

**Questions.—Article 13**

Week 1: Who were the Tudors and how do they fit into our timeline?  
 Week 2: What questions would you ask in an interview with King Henry VIII/ Queen Elizabeth I?  
 Week 3: What would your motto be and why?  
 Week 4: How different was life for rich and poor in Tudor times?  
 Week 5: How similar was life in Croydon during Tudor time to life today?  
 Week 6: What changes would you make to tackle poverty?

**Texts:** Non fiction texts Articles 28, 29 &30

**Writing outcomes:**

**Fiction:** Personal Response Narrative

Character Study Description

**Non Fiction:** Recount Information Journalism

**Maths** Articles 28, 29 &30

Geometry: Position and direction 1 week

Measures: converting units 2 weeks

Measures: volume 1 week

Consolidation and gap filling ( inc. time and money) 2 weeks

**Science:**

- Make a poster that explains pollination, fertilization, seed production, seed dispersal, germination and plant growth

**Computing:** We are architects: design algorithms that use repetition and two way selection.

**Enrichment**

Trip to Old Palace of John Whitgift School or the almshouses in Croydon  
 Investigation of symbols and mottos in Tudor art  
 Tudor sports and games

**Assessment Foci**

**Science:** I can report and present findings from enquiries, including conclusions, causal relationships and explanations.

**DT:** I can explain what went well with my work.

I can measure materials to use in a model structure.

**Computing:** I can design algorithms that use repetition and 2-way selection.

**Music:** I can describe, compare and evaluate music using musical vocabulary.

**History:** I can identify different ways the past is represented and interpreted.

**PE:** I can perform actions and skills with consistency.

**RE:** I can understand the foundation of a religion (Islam)

**French:** I can write a few short sentences using expressions/ phrases I have already learnt.

**E-Safety:** I can use technology in ways which minimise risk eg responsible use of online discussions.

**Foundation Subjects Coverage**

**History: PE:** Tennis—use forehand and backhand with a racket; hit a ball accurately with control; demonstrate improvement over time - Article 29 & 31

Dance—compose own dances in a creative way; perform to an accompaniment; show clarity, fluency, accuracy and consistency in a dance.

**Art:** Improve their mastery of art and design techniques using clay; use images which they have created, scanned and found, altering them where necessary to create art.

**DT:** investigate and analyse a range of existing products prepare and cook a variety of breads; explain how a product will appeal to a specific audience; explain how to be both hygienic and safe in the kitchen; understand the principles of a healthy and varied diet

**French:** Similarities and differences between English and French lifestyle—read carefully and show understanding of words, phrases and simple writing; write phrases from memory; describe people, places, things orally and in writing; say what like/dislike about a topic—.Article 30

**PSHE/ British Values:** Decisions, Decisions - explore groups they belong to and evaluate their influence; deepen thinking about decisions made; explore and discuss everyday acts of kindness; explore how thoughts can affect the way we think of ourselves and how we act towards others.

**Music:** play and perform in solo and ensemble contexts (djembe); maintain a part whilst others are performing their part; play instruments with increasing accuracy, control and expression; improvise with a group using rhythmic phrases; explain why some music is successful/ unsuccessful.—Article 29 & 31

**RE:** Islam - identify what Muslims believe about God; describe how Muslims demonstrate their commitment to God; describe the main features of a Mosque and understand their symbolic purpose; explain the purpose of a Mosque; explain and describe how (and when) Muslims pray; understand why prayer is important to Muslims; identify and describe the teachings of Prophet Muhammed (pbuh) and explain how they affect the way Muslims live their life; understand why the Qu’ran is important to Muslims; describe how Ramadan and Id-ul-Fitr are celebrated; identify and explain the significance of the five pillars of Islam.