

## Year 5

## Spring 1<sup>st</sup> Half Term

Hello! I hope you had a wonderful break, surrounded by love and laughter with friends and family. This term has a lot in store for year 5, through exploring our solar system and learning about the Tudors. Additionally, the children will be engaging in tennis and athletics in PE. We also have bikeability and I will send out more information closer to the date, please keep a look out on parent mail. We also have our class assembly this half term, where the children will be sharing all of their learning so far from this year!

### History: The Tudors

#### KQ: What was life like in Tudor England?

- Was Henry the VIII a fair ruler or a tyrant?
- Why did Henry VIII have so many wives?
- Why was Anne Boleyn executed?
- How did Queen Elizabeth I use a royal progress?
- What can inventories tell us about life in Tudor times?
- What did John Blanke have in his inventory?

### Science: The Solar System

#### KQ: What is our Solar System link?

- How do celestial bodies in the Solar System move?
- Who developed the model that shows the movement of our solar system?
- How does the moon move in relation to the Earth?
- Why do we get day and night?
- How are sundials used to tell the time?
- What are satellites and what problems are caused by space junk?

Can you find the meaning of these key vocabulary words?

democracy enslaved merchant parliament perspective propaganda  
celestial bodies data day/daytime night/night-time orbit

<p><b>RE:</b></p> <p>KQ: Why do people have to stand up for what they believe in?</p> <ul style="list-style-type: none"> <li>• What does freedom look like?</li> <li>• How have beliefs been challenged in the past?</li> <li>• How can light represent standing up for what you believe in?</li> <li>• Should we celebrate Bonfire Night?</li> <li>• What can inspire people to stand up for their beliefs?</li> <li>• How can we stand up for what we believe in?</li> </ul>	<p><b>SCARF: Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• What risky situations can happen online?</li> <li>• What can someone do to make the situation less risky?</li> <li>• What can influence a person to take risks online?</li> <li>• Does everyone have a choice whether to take risks online?</li> <li>• Do lots of young people choose to smoke?</li> </ul>
<p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>• Sharing information</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Drawing: Depth, emotion and movement</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• South and West Africa: chords and tuned instruments</li> </ul> <p><b>PE:</b></p> <ul style="list-style-type: none"> <li>• Tennis</li> <li>• Athletics</li> </ul>	<p><b>DT: Mechanical systems:</b></p> <p>Gears and pulleys</p> <ul style="list-style-type: none"> <li>• How can you create a working gear system?</li> <li>• How can you improve your design?</li> <li>• How can you create a pulley system?</li> </ul> <p><b>French: Sports and Hobbies</b></p> <ul style="list-style-type: none"> <li>• To learn new nouns for sports</li> <li>• To ask for and give opinions about sports</li> <li>• To say what hobbies I do</li> <li>• To learn about a popular sport in France and learn about a French athlete</li> <li>• To learn the pronouns To learn the 6 verb endings and see the formal layout of a verb table (jouer)</li> </ul>