



## Barrow Hedges Medium Term Topic Planner (Overview)

### Year 5 Autumn 2

#### Off With Her Head

##### Art & Design: *Tudor inspired art*

- To select and record shape, pattern, form, texture.
- To use my sketch book to compare and discuss ideas with others.
- To draw a portrait using observation skills.
- To extend artwork into collage.
- To use fabrics to enhance and embellish portraits.
- To use drawing to develop alternative ideas for the design of a Tudor Rose.
- To create an accurate print design following criteria.

##### Music: *Tudor Music and Christmas*

- To be able to recognise styles, find the pulse and recognise instruments with increasing confidence.
- To internalise, understand, feel and know how the dimensions of music work together.
- To understand a wide range of music drawn from different traditions and from great composers and musicians.
- To explore the link between sound and symbol.
- To use and understand staff and other musical notations.
- To create my own responses, melodies and rhythms.
- To play a classroom instrument in a group.
- To perform to each other.
- To discuss/respect and improve our work together.
- To improvise and compose my own music.

**In Autumn 2, all children are taught to sing Christmas songs from aural memory and to use their voices expressively with confidence and control, and perform these to an audience.**

##### Computing: *We are Game Developers*

- To plan and storyboard a computer game.
- To create original artwork and sound for a game.
- To create an algorithm for a computer game which uses sequence, selection, repetition and variables.
- To detect and debug errors in the game script.
- To test and improve a game.
- To publish and create instructions for a program.

##### PHSE and Relationships Education: *Getting on and Falling out*

- To understand different emotions, why we might feel this way and how to cope with these emotions particularly focusing on anger and embarrassment.
- To resolve differences by looking at alternatives, making decision and explain choices.

##### Anti-bullying:

- To understand there are consequences for different behaviours.
- To recognise types of bullying, why people might bully and how it can make people feel.

##### RE: *Christianity/Christmas*

- To identify the church as a traditional building with meaningful symbols.
- To identify the church as a family of people and know the significance of this to Christians.
- To investigate the difference in worship in different Christian communities.
- To research some of the important places around the world for Christianity.
- To identify the difference between a religious Christmas and a secular celebration.



##### PE:

###### Indoors: *Swimming*

- To swim backstroke in a familiar style using my arms and legs to propel me through the water.
- To swim front crawl using breathing techniques which does not interrupt the flow of the stroke.
- To co-ordinate my arms and legs to swim breaststroke in a recognisable style.
- To be able to enter the water in different ways.
- To perform self-rescue in different water-based situations.

###### Outdoors: *OAA*

- To demonstrate the ability to work with and trust others.
- To explore various communication challenges.
- To understand the value others members can bring to a group.
- To establish designated roles within a team.
- To read an orienteering map and complete a course
- To read the scale on a map.
- To introduce measuring distances.
- To create journey trails in various locations around the school site demonstrating team work.

##### History: *The Tudors and Local History*

- To find out who the Tudors were and when they lived
- To use artefacts to explore early and late Tudor clothing.
- To find out what the Tudors ate, and which foods were available in Tudor Britain.
- To find out about diseases in Tudor Britain and how they were treated.
- To investigate what life was like for Tudor children.
- To test the validity of paintings of Henry VIII to work out what he was really like as a King.
- To explore why Henry VIII broke away from the Roman Catholic church and what impact this had on life in Tudor times.
- To compare the lives of the rich and poor during Tudor Times through studying their possessions ([link to where we find artefacts e.g. Mary Rose](#)).
- To explore and plot on a time line the life of Sir Nicholas Carew.
- To research Tudor crime and punishment and compare to modern day.
- To compare Tudor and modern houses in the local area and how they have changed over time.

##### Geography: *The UK*

- To recap to identify and explore the major rivers of the UK.
- To be able to identify and describe key geographical features of the United Kingdom.
- To recap what a county is and identify and locate the counties of the United Kingdom
- To know some cities which have existed since Tudor times.
- To distinguish between towns and villages and locate towns and cities in the UK.
- To understand and describe how London has changed since the Tudor times.
- To explain how humans have improved and damaged the world. (this could be done by comparing satellite images from over time and looking at old maps.)

##### MFL: *Food/short phrases/Carol*

- To build sentences and express preference about food.
- To practice role-play using greetings and food topics.
- To read and recognize various grammatical structures.
- To sing a French Carol accurately and translate its meaning.

##### Science:

No focus this half term.

##### D&T: *Tudor Rose Cross Stitch*

- To look at a range of samplers and evaluate how they have been made.
- To investigate different types of stitching techniques.
- To design and make a Tudor sampler, copying from my design on paper.
- To evaluate my finished product against the design criteria.