

ENGLISH

Poetry and Prose: children meet Pestilence and hear his tragic tale of death and destruction. Inspired by paintings and the poem, *The Fog* by Carl Sandburg, they create a short prose to convey the Great Plague using personification, adjectives and adverbs effectively.

Newspaper reports: linking to our topic, children use historical recounts to write a report about the plague. They use semi-colons, formal and non-formal language, direct and reported speech and a wider range of conjunctions (when, if, because, although, so that, etc.).

Persuasive Speech: Children research why the peasants revolted in 1381, presenting information using colons to introduce a list and punctuating bullet points correctly. They use the exchange between King Richard and Wat Tyler to identify audience and purpose and write a persuasive speech in role, presenting their argument clearly using paragraphs, powerful verbs, modal verbs, rhetorical questions and strong adjectives.

Spellings:

Revision of Year 4 and 5 statutory words. Creating past tense of verbs using –ed and some irregular verb endings. ‘ei’ and ‘ie’ words, words spelt ‘sc’ (Latin in origin) and word endings that sound like /jən/ spelt ‘sion’.

PSHE & P4C

Growth Mind Set

Children define the term ‘successful’ and learn to value failure as an important part of the learning process. They learn strategies for persevering when they make mistakes and share how it feels to make mistakes. Children explore the characteristics of an effective learner.

MATHS

Please refer to the separate half termly Maths plans.

SPANISH:

Following Rigolo scheme of works.

Children learn through interactive activities, discussion and nursery rhymes: how to ask for a Spanish translation (e.g. ¿Cómo se dice... en español?); parts of the body (including the use of adjectives such as *grande, pequeño, gordo, largo and puntiagudo*); and the use of *tiene* and *también*.

COMPUTING

Create a game using Scratch

Children will learn to create their own games using Scratch. They will be using script to control a character and make it move and dance. They will be adding variables to their programming so that they can change a value and keep a value. They will learn how to keep score and add a time limit so their game can be played by other children.

ART/D&T

Peasants, Princes & Pestilence

Children will plan and design a mask which would have been worn by a physician treating victims of the plague. They will use paper mâché and paper craft techniques to create their mask before painting the finished product.

Cedar Class

Peasants, Princes and Pestilence

1st Half Summer Term 2018

SCIENCE

Electricity:

Children make and use toggle switches to demonstrate that switches are controlled breaks, which stop electricity flowing to all parts of a circuit.

They set up and conduct an investigation to find out which materials make good conductors or insulators, presenting results using Carroll Diagrams.

Children use this information to draw conclusions about what materials make the best conductors and learn that conclusions can only be drawn when sufficient evidence has been collected.

Children will use results to make new predictions, suggest improvements and raise further questions.

Reproduction in plants and animals:

Children explore the processes of reproduction in plants, naming parts of the flower and explaining their importance within the process

RELIGIOUS EDUCATION

The first half of the term we will look at what it means to be a Sikh. We will find out about Sikh artefacts, artwork and symbolism. We will also look at similarities between Sikhism and Christianity and come to understand the history of the Sikh religion.

MUSIC

This term our learning is focused around one song: Stop! – a rap/song about bullying. Children will explore the notion of pulse, tempo and dynamics as well as exploring how a song is put together e.g. verse, chorus, bridge. They will rap/sing the song before trying to compose their own version based on the same theme.

HUMANITIES

Peasants, Princes & Pestilence

Geography

Children will use atlases to discover where the plague began, which countries suffered and the route it took to Britain. They will also understand some of the geographical factors that contributed to the spread of the plague within towns and cities of Britain.

History

They will learn about the symptoms and investigate what medieval physicians thought would cure victims of the plague. Children will research the bacteria known to have been the cause of the plague and will use this knowledge to consider if another plague could occur again in the present day.