KINGS AND QUEENS

LKS2 Spring 2020

Key Question – What difference can a monarch make during their reign?

Subject	Content to be covered	Key Skills	Key Vocabulary
Literacy	**Children will be taught :** **Writing** – Narrative – story of the Battle of Bosworth; Persuasive texts – brochure for Hampton Court Palace; Poetry – performance; Narrative – stories by the same author (Shakespeare); Letters from Elizabeth I to Elizabeth II **Reading** – poetry **SPAG** – first and third person, apostrophes, thesaurus work, punctuation, imperative verbs, exaggeration, comparative and superlative adjectives, subordinating conjunctions, summaries and conclusions, rhyme, rhythm, experimenting with punctuation, word classes, formal and informal language	**Children will be able to:** **Writing:** • increase the legibility, consistency and quality of my handwriting • plan my writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar • plan my writing by discussing and recording ideas • evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements • evaluate and edit by proposing changes to grammar and vocabulary to improve consistency • draft and write non-narrative material, using simple organisational devices • include detail to add an element of humour, surprise or suspense • proof-read for spelling and punctuation errors • choose words showing an awareness of the reader **Reading** **Year 3** • recognize some different forms of poetry • comment on the choice of language to create moods, feelings and attitudes to build tension • understand how style and vocabulary are linked to the purpose of the text • draw inferences • identify main ideas and summarise these • express reasoned preferences • understand how the author wants the reader to respond **Year 4** • use dictionaries to check the meaning of words that they have read • justify opinions using evidence from the text • empathise with characters' feelings, thoughts and actions • prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action	first person - I, we third person - he, she, it, they apostrophes - contraction, possession imperative verbs - watch, visit, explore, experience comparative and superlative adjectives - good, best, bad, worst, tallest, largest, most popular subordinating conjunctions - if, since, as, when, although, while, after, before, until, because word classes - verbs, nouns, adjectives, adverbs, prepositions, conjunctions, determiners, pronouns

		• comment on the success of language choices in creating mood and atmosphere • consider how the writer's experiences influence themes within the text • express preference and make informed recommendations • analyse and evaluate texts by combining an understanding of ideas, themes, events and characters **SPaG** **Year 3** • expand noun phrases to add details • use nouns and pronouns appropriately within a sentence to avoid repetition • extend the range of sentences with more than one clause by using a wider range of conjunctions • use conjunctions, adverbs and prepositions to express time and cause • use fronted adverbials • use commas after fronted adverbials • use apostrophes to indicate possession • use and punctuate direct speech **Year 4** • expand noun phrases by adding modifying adjectives, nouns and prepositional phrases • use precise vocabulary that is lively, imaginative and shows an awareness of the reader • extend the range of sentences with more than one clause by using a wider range of conjunctions • be familiar with a range of word classes including adverbs and prepositions • use a variety of subordinating conjunctions • use the apostrophe for a range of purposes correctly • use and punctuate direct speech with a new line for each speaker • use and experiment with a range of punctuation including brackets, semi-colons, colons and dashes	
Maths	**Children will be taught:** **Fractions, decimals and percentages** **Measures** **Number and place value**	**Children will be able to:** Year 3 • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	Year 3 / Year 4 sixths, sevenths, eighths, tenths; hundredths, decimal, decimal fraction, decimal point, decimal place, decimal equivalent, proportion division, approximately, millimetre, kilometre, mile, distance apart… between… to… from…, perimeter,

		• Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • Recognise and show, using diagrams, equivalent fractions with small denominators • Add and subtract fractions with the same denominator within one whole [for example, 5⁄7 + 1⁄7 = 6⁄7] • Compare and order unit fractions with the same denominator • Solve problems that involve all of the above • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/ capacity (l/ml) • Measure the perimeter of simple 2-D shapes • Add and subtract amounts of