

Mathematics

- TBC Consideration to be given with regards to school closure and need to close gaps
- Roman Numerals
- Place Value
- Number – Four Operations
- Fractions

ICT

Take an initial survey of their classmates to discover how many think Anne was guilty. Use the categories: strongly agree; agree; don't know; disagree; strongly disagree. Record this data in a bar or pie chart using ICT and include it in their newspaper reports. Develop

Geography

Look at maps and plans of the Tower of London. Make simplified copies of these, labelling the different parts of the Tower and other local landmarks, such as the River Thames and Tower Hill. Develop

Off with her Head!



History - Watch video Queen Elizabeth 1 on her deathbed. Engage

Use a range of source materials to sequence a Tudor timeline from the Battle of Bosworth (1485) to the death of Elizabeth I (1603), explaining where the Tudors fit in our history. Engage

Visit a local Tudor building or museum or interview a historical expert and find out how the local area was influenced or changed during Henry VIII's reign. Engage

Create a timeline of Henry's marriages and generate research questions, such as 'Why did Henry marry six times?' and 'Which was his longest marriage?' D1

Look in detail at one of Henry's homes, making a map and a plan for it and sketching detailed illustrations of the palace or house. Develop 1

Watch a digital presentation or listen to a summary detailing Anne's alleged crimes, including the evidence given both for and against her. Discuss what happened to Anne and why they think she was accused of such terrible crimes. D1

Work in teams to find out about Tudor crimes and punishments. Create illustrated mind maps to record their findings adding facts, diagrams and illustrations, then share their findings with others to

Science

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms

PHSE Imagine you are a king or queen and write a set of rules setting out what their subjects and servants must do to keep them happy. Think about what is important to you and how strict or kind you would wish to be. D3

PE Learn a variety of Tudor dance movements with a partner. Watch clips of popular dances of the time, such as the stately 'pavane' and carefully practise the individual steps D1

RE

Why do some people believe in God and some people not?

Art/DT

Look at portraits by Hans Holbein, including those of Anne Boleyn, Henry VIII and Thomas Cromwell. Discuss their features Engage

Look at a number of miniature Tudor portraits. Practise painting small details using fine brushes and magnifying glasses. Develop

Make a life-size model of Henry VIII, revisiting and collecting a range of images of the man himself from the web, books and other historical source materials. Express

Music

Listen to a range of courtly Tudor music. Identify the instruments they hear and describe how the music makes them feel. Role play, bringing the Tudor court to life while the music plays!

Music tuition – Brass/ violin

English

Biographies- Tudor Kings and Queens

Poetry and Riddles

Persuasive letters – Anne Boleyn

Dialogue – Elizabeth 1

In addition:

Grammar

Reading – Class text: Treason by Berlie Doherty- additional writing to include character and setting description.

Spelling

Recovery plan in place for Grammar and Punctuation