

In the “Changing Power of Monarchs” project we will:

- Gain knowledge of Kings and Queens since 1066 – ordering a timeline from 1066 till the present day.
- Look at where King John, King Charles I, William the Conqueror and Mary and Queen Elizabeth fall within the timeline (e.g. how many years are they apart? What Royal Houses were they part of?).
- Explore the key events in British history which have affected the changing power of the monarchy and have impacted on the powers that the monarchy hold today.
- Look at the chronological change from the Divine Right of Kings to a Constitutional Monarchy.

How can you help?

Please read and discuss your child’s reading book with them, at least three times per week, and sign their planner. Ask your child to answer questions, retrieve evidence and make inferences about the story they have read. Please support them in completing their homework and handing it on time. Encourage them to undertake TTRockstars (30 mins per week) as frequently as possible; small chunks daily are more effective. Encourage them to check Google Classroom and ensure they have completed all the homework tasks set. Please sign their planners at the end of the week. Ensure they are wearing the correct uniform and PE kit. Encourage them to speak with us before the deadline day if they do not understand their homework and need help. Tell us if there is anything worrying or upsetting your child.

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In History the children will:

Learn about: King John (1166 -1216) – how he ruled under the feudal system. Events and decisions that led to the Magna Carta. How the Magna Carta was introduced as a charter of rights agreed to by King John. The impact the Magna Carta had on society at the time but also how it continues to impact the monarchy’s power today – what agreements are still in place? How this led to the formation of parliament. King Charles I – his’ belief in the Divine Right of Kings. The events leading up to and the impact that the ‘Eleven Years Tyranny’ had. How the Grand Remonstrance was rejected by Charles and the impact this had on the balance of power between King and Parliament and how it eventually led to the Civil War. The start of the Civil War – who was to blame? The decision that Charles was to be executed – should he have been executed? The impact Charles’ execution had on the family tree – the time under Protectorate and when Protectorate collapsed, how Charles’ son Charles II became king (restoration). The consequences of Charles’ actions, the Civil War and the Restoration and how the balance between parliament and monarchy remained unsettled even after Charles’ death. King Charles III – The roles and power of the monarchy today – the role as head of state. The continuation of a constitutional monarchy. The structure and role of parliament today. Knowledge of historical terminology Monarchy, reign, heir, throne, government, taxes, revolt, rebellion, parliament, puritans, Cavaliers, Roundheads, Protector, Protectorate. Knowledge of historical enquiry: using evidence and communicating ideas. The children will consider how we know about the past – who was to blame for the start of the Civil War? They will consider key historical events such as the Magna Carta, Charles I execution and the Bill of Rights from different viewpoints – from the view of the church, from the view of nobles and from the view of the poor and rich. Understanding of historical concepts: continuity and change; cause and consequence; similarity and difference; significance of people and events. The children will consider how the actions of historical Kings and Queens have changed the course of history and the balance of power. How the balance between the monarchy and parliament has changed and what the balance is now - from an Absolute monarchy to a Constitutional monarchy. The similarities and differences between how Kings and Queens have ruled – a comparison of those Kings that believed in the Divine Right of Kings to those that believed in a Constitutional monarchy. How similar actions of overruling parliament ended in similar consequences. Similarities and differences in the structure of parliament.

In RE:

What Do The Monastic Traditions Within Christianity Show Us About Living In Community?

There are monastic communities of men and of women within the Church of England. Living in a monastic community is a particular way of living out the Christian faith, followed by some people.

There are different models of monastic life, some active, some contemplative. Living in community with others offers challenges, as well as opportunities. Christian commitment takes different forms for different people.

What do Sikhs believe?

We will be investigating what Sikhs believe about God and finding out who Guru Nanak was and why he was so important. We will explore what it means to be equal and the founding of the Khalsa. We will look at the significance of the Amrit ceremony for a Sikh and what signs Sikhs use to show their faith.

What happens in Churches at Easter?

