

Teacher	Teaching focus	Duration	Learning intentions	Activity
TB CF	Biographies Tudor Kings and Queens	2 weeks Stage - Engage	<ul style="list-style-type: none"> ● L. Intention Year 5 Retrieve, record and present a range of information from fiction and non-fiction texts. Engage ● Year 5 Choose the most appropriate planning format and note initial ideas effectively. ● L. Intention Year 5 Select increasingly appropriate vocabulary and sentence structures for the genre of writing. 	<p>Collecting Information - Collect snippets of information about Henry VIII, Anne Boleyn or Thomas Cromwell from a range of sources including the web. Use this information to make brief, effective notes for a short biography aimed at children of their age.</p> <p>Planning our Biographies- Plan their biography, agreeing on an effective structure and making sure the paragraphs are written in chronological order. Write in note form only, not sentences.</p> <p>Reviewing Biographies- Review their plans with a partner, checking they have covered the key facts. Write their biographies, including effective openers and appropriate time adverbials</p>
TB	Poetry and Riddles	1 week D 1	<ul style="list-style-type: none"> ● . Intention(s) Year 5 Read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm and understanding, in a range of contexts. ● L. Intention Year 5 Select increasingly appropriate vocabulary and sentence structures for the genre of writing. ● L. Intention Year 5 Select increasingly appropriate vocabulary and sentence structures for the genre of writing. D2 	<ul style="list-style-type: none"> ● Discuss in groups what they think a riddle is. Read the riddles provided and ask children to discuss what they think the answers are and why. Identify some of the features used in them, picking out examples from the text. ● Imagine you are to attend a banquet at his Royal Highness King Henry's request. To please the King, all guests should prepare a riddle that can be performed to the King and his dinner guests. Take part in a 'shared write' to create a class riddle that would please King Henry! ● Choose an everyday Tudor object, such as a coin, jug, silver plate, hair comb, pizzle pot or neck ruffle and follow the above model for writing a simple riddle.
TB	Persuasive letters	2 weeks D3	<p>L. Intention(s)</p> <ul style="list-style-type: none"> ● Year 5 Listen to and build on the contributions of others in discussions and debates. D3 	<ul style="list-style-type: none"> ● Read sections of text from Anne Boleyn's letter sent from the Tower of London to King Henry. ● Discuss what Anne wants and how she attempts to persuade Henry to do as she asks. Consider

			<ul style="list-style-type: none"> • L. Intention Year 5 Select increasingly appropriate vocabulary and sentence structures for the genre of writing. 	<p>how effective they think her letter is and how she might have made it better!</p> <ul style="list-style-type: none"> • Recap on the main language features of persuasive writing, Work in pairs to draft a last minute plea letter to Henry from the Tower. • Draft their plea letter, making sure that they open with a statement about the main issue, state their personal view on the issue and develop their argument with reasons and evidence. Close their writing with a summary.
TB	Dialogue	2 weeks Express	<ul style="list-style-type: none"> • L. Intention(s) Year 5 Listen to and build on the contributions of others in discussions and debates. Express • L. Intention Year 5 Perform their own compositions with appropriate intonation and volume, and some consideration of movement. Express 	<ul style="list-style-type: none"> • Plan what they would say to Elizabeth I about the trial of her mother. Work in pairs to decide how to express what happened to her, remembering the importance of speaking courteously and with sensitivity to the ailing Queen. • Discuss Elizabeth's famous quote, 'I know I have the body of a weak and feeble woman; but I have the heart and stomach of a King, and of a King of England too...' Imagine they were Elizabeth and consider what, in her position, they might say to make sure that their subjects and enemies recognised they were a force to be reckoned with. Write a list of short quotes that a character like Elizabeth might have said. • Read accounts and information books about the relationship between Queen Elizabeth and her cousin, Mary Queen of Scots. Write a short paragraph detailing a conversation between the two, keeping it in character and historically accurate. • Using their writing as a source and guide, act out the conversation between Mary and Elizabeth.

Off with her Head Aut 1 2020 YB Gryff and Hockney

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