas:

Food,  
Travel,  
Children  
etc.

### Computing:

Create an arcade game based on Henry and his wives

### PE:

Swimming/dance

Team games - rugby, football, High 5  
Dance teacher to be bought in through PE budget

Link dance to Creative

### RE/Virtues/PSHE

Visit to RCM Truro, ice skating and Cathedral  
Prayer Book Rebellion

Patience  
Self Confidence

Truro Cathedral visit

Virtues ambassadors to start running their own virtues workshops

# Objectives covered:

## Writing: Year 5

- Develop personal style.
- Choose a writing implement suited to the task.
- Write legibly, fluently and with speed.
- Adapt handwriting for a range of tasks and purposes, including for effect.
- Identify audience and purpose for writing and select the appropriate form.
- Develop initial ideas drawing on reading and research.
- Consider how authors develop character and setting.
- Select appropriate grammar and vocabulary and know how this can change and enhance meaning.
- In narrative, describe setting, characters, atmosphere and use dialogue to convey characters.
- Use a range of narrative techniques with confidence.
- Consistently build cohesion within and across paragraphs. Use connectives/conjunctions to support this.
- Use organisational and presentational devices to structure a text, e.g. subheadings.
- Assess effectiveness of writing.
- Ensure correct subject and verb agreement when using **singular and plural**.
- Proof read for any errors.
- Use literary devices such as, alliteration, simile, metaphor onomatopoeia and personification.

## Vocabulary Year 5

Recognise vocabulary and structures for formal writing.

## SPAG: Year 5

### Spelling:

- Spell words with silent letters.
- Use prefixes and suffixes and know how to add them consistently.
- Distinguish between homophones and other words that are often confused.
- Use knowledge of morphology and etymology in spelling consistently.
- Understand that some spellings just need to be learnt.
- Use dictionaries to check the spelling and meaning of words consistently.
- Use a thesaurus.

### Punctuation:

- Add missing punctuation into text with punctuation missing, e.g. . , - " " ! ? : ( ) "
- Use commas to clarify meaning.
- Add commas into sentences in the correct place, e.g. after fronted adverbials.
- Use brackets, dashes and commas to indicate parenthesis.
- Use a colon to introduce a list.
- Know when to use bullet points and punctuate them consistently.
- Use ellipses to build tension accurately and consistently.
- Explain why '?' and '!' have been used.

### Grammar

- Convert nouns and adjectives into verbs using suffixes.
- Use verbs to mark relationship of time and cause.
- Use expanded noun phrases.
- Use **modal verbs** or **adverbs** to indicate possibility.
- Use the **active and passive voice** to present information.
- Use adverbials to link across paragraphs.
- Indicate degrees of possibility using **adverbs** and **modal verbs**.
- Begin **relative clauses** using **who, which, where, when, etc.**

**VOCAB:** Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

## Writing: Year 6

- Identify audience and purpose for writing and select the appropriate form.
- Consider how writing reflects the audience and purpose that it was intended for.
- Vary sentence length and word order confidently to sustain interest.
- Link ideas across paragraphs using cohesive devices: repetition, grammatical connections and ellipses.
- Use organisational and presentational devices to structure a text, e.g. columns, bullet points.
- Distinguish between formal and informal register in writing.
- Summarise and organise writing, supporting ideas and argument with factual detail.
- Draw on knowledge of literary and rhetorical devices to enhance the impact of writing consistently.
- Produce writing which is varied, interesting, and thoughtful and some imaginative detail that is suited to purpose.
- Use a wide range of known imaginative and ambitious vocabulary and use this appropriate to purpose and audience.

## Vocabulary - Year 6

- Recognise vocabulary and structures for formal writing.

## SPAG - Year 6

### Spelling:

- Use prefixes and suffixes and know how to add them.
- Spell words with silent letters.
- Distinguish between homophones and other words that are often confused.
- Use knowledge of morphology and etymology in spelling.
- Understand that some spellings just need to be learnt.
- Use dictionaries to check the spelling and meaning of words.

### Punctuation:

- By the end of YR6 students should be secure with . , - ' "" : ; ( ) and they should be able to use these accurately in writing.
- Explain why all different types of punctuation have been used in text examples.
- Use semi-colons, colons or dashes between independent clauses.
- Use a colon to introduce a list and semi-colons within a list.
- Know when colons can replace commas within sentences.
- Use hyphens to avoid ambiguity.
- Know how where a comma is placed within a sentence can affect the meaning.
- Know how to use commas after fronted adverbials.
- Know how and where to put dashes in sentences.

### Grammar:

- Use **passive** verbs to affect the presentation if information in a sentence.
- Know how words are related by meaning as **synonyms** and **antonyms**.
- Draw on new vocabulary and grammatical constructions drawn from reading that create certain affects when writing.
- 

**VOCAB:** Subject, object, active passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points.



### **Maths Year 5**

I can add and subtract whole numbers with more than 4 digits, including using formal written methods

I can solve addition and subtraction multi-step problems, deciding which operations and methods to use and why.

### **Maths Year 6**

I can solve problems involving addition, subtraction, multiplication and division.

I can solve addition and subtraction multi-step problems in context.

Solve number and practical problems confidently.

### **Science: (2 yr rolling Yr5 topics)**

#### **Space and Earth**

I can describe the movement of the Earth and other planets and how they are relative to the Sun in the solar system.

I can describe the movement of the Moon and it is relative to the Earth.

I can describe the Sun, Earth and Moon as approximate spherical bodies.

I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

## Art: Y5

### Materials

~~Experiment with working on different surfaces.~~

Different textures (laminating, modroc, collage.)

Natural materials to create sculptures.

### Expression and Imagination:

Use Art to express an emotion. Why have they chosen the materials and techniques that they have?

### Techniques:

~~Use drawing techniques to introduce perspective. (Drawing from above and below, near/far.)~~

~~Begin to experiment with the techniques of different artists.~~

~~Practice skills to create different surfaces.~~

Develop sculpture techniques by manipulating natural materials to create a structure.

### Artists:

~~Use the work of a famous artist as a stimulus for their own work.~~

~~Use other artists work as a basis for critique.~~

Research and develop the techniques of other artists to use in own work.

Be introduced to the work of great designers through history.

## Art: Y6

### Materials

Explore materials to create sculptures (mod roc, clay, natural materials, household object, chicken wire.)

~~Different textures and consistencies of paint.~~

Expression and Imagination:

Use Art to express an abstract concept e.g war, love, creation.

Techniques:

~~Use viewfinders and perspective techniques in composition.~~

Apply paint to show textures.

'Limited palette' work. Working with one colour and developing work using tints and shades.

Construct scale models using joining and drawing techniques.

Combine techniques and give reasons for choices.

Artists:

Have an in-depth knowledge of the work of an architect and choose a style to emulate in constructing a scale model.

Be able to identify and appraise the work of designers through history.

## DT:

Use research and develop design criteria to design innovative, functional and appealing products that are fit for purpose and aimed at particular groups or individuals.

~~Develop and communicate design ideas using annotated sketches, detailed plans, oral and digital presentations.~~

~~Select and use tools and equipment for a range of uses. E.g. cut and shape ingredients, join fabrics, cut accurately and safely, use bradawl to mark holes, hand drill and pin and tacks during textile work.~~

~~Join and combine a range of materials and ingredients using appropriate methods. E.g. beating, rubbing in, drilling, glueing, sewing, screwing.~~

Show a clear understanding of the specification and use this to inform decisions.

Justify decisions about materials and methods of construction.

~~Evaluate products and use of information sources.~~

Build frameworks using a range of materials e.g. wood, corrugated card, plastic to support mechanisms.

Use linkages to make movement larger or more varied.

Incorporate motor and a switch into a model.

Use research and exploration to identify and understand user needs when designing a product.

~~Develop and communicate design ideas using annotated sketches, detailed plans, oral and digital presentations and computer based tools.~~

~~Select from and use specialist tools and techniques for a range of uses. E.g. Whisk, craft knife, cutting mat, safety ruler.~~

~~Select from and use a wider range of materials, components and ingredients taking into account their aesthetic properties.~~

Test, evaluate and refine ideas and products against a specification.

Evaluate products and use of information sources throughout the process and use this to inform planning.

Build complex frameworks using a range of materials to support mechanisms.

Use a CAM to make an up and down mechanism.

Control a model using an ICT control programme.

## Computing: Y5

### Technology in the real world:

~~Use digital devices to combine software and present data and information.~~

~~Use search technologies and understand how results are ranked.~~

~~Evaluate validity of a range of digital sources.~~

### Programming

Design and write programmes that control simulations and physical systems.

Work with variables and various forms of input and output to test programmes.

### Purposeful application

Create and implement a range of programmes and content to accomplish specific goals.

Use technology to collect, analyse, evaluate and present data and digital content

### E-Safety

Use technology securely.

Know how to protect your online identity.

## Computing: Y6

### Technology in the real world:

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Create a fluid sequence applying learnt skills.

#### Team games

Explain rules and tactics in detail.

To work in a team or alone to gain possession of a ball.

#### Dance and movement

When composing it is imaginative, creative and expressive.

Movements show control.

#### Outdoor Adventurous activities

Orientate self to solve problems, locating particular places. Adapt actions to changing situations.

Strike a ball using backhand and forehand skills. Use a variety of techniques to pass a ball

## Music:

### Singing and Performing

Perform in a group and alone using voices and instruments creatively incorporating expression and control.

Sing in two parts including two part harmonies.

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Apply understanding of rules and tactics e.g. officiating

#### Dance and movement

Perform dances using advanced techniques with a range of dance styles and forms.

#### Outdoor Adventurous activities

Confidently orientate self and others to solve a problem in a more unfamiliar environment.

Develop skills to solve problems in intellectual and physical challenges.

Any child not meeting the 25m requirement will receive swimming intervention.

Resources:

gold paper plates  
'finger food'

Table decorations

Tapestries

Costumes

FINAL OUTCOME

## Tudor Banquet

What:  
Tudor Celebration

Where:  
Newlyn Meadery

When:  
w/b 4th

Costs: £1000  
Trip costs to be covered by children

Amazon: £500  
Consortium: £500

Adults and responsibilities:

Lewis, Fran, Chrissy

TA's  
Sarah J  
Elaine  
Amanda  
Guisi  
Kate

Responsibilities:

To be allocated and confirmed

Work to be displayed:

Anne Boleyns diaries

E-books about queens

tapestries with Aurasma

Coded Games

Play scripts

Children input:

Children to lead mummers plays  
Jester jokes  
Serve food and drink  
Dance Pavanne