We will find out what happens in Churches during Lent and at Easter, particularly at: - Ash Wednesday, Passiontide, Passion Sunday and Palm Sunday; Maundy Thursday; Good Friday; Holy Saturday and Easter Day.

We will develop an awareness and understanding of the expression of Christian beliefs in a range of styles and words within worship, and understand how the living out of rituals in church at Easter inspires and influences Christians.

We will reflect about what and who inspires and influences each of us.

In English:

Our class reader for this topic is called 'Street Child' a novel written by Berlie Doherty.

The children will:

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Retrieve, record and present information from non-fiction.

Maintain positive attitudes to reading and an understanding of what they read.

Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Draft and write.

Use a wide range of devices to build cohesion within and across paragraphs.

Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).

Evaluate and edit.

Assess the effectiveness of their own and others' writing.

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Use commas to clarify meaning or avoid ambiguity in writing.

Use brackets, dashes or commas to indicate parenthesis.

Give clear, concise descriptions, explanations and narratives in different contexts.

Retrieve, record and present a range of information from fiction and non-fiction texts.

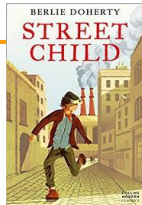
Use a wide range of devices to build cohesion within paragraphs.

Explore a range of organisational and presentational devices to structure texts that are appropriate for the audience and purpose of their writing.

Assess the effectiveness of their own and others' writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation.

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.

Use taught punctuation and the new uses of punctuation (commas, brackets, dashes).



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In PSHE the children will:

Learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.

Learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.

Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

Debate topical issues, problems and events that are of concern to them as individuals and to society.

In Science children will:

Study the topic, Animals, including humans where they will, develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.

Describe, using their knowledge of food chains and webs, what could happen if a habitat had a living thing removed or introduced.

Describe the life process of reproduction in some plants and animals.

Group and sort plants by how they reproduce.

Describe the life process of reproduction in some plants and animals.

Label and draw the parts of a flower involved in sexual reproduction in plants (stamen, filament, anther, pollen, carpel, stigma, style, ovary, ovule and sepal).

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Use test results to make predictions to set up further comparative and fair tests.

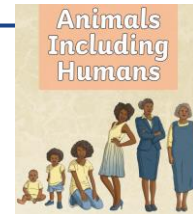
Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

Identify scientific evidence that has been used to support or refute ideas or arguments.

Gather and record data and results of increasing complexity, selecting from a range of methods using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.

Ask a wide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can answer them.



Line, Light and Shadow - Art and Design – The Children will:

Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Create sketchbooks to record their observations and use them to review and revisit ideas.

Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.

Review and revisit ideas and sketches to improve and develop ideas.

Learn about great artists, architects and designers in history.

Describe and discuss how different artists and cultures have used a range of visual elements in their work.

Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.

Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.

Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.

Describe and discuss how different artists and cultures have used a range of visual elements in their work.

Create a relief form using a range of tools, techniques and materials.

Investigate and develop artwork using the characteristics of an artistic movement.

Evaluate and analyse creative works using the language of art, craft and design.

Compare and comment on the ideas, methods and approaches in their own and others' work.

In Indoor PE the children will:

Work on static balances, footwork, seated balances and floor work through the use of Real PE.

Children will be expected to use awareness of space and others to make good decisions and understand ways to judge performance. Children will also be expected to change tactics, rules or tasks to make activities more fun or challenging and to link actions and develop sequences of movements that express their ideas.

In Outdoor PE the children will:

Be working on developing their hockey skills, focusing on how to hold the stick correctly, controlling the ball, passing, dribbling, shooting and taking part in small sided games.

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In Computing children will:

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Design a set of instructions on paper for a character game, to convert into Scratch algorithm.

Design an original character or backdrop for a specific purpose within a computer game.

Improve an existing game by adding additional features such as sound, movement or speech bubbles.

Use forms of animation to create a new computer game, with a specific purpose or goal. Make an object move automatically and change its appearance.

