Year 5	The Elizabethans	Summer 1

ROOTS Linked Enquiry Question:	Speak Kindly Did Queen Elizabeth speak kindly and listen to others?	Whole School Project:	-	Ignites, Trips, Visits & Visitors:	Ignite: Elizabethan day (dressing up). Taking part in Elizabethan crafts and games and cooking opportunities. Considering differences between different levels of society.

Vision: For this project, we will be learning about life and society during the Elizabethan era. We will be finding out about how the lives of everyday people differed to the lives of richer members of society. We will be learning about William Shakespeare and his significance as a playwright as well as finding out about other popular forms of entertainment during this era. We will also be finding out about Queen Elizabeth and reasons why she chose not to marry.	Key Texts: • The Devil and His Boy •

History/ Geography

NC Links	Knowledge	Skills
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	• Queen Elizabeth I was the monarch during this period of this history between 7th September 1533 and 24th March 1603 • Elizabethan fashion— Ruff defining feature • That their was great disparity between the life style of the rich and the poor. • That Elizabeth I was strong willed, many wanted her to be married but she kept the throne without getting married. • Elizabeth I and Mary, Queen of Scots were cousins that never met. • Mary, Queen of Scots was convicted of treason on October 25, 1586. She was executed by beheading on February 7, 1587 at Fotheringhay Castle. OL: Can I understand where the Elizabethan era sits within a historical timeline? OL: OL Can I explain who the Elizabethans were? OL Can I describe the lives ordinary people? OL: Can I explain Why Elizabeth's ministers wanted her	• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Describe and compare the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate such as: dates, time period, era

	to marry? OL: Can I explain what the threats to Elizabeth's power were? Can I explain who protected the queen? OL: Can I find out what portraits tell us about Elizabeth and her courtiers?	

English	
Writing Focus: Recount **Cold Write**: Recount of our ignite Elizabethan day **WAGOLL**: Recount of a Shakespearean performance in the Globe **Hot Write**: Recount of an event from the text	**Short Bursts**: Diary entry News report Playscript
Purpose: To inform	**Audience:**

NC Links	Knowledge (Grammar)	Skills (Punctuation, Composition)
Plan writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own Draft and write by: • using a wide range of devices to build cohesion within and across paragraphs	• Using commas to clarify meaning • Building cohesion using paragraphs and adverbials **Terminology for children:** • ambiguity • cohesion	• Find other words with similar meaning by using thesauruses, gathering words from your reading; collect synonyms and antonyms in reading journals. • distinguishing between the language of speech and writing and choosing the appropriate register • Paragraphs: to organise each part of story to indicate a change in place or jump in time

Speaking & Listening	
Speaking & Listening	**Debating**
- Understand how to answer questions that require more than a yes/no or single sentence response. - Demonstrate active listening by justifying ideas or expanding on the ideas of others. - Vary the length and structure of sentences. - Ask questions and make suggestions to take an active part in discussions. - Present an idea, topic or explanation to a group of peers. - Comment on the grammatical structure of a range of spoken and written accounts.	- Vary language between formal and informal according to the situation. - Respectfully challenge opinions or points, offering an alternative. - Build on points and provide counter arguments with fact, opinions and rhetorical questions.

Spelling & Phonics		
NC Links	**Knowledge**	**Skills**
Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 5.0	Spellings including: - Soft 'ti' sound - Word endings - Ie/ei Words on year 5 and 6 statutory list contained within NNS Y5	-tial -ture -ably -ei/ie

Handwriting		
NC Links	**Knowledge**	**Skills**
Pupils should be taught to: - write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding - whether or not to join specific letters - choosing the writing implement that is best suited for a task.	Letters are joined using cursive style. Capitals are never joined. Choosing the writing implement that is best suited for a task	Improve the legibility, consistency and quality of their handwriting

Art, Design & Technology		
NC Links	**Knowledge**	**Skills**
The national curriculum for art and design aims to ensure that all pupils: • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups **Pupils should be taught to:** - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Understand the mechanisms behind pop-up books. Identify how a designer can disguise certain mechanisms for pop up books. Know how to use folding and reinforcing techniques to strengthen paper structures. **Elizabethan Day** Know how to handle food in a hygienic way. Know how to use cooking utensils and ovens safely. Know the basic food groups. Understand which food groups we need to sustain a healthy lifestyle. -Making an Elizabethan soup	OL: Can I evaluate existing pop-up designs and understand how they work? OL: Can I create a prototype with a clear input and output motion? OL: Can I create a design for a pop-up book? OL: Can I evaluate my design?

