

**Class: Hawthorn**  
**Term: 5**

**Literacy**

**Key Text:** non-narrative– The True Story of the Three Little Pigs; narrative– The Dream Snatcher by Abi Elphinstone

**Purpose for writing:** Non-narrative: journalistic writing, Narrative: fantasy story– opening and cohesion focus

**Writing:** over the course of this term, we will be reading the book, The Dream Snatcher. This fantasy tale has a gripping opening and we will use this part of it to focus our writing in this unit. We will look at the techniques that the writer uses to create an effective opening to the story and replicate those firstly as a class and then in independent writing. Much of this will focus upon the sentence structures that are used to create tension and also the vocabulary that is used. In our non-fiction writing later in the term we will be focusing upon journalistic writing.

**Grammar:** This term, the children will be continuing to focus upon a range of grammar and also different sentence structures.

**Word Reading / Comprehension:** Our main focuses for reading this term will be prediction, comparison of different texts and also discussing the impact that different texts have.

**Computing**

**Focus: Questions and Quizzes** In this unit the children write quizzes by combining questions. While specific skills in Scratch are taught, the unit aims to teach children the wider programming skills of solving problems, testing, debugging, improving and evaluating.

**Quest: How do we make the Tudor's healthy?**

In this quest, children will begin by taking part in a Tudor banquet. At this banquet, they will find out that the Tudor's life style was not very healthy and they will be set the challenge of creating a design for a healthy Tudor themed pack lunch to take on a trip to a traditional Tudor house (Covid restrictions pending). In the unit they will find out all about Tudor life-styles.

**History**

**Focus: The Tudors**

Using the end of their last unit, The Wars of the Roses, as a starting point, children will now be focusing upon the next chronological point in British history, The Tudors. During this unit, children will explore life in Tudor times in Britain. This will include learning about Tudor homes, Tudor diet and Tudor medicine. We will study the changing role of the Church and State and learn about two of its most famous monarchs, Henry VIII and Elizabeth I, also learning how the Tudor dynasty descended from Henry Tudor. We will examine how the choices that Henry VIII made about the church at these times still affects us to this day. At the end of the unit, children will also have the opportunity (Covid restrictions pending) to visit a local Tudor house, Burleigh House.

**Music**

**Focus: Music and me** In this unit, the children will explore the concept of 'identity'. We will start with gender, with reference to social and cultural differences. They will be invited to try out ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.

**PE**

**Focus: Physical skills** in this unit, children will have the opportunity to, use combinations of skills confidently in sport specific contexts. They will perform a range of skills fluently and accurately in practice situations. They will explore both dynamic balance and static balance.

**PHSE**

**Focus: One World ( all around me)** In this unit of work, children will explore what community is and what their roles are as part of that community. They will also explore others' roles within that community.

**Art**

**Focus: Fruit and Vegetables**

This unit will explore representing healthy food in a variety of ways through art. They will use pencil, colour, and paper modelling (collage) to create their pieces and the end focus will be for the children to create a way in which to represent the food allowing it to look appetising.

**Artist Study:** The children will also have the opportunity to explore the work of Paul Cezanne, Vincent Van Gogh and Tjalf Sparnaay.

**Maths**

**Measurement: converting measurements:** In this block, children will explore a range of measurements such as length and weight and discover how these are measured in different types of units. Children will learn how many of different units are in others and then learn how metric and imperial measurements differ from each other and how these can be converted between each other.

**Algebra and scale:** This term will involve children look at ratio and scale. Year 6 children will then be introduced to algebra whilst year 5 will spend time consolidating calculation work.

**Statistics:** To begin this unit, we will briefly be revisiting line graphs and how we create and interpret them. After this we will be looking at reading and interpreting tables and this will also involve using timetables. After this, year 6 will be discovering about circles and using this to help them to read pie charts, linked to the 360° that are in a circle. We will also be discovering how we are able to find averages in data.

**Science**

**Animals including humans, humans focus** In this unit of work, we are going to be linking our history work closely to our science by discovering more about the human body and what we can do to keep it healthy. This will link to our Tudor work about their diet and allow the children to confidently discuss and plan for a healthier life style for the Tudor people. To begin with in this unit, children will identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. This will be linked to the importance of the circulatory system and how our life style can affect it positively or negatively. Next the children will begin to explore recognizing the impact of diet, exercise, drugs and lifestyle on the way their bodies function We will do some work on the effect of exercise on hear rate, linking to previous sessions. Finally we will research the ways in which nutrients and water are transported within animals, including humans.

**RE**

**Focus: Different religions** U2.13 Why is pilgrimage important to some religious believers? In this unit, children will explore the concept of pilgrimage in different religions. They will discover what pilgrimages may take place in different religions and why they are important to the pilgrims.

**French**

**Focus: All Around Town.**

In this unit, the class will learn to develop their intercultural understanding by being introduced to A French town. Children learn to talk about the features of a town and compare their own home with a French city.