Improve the effect of the game by add further costumes and programming costume changes to sprites as a consequence to an event.

Complete game playability by adding scoring and levels.

In Well-Being the children will:

Learn how to deal with common injuries using basic first aid techniques.

Learn how to respond in an emergency, including when and how to contact different emergency services.

Identify when situations are becoming risky, unsafe or an emergency.

Identify occasions where they can help take responsibility for their own safety.

Differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour.

Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations.

Learn how to ask for, give and not give permission for physical contact.

Learn how it feels in a person's mind and body when they are uncomfortable.

Learn that it is never someone's fault if they have experienced unacceptable contact.

Learn how to respond to unwanted or unacceptable physical contact.

Know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about.

Know whom to tell if they are concerned about unwanted physical contact.

Understand how to show compassion for the environment, animals and other living things.

Learn about how resources are allocated and the effect this has on individuals, communities and the environment.

Understand the importance of protecting the environment and how everyday actions can either support or damage it.

Learn about the way that money is spent and how it affects the environment.

Be able to express their own opinions about their responsibility towards the environment.

Know how they can take small steps to protect the environment around them.

In Maths the children will:

Multiplication and Division:

Multiply and divide numbers mentally drawing upon known facts.
Consolidate applying knowledge of exchanging 10 ones for one 10 in addition in multiplication, including exchanging multiple groups of 10s in moving towards the formal short multiplication method.
Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.
Use the area model of multiplication.
Multiply two digits by two digits using a formal written method.
Multiply three digits by two digits using a formal written method.
Multiply four digits by two digits using a formal written method.
Divide up to four digit numbers by a one digit number.
Use place counters to partition and then group numbers to develop short division method with remainders.

In Maths the children will:

Decimals:

Use place value counters and a place value grid to make numbers with up to two decimal places, reading and writing the decimal numbers and explaining the value of each digit.
Convert fractions to decimals and explore their relationship
Represent more complex decimal numbers and fractions as fractions and decimals.
Read and represent thousandths on a place value grid.
Explore the links between tenths, hundredths and thousandths in both decimal and fraction form.
Round decimals with two decimal places to the nearest whole number and to one decimal place ($380.64 \rightarrow 380.6$; $34.65 \rightarrow 34.7$; $1456.54 \rightarrow 1457$).
Read, write, order and compare numbers with up to three decimal places.
Recognise the percent symbol (%), knowing that percent relates to 'number of parts per hundred'.
Write percentages as a fraction with the denominator 100 and as a decimal.
Recall the fraction and decimal equivalents of 50%, 25%, 20%, 40% and 80%.

In Maths the children will:

Fractions:

Recognise and show, using diagrams, families of common equivalent fractions.
Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
Convert improper fractions to mixed numbers.
Convert mixed numbers to improper fractions using concrete and pictorial methods.
Count up and down in a given fraction and find missing fractions in a sequence.
Compare and order fractions less than one, where the denominators are multiples of the same number. Find common denominators and common numerators.
Compare and order fractions greater than one, including improper fractions and mixed numbers.
Add and subtract fractions with the same denominator.
Add fractions where one denominator is a multiple of the other.
Add more than 2 fractions where two denominators are a multiple of the other.
Use pictorial methods to explore adding two or more proper fractions where the total is greater than one.
Add two fractions where one or both are mixed numbers or improper fractions.
Subtract fractions where one denominator is a multiple of the other.
Subtract proper fractions from mixed numbers.
Subtract two fractions where one is a mixed number, and you need to break one of the wholes up.
Use different strategies to subtract two mixed numbers.
Multiply unit fractions by whole numbers, supported by materials and diagrams.
Multiply non-unit fractions by whole numbers, supported by materials and diagrams.
Multiply mixed numbers by whole numbers.
Consolidate finding non-unit fractions of a quantity.
Solve problems involving Y5 fractions skills.
Improve calculation efficiency by changing the order of fractions and whole numbers when multiplying them.

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