Science – Living Things and Their Habitats		
Enquiry Questions: Why do some animals lay eggs? How do different animals feed their young? What is the purpose of a flower?		**Key Vocabulary**: life cycle, reproduction, sexual, asexual, stigma, style, anther, filament, stamen, ovary, ovule, seed, mammal, amphibian
NC Links	**Knowledge**	**Skills**
<u>**Work scientifically by**</u>: <u>**Pupils should be taught to:**</u> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals	• Some living things reproduce sexually and some reproduce asexually. • Mammals use sexual reproduction and grow an embryo in the womb. • Mammals produce milk to feed their young. • Jane Goodall was a scientist who studied chimpanzees through observations. • Amphibians and insects both undergo metamorphosis as part of their lifecycle. • All species of birds lay eggs. OL: Can I investigate asexual reproduction in plants? OL: Can I label parts of a flower? OL: Can I describe different methods of pollination and seed dispersal? OL: Can I describe the life cycle of a mammal? OL: Can I describe the life cycle of a bird? OL: Can I find out about the work of an animal behaviourist?	• Compare and describe the lifecycles of different animals. • Compare and describe asexual and sexual reproduction in plants. • Use cuttings to grow a new plant. • Name the parts of a flower and the parts of an egg. • Describe methods of pollination and seed dispersal.

Music		
Termly Focus: The Blues	**Key Vocabulary**: woodwind, instrument, pitch, note, staff, beat, bar, rhythm, melody	
NC Links	**Knowledge**	**Skills**
The national curriculum for music aims to ensure that all pupils: • have the opportunity to learn a musical instrument • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. **Pupils should be taught to:** •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression •use and understand staff and other musical notations • develop an understanding of the history of music.	• Know the key features of Blues music • Know and recognise the 12 bar Blues • Use and understand staff and other musical notation. •	• Play in time with a backing track • Play a set of chords on a tuned instrument. • Be able to play the Blues scale up and down. • Recall sounds with increasing aural memory.

Computing		
NC Links	**Knowledge**	**Skills**
• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	• Knowledge of how a complete circuit works. • Know different types of output devices (e.g. motors) • Understand what an algorithm is and how programs are controlled by conditions.	• I can build a simple circuit. • I can program a microcontroller to light an LED. • I can explain that a condition is something that can be either true or false. • I can experiment with loops. • I can write an algorithm to control lights and a motor. • I can test and debug my project.

RE		
Termly Focus: Prayer and Worship **Religion Focus**: Islam		**Key Question**: Why is Muhammad important to Muslims?
NC Links	**Knowledge**	**Skills**
• Learning about the nature of religion and belief exploring questions about the nature, truth, meaning and value of religion and belief Learning about at least two other religions and/or worldviews, focusing on the way in which beliefs, practices and ways of life link together, recognising diversity of interpretation	• Understand who Muhammad was and why he is important to Muslims. • To know the historical context of Muhammad. • To know that the Qu'ran is the holy book of Islam. • To know the moral beliefs of Muslims.	• I can understand the impact that Muhammad has had on world history • I can understand the viewpoints of others and how these may differ to my own • I can understand how certain people in history can act as role models • I can identify role models within my own life

PSHE - Relationships	
Knowledge	**Skills**
Focus: • Understand why it is important to develop self-esteem. • Understand that belonging to an online community can have positive and negative consequences • Understand that there are rights and responsibilities in an online community or social network. • Understand that there are rights and responsibilities when playing online games. • Understand why too much screen time may not be healthy.	• Be able to identify my own personal qualities and characteristics. • Recognise when an online community feels unsafe or uncomfortable. • Recognise when an online community is helpful or unhelpful to me. • Recognise when an online game is unhelpful or unsafe. • Recognise when I am spending too much time using devices (screen time).

PE		
NC Links	**Knowledge**	**Skills**
Pupils should be taught to: • take part in outdoor and adventurous activity challenges both individually and within a team	**Indoor Focus:** OAA • Complete a number of problem solving tasks • Understand what it means to work as a team. • Working in pairs or small groups to complete an orienteering course using a map and compass.	• Problem solving, map reading, journeying skills, compass directions and degrees, developing new ideas and implementing them.
Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Outdoor Focus**: Athletics • To be able to participate in, officiate, record and evaluate an athletic heptathlon event participating in 3 running events (sprint and distance), three jumping events (distance, height and combination) and 3 throwing events identifying the seven best events to count.	• Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and coordination. • Improve skills of running, jumping and throwing. • Select and carry out appropriate warming up and cooling down activities. • Recognise how personal health and well-being is promoted through participation in athletic activities. • Observe and evaluate a partner's running/throwing/jumping action.