

Numeracy

Number - Multiplication and division

- Arrays / Factor pairs
- Sharing and grouping
- The 2, 5 and 10 times-tables
- The 4 and 8 times-tables
- The 3, 6 and 9 times-tables
- The 7, 11 and 12 times-tables
- Multiply by 1 and 0 / Multiply and divide by 10 and 100
- Divide a number by 1 and itself / Divide by a 1-digit number - flexible partitioning

Measurement - Area

- What is area?
- Count squares
- Make shapes
- Compare areas

Measurement - Length and perimeter

- Measure in centimetres, millimetres, kilometres and metres
- Equivalent lengths
- Add and subtract lengths
- What is perimeter?
- Calculate perimeter

Number - Fractions

- Understand denominators / numerators / the whole
- Compare & order unit and non-unit fractions
- Equivalent fractions
- Improper fractions

Measurement - Mass and capacity

- Measure mass in kilograms and grams
- Equivalent masses
- Compare mass / Add and subtract mass
- Measure capacity and volume in millilitres and litres
- Equivalent capacities and volumes
- Compare / Add and subtract capacity and volume

Financial Literacy

- That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity.
- To recognise that people make spending decisions based on priorities, needs and wants.
- Different ways to keep track of money.
- To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.

Numeracy across the Curriculum

- Measurement when creating DT items.
- Easter and Eisteddfod themed maths
- Ordering events in a timeline
- Recognition of different centuries/dates through time—C17th—C20th

Humanities and R.V.E

Humanities - Begin to think about the impact of historical events/people. Question why something happened and how it impacted people long term.

History -Tudor Life

Super Start— Time detectives, in each KS2 class, children have to guess the century.C17th—C20th. Look at key events, famous people, homes, music and artefacts.
Intro—Who were the Tudors? Where do they come on our class timeline?
Look at Tudor homes, food and clothing. Make comparisons between rich and poor.
Tudor houses—what materials were used? Can we see any of these materials in our houses today? Make comparisons.
Food—compare food for rich and poor. Make a dinner plate for either.

R.V.E

Who was William Morgan and what did he do that changed Wales forever?
Exploring the story of Dwywnwen. How can my actions affect the happiness of others?
What is shrove Tuesday? Using up all of the rich ingredients by making pancakes, before they start lent.
Who takes part in lent?
What do people give up for lent?
Is everyone who gives something up for lent a Christian?
Easter story. What happened to Jesus during holy week?
Christians remember Jesus during Holy week (at the end of lent and before Easter. Palm Sunday - Good Friday)
Palm Sunday - Jesus rode into Jerusalem on a donkey and was treated like a King - Palm leaves being waved - Why were they excited to see him? Would a king be expected to arrive on a _donkey today?

Health and Wellbeing

RSE - Following school scheme

Through some circle times:

Managing emotions.

Children understanding their own rights.

Respecting other's decisions.

Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these.

My Happy Mind

Continue to follow year 4 program.

P.E.

Dragon Sports Unit 1 & 2 Gymnastics

Topic

Tudor food—rich and poor

Outdoor Learning

Make Tudor pomanders and Nosegays (muslin pouches and lavender).

Artefact hunt—find the matching pictures and information cards.

Play Tudor games.

Time Travellers



The Tudors



Language, Literacy and Communication

Writing

Persuasion—Advert to provide information, persuading someone why they should do/think/believe something. Inclusion of a clear introduction and conclusion to the advert and subheadings to structure the content. Make an advert promoting healthy teeth and a new toothpaste.

Narrative writing—Story based on research into a Welsh legend with an opening and resolution e.g., Cante'r Gwaed. Paragraphs build up to key events with links between them.

Report/Information text— Non-chronological report about Tudor life with a clear introduction and conclusion. Paragraphs organised grouping key ideas. Subheadings used to organise information. Clearly labelled diagrams.

Instruction writing—Write instructions (which may be fictional or imaginative) using a labelled diagram, caption, charts/tables—a Tudor recipe, Gingered Bread. Top tips, suggestions and precautionary advice are included in the text.

Key Skills - spelling, grammar and punctuation using Helen Bowen scheme

Reading

Weekly guided reading sessions using Project X reading scheme books and Giglets assigned books
Phonics

Daily sessions following the RWI scheme and National Literacy Strategy

Language across the curriculum

Advert to persuade children to look after their teeth.

Instruction writing—Tudor food recipe

Retelling a Welsh legend

Information leaflet about Tudor life

Welsh

Cycle 1 Coch

Giving personal details—1st and 3rd person Reading and writing a personal profile about themselves and a famous person—Ryan Reynolds/Alex Jones

Daily incidental Welsh

Daily use of Matiau Iaith

French

French lessons by E-sgol and Lleucu Haf

Power Languages—PL School 1, Block 1—Greetings/salutations, saying your name, asking someone's name, the alphabet, taking the register, comparing France and Wales

Further develop class links with partnership school

Expressive Arts

Art

Introduce Arcimboldo through showing his most famous paintings and portraits. Children recreate using a photo of their faces and cut and stick fruits around it for their features.

The Tudor Rose

Discuss how the Tudor rose is made up of the house of Lancaster and York roses.

Children make stained glass roses using tissue paper.

Film and Digital Media/Drama - Retelling Welsh Legends.

Music - Listen and draw, teaching about different composers.

Listen to some Tudor music. What instruments are being played? Can children match the instrument to the sound being played? How are the sounds made? Why was music played? Who played music in Tudor times?

Science and Technology

Materials—States of matter. Compare and group materials into solids liquids and gases. Observe and explain that some materials change state when heated /cooled and measure temp in degrees Celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Animals including humans - Describe the simple functions of the basic part of the digestive system in humans. Identify different types of teeth in humans and their simple function's. How did the Tudors clean their teeth? Construct and interpret a variety of food chains, identifying producers, predators, prey, herbivores, carnivores and omnivores. Explain how a feeding relationship occurs in a variety of habitats

Forces and magnets - Identify the strengths and areas for development in their ideas and products. Know how to make strong, stiff shell structures. Talk about exploration during Tudor times and the use of compasses. Make a simple compass.

Technology - Citizenship__Online safety day in February.

Data and Computation - Micro bits

Design Assets - Photography. I pads - camera use. Seesaw.

Visual Media - Filmmaking: I pads - iMovies—Horrible Histories (Fantastic Finish)

Presentations - Google slides - go over basic tools.

Audio - Music Production: Voice Recorder on seesaw. Recording using a Microbit.