

## As readers and writers we will:

- read and discuss a variety of fiction, poetry, plays and non-fiction texts.
- select books for specific purposes, especially in relation to science, geography and history learning.
- draw inferences about characters' feelings, thoughts and motives for their actions.
- express our opinions about our own reading, and justify with evidence from the text.
- identify significant characters and events and discuss their significance
- develop characters through action and dialogue
- use stylistic devices within traditional fables myths and legends.
- identify the key features of Older Literature including the works of Shakespeare linked to our Tudor topic.
- use the correct features and sentence structures matched to the text type we are working on
- add well chosen detail to interest the reader.
- continue to use the correct joins for neat handwriting

## As scientists we will:

- plan different types of enquiry
- record data and results using scientific diagrams and labels, classification keys, tables bar and line graphs
- explain a conclusion from a line of enquiry
- report findings from enquiries in a range of different ways
- learn about the lifecycles of animals including humans.
- investigate materials and their properties.
- investigate reversible and irreversible changes.
- investigate how mixtures might be separated through filtering, sieving and evaporating.



## Year 5 Summer Term

### Our Big Question

#### Tudor Monarchs: Who gets your vote?

This question is based on our history topic of the Tudors. We will learn about Tudor monarchs including Henry VIII and his wives as well as investigating Tudor life, clothing, housing and work. We will, of course, be studying the works of William Shakespeare.

## As historians we will:

- compare the Tudor era to other times in history we have studied, explaining things which have changed and stayed the same.
- Research and learn about key historical figures such as William Shakespeare.
- investigate a range of historical sources to develop our knowledge of the Tudor period.

## As mathematicians we will:

- continue our rapid recall of multiplication and division facts.
- convert between metric and imperial measurements and use this to solve problems
- study and interpret time tables
- investigate properties of number
- solve problem involving money
- solve addition, subtraction, multiplication and division multi-step problems in contexts, deciding which operations and methods to use and why.
- construct tables to record information.
- investigate transformations of shapes on a four quadrant grid.
- recognise volume and capacity and read scales in context.

## For our Spiritual, Moral, Social and Cultural development we will:

- visit Derby Cathedral
- visit the Battle of Bosworth Heritage Centre
- develop the British Values of Individual Liberty, Rule of Law, Democracy and Mutual Respect and Tolerance— linked to other areas of our learning.
- use the 10 Happiness Keys for a variety of well being activities.

## Useful Websites

- [play.ttrockstars.com](http://play.ttrockstars.com)
- [central.espresso.co.uk](http://central.espresso.co.uk)
- [Purplemash.com](http://Purplemash.com)
- [bbc.co.uk/bitesize/primary](http://bbc.co.uk/bitesize/primary)

### As artists we will:

- study the work of Hans Holbein during the Tudor period.
- create a portrait of a monarch using painting techniques, as well as a self portrait.
- evaluate our own, and others work, suggesting ways of improving technique.

### As SpaG Collectors we will:

- continue to use commas, dashes and brackets to show parenthesis.
- use cohesive devices (connecting adverbs and adverbials) to link ideas across paragraphs
- use commas to clarify meaning or avoid ambiguity.
- use adverbs and modal verbs to indicate the degree of possibility
- understand the past progressive and past perfect tense

### As computer users we will:

- use a spreadsheet to create formulae linked to our maths learning, calculating the perimeter and area of shapes
- use a spreadsheet to model a real life problem.
- use 'concept mapping' tools to visually connect and generate ideas.
- create a collaborative concept map, presenting our information to others.

### As linguists we will:

- communicate information about our life in school.
- be able to ask questions and hold conversations about what we like to do in school.
- develop our use of number in French to communicate key dates and historical events.
- enjoy listening to and participating in songs and stories.

### As designers we will:

- research and evaluate existing products to support our initial ideas and plans.
- produce detailed step by step plans that meet the needs of the design brief.
- use several sewing techniques to create a Tudor inspired wall hanging
- Use Computer Aided Design (CAD) to create a design
- evaluate our progress and final product .

### As geographers we will:

- explain why many cities are situated on, or close to, rivers
- name and locate rivers within the UK on an atlas and digital map.
- explore OS maps to locate and investigate the features of rivers within the UK
- compare maps from different time periods as part of our Derby project.

### As sportspeople we will:

- learn how to run, jump and throw with greater speed and distance
- continue to build our fitness and stamina level through our whole school fitness challenges.
- Learn dances for the end of year production
- Continue to develop skills to play rounders

### As musicians we will:

- choose the most appropriate tempo for a piece of music
- Learn how to play the recorder, using appropriate breathing techniques and reading musical notation
- evaluate my work, and that of others, suggesting ways of improving.
- Learn songs for the end of year production