

Year 5

Term – Summer 2

Science- Animals including Humans

This term, children will learn to raise different types of scientific questions, and hypotheses.

- Make predictions and give a reason using scientific vocabulary. Use simple scientific language to discuss, communicate and justify their scientific ideas.
- Use a simple mode of communication to justify their conclusions on a hypothesis.

This will support their future understanding of reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta. (KS3)

This term we will be learning about...

The Tudors



Trips:
Mudchute Farm:
Tuesday 11th June
Gurdwara Singh Sabha:
Monday 24 June (ME)/ Monday 1st July (B)

Humanities

Please refer to the fact organiser at the end of this document for details about our History topic: The Tudors.

DT

Our topic is 'Tea Time'. The children will learn about what British tea entails whilst investigating whether the process of making tea is an art. Children will think about what senses do tea and the human experience share during their experience of British Tea. Children will have the opportunity to discuss and write about their experiences.

RSHE - My Changes

This half term, the children will explore ideas around self-image and body image - how they perceive themselves and others. The children will be able to discuss the physical and emotional changes their bodies will go through as they grow and develop. The children will understand that it is important to look after yourself mentally as you go through these changes.

English

In Reading, pupils will be looking at the different types of figurative language in a text and the importance this has on the reader. They will be focusing on the use of similes, metaphors and personification and how these literary devices help the reader imagine and stay engaged with the text. In Writing, pupils will continue developing their skills through practising, applying and mastering them in a wide variety of genres. These include using a variety of sentences, figurative language, parenthesis, adverbials and modal verbs through non-fiction, persuasive and poetry writing. This half term the key text is: Treason by Berlie Doherty.

Maths

Next half term, children will deepen their understanding of decimals. They will learn to add, subtract, order, and identify missing decimals, practicing these skills through various methods. They will also explore multiplying and dividing decimals by 10, 100, and 1000. A significant focus will be on angles and degrees. Students will review 90-degree and 180-degree turns and the differences between clockwise and anticlockwise movements. Using protractors, they will measure and draw a range of angles. Additionally, children will measure the lengths and angles of various shapes, applying their skills in practical activities. This comprehensive approach will integrate their knowledge of decimals and angles into a broader mathematical framework.

RE

In Year 5 will use what they have been taught previously to analyse and evaluate a range and how it affects daily living.

In Year 5 pupils will be taught to:

- Explain the impact of people's beliefs about the existence of God on their lives and practices
- Appraise different answers to the question about what God is like by a Sunni and Shia Muslims/ Christians/ Hindu and Sikh people thoughtfully
- Suggest reasons for and against people's trust and belief in God

Computing

Pupils will develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. They will then use this knowledge to design a quiz in response to a given task and implement it as a program.

You might like to join in with our learning at home by:

Reading

- Read everyday and record this in the reading record - try a range of text types.

Watching

The Tudors - <https://www.bbc.co.uk/bitesize/topics/zwcsp4j>




Doing

Revise times table facts up to 12x12 and use Times Table Rockstars daily to build timestable fluency.

Visiting

Your local farm thinking about the different animals and their habitats
History Museum - To look at a range of artefacts from the Tudor times.

Year 5- History. Final enquiry: Should Elizabeth I be called Elizabeth the great?

Theme	Learning Goal	Key Questions to be asked	Answers
	The Tudors were explorers and used this exploration to establish the beginnings of empire.	Who were the Tudors? Where did the Tudors travel? What did other countries think of the Tudors?	Henry VII won the battle of Bosworth establishing the house of Tudor which reigned until Elizabeth I. The Tudors established a privateer fleet to lay claim to new colonies which became the empire. Tudor explorers were seen as plunderers especially by the Spanish who often lost battles to the English.
	The Tudors established the Church of England and subsequently reduced the power of the Catholic church called the reformation.	What happened when Britain became protestant? Why is Queen Mary significant? Why is Queen Elizabeth significant?	Many people rebelled against the new church who were then persecuted and killed. Queen Mary was catholic and anti the new church so worked to undo the reformation. Queen Elizabeth was protestant and completed the reformation. She also encouraged exploration.
	New trade routes were established by the Tudors due to their exploration and as a result of the reformation.	How did Elizabeth I increase England's wealth? How did Elizabeth I become wealthy?	She encouraged privateers to raid ships that came close to England and received a percentage of the gains. Plundering became colonisation which led to the importation of spices and luxury goods they could sell.

Timeline of Key events		Key Person	Reason	Key Vocabulary	
1455	War of the Roses	Henry VII	Defeated Richard III to become king despite his weak claim to the throne.	monarch	adventure
1485	Battle of Bosworth			symbols	
1485	Henry VII becomes king	Henry VIII	Son of Henry VII established the Protestant church in order to divorce his first wife and marry someone to give him a son.	Bosworth	continuity
1509	Henry VIII becomes king			battle	annotation
1534	Protestant church established	Edward VI	Only son of Henry VIII. became king as a child and died before reaching adulthood.	dispute	accurate
1547	Edward VI becomes king			portrait	alliances
1553	Mary I becomes queen	Mary I	Oldest daughter of Henry VIII's first wife.	heir	allegiances
1558	Elizabeth I becomes queen	Elizabeth I	Became queen at 18. Never married. The end of the Tudor line.	dynasty	exploration
1587	Elizabeth I signs the death warrant of Mary Queen of Scots.			relationship	
1603	Elizabeth I dies. End of Tudor rule.			responsibility	

Picture



Henry VIII, Edward VI and Mary I.



Useful websites
https://www.dfindout.com/uk/history/tudors/tudor-exploration/
https://schoolhistory.co.uk/early-modern/tudor-trade/
https://tudorstuartperspectives.wordpress.com/tag/piracy/
https://www.bl.uk/shakespeare/articles/shakespeares-london?utm_campaign=960318-English%20Schools%2020220714&utm_medium=email&utm_source=The%20British%20Library
https://www.youtube.com/watch?v=skqBo8k87Fs

Historical skills (Disciplinary Knowledge)
Enquiry
Answer questions indicating that there is often not a single clear answer to the question.
Choose appropriate primary and secondary sources to collect information.
Choose the most appropriate way to present information to an audience.