

**As historians we will research the life of the Tudors.**

**To build an overview of world history**

- A study of a theme in British history.
- Use sources of evidence to deduce information about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe 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.

**As computer scientists we will create a blog based on the Tudor era.**

**To communicate**

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
  - Select, use and combine a variety of software (including internet services) on a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
  - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
  - Be discerning in evaluating digital content.
- Use literacy and computing skills to an exceptional standard in order to communicate information about the past.

**As scientists we will be learning about the Earth, Sun and Moon.**

**To understand the Earth, Sun and Moon**

- Present findings in written form, displays and other presentations.
- Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.
- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

**As mathematicians we will be**

**To know and use numbers including:**

- Negative numbers and intervals across zero, roman numerals, rounding, place value, problem solving

**To add and subtract**

- Add and subtract whole numbers with more than 4 digits, including using formal written methods.
- Add and subtract numbers mentally with increasingly large numbers.
- Add and subtract negative integers.

**To multiply and divide**

- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
- Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.

**Recognising shape**

- Measure the perimeter of simple 2-D shapes.

## Tudors Year 4/5 Autumn Term 1

**As writers we will compose poetry, persuasive texts and explore a 'Take one Book'.**

**To write with purpose and imaginatively**

- Note, develop and research ideas.
- Plan, draft, write, edit and improve.
- Use the techniques that authors use to create characters, settings and plots.
- Create vivid images by using alliteration, similes, metaphors and personification.
- Guide the reader by using a range of organisational devices, including a range of connectives.
- Ensure correct use of tenses throughout a piece of writing.
- Include relative clauses, modal verbs, relative pronouns, brackets, colons and semi colons, bullet points, expanded nouns.

**As designers we will design, build and evaluate our Tudor houses.**

**To create a Tudor house**

- Cut materials with precision and refine the finish with appropriate tools.
- Show an understanding of the qualities of materials to choose appropriate tools to cut and shape.
- Develop a range of practical skills to create products
- Ensure products have a high quality finish, using art skills where appropriate.

**As religious educators we will be looking at Rules for Living in Christianity and Judaism.**

**To understand beliefs and teachings**

- To describe the key aspects of religions and traditions that influence the beliefs and values of others;
- To use key religious vocabulary in communicating their knowledge and understanding;

### Possibilities / Ambition

We will be ambitious learners through our research into the people from the Tudor era and how they have influenced our lives in modern society.

### Community

We will go out into the community to see what Tudor houses there are in Harpenden and sketch some of these to help with our Art and Design.

### First-hand Experiences

We will enjoy first-hand experiences by going on a trip to explore Tudor times in an area local to us.

### Emotional Intelligence

We will discuss the importance of life choices and the potential outcomes that may occur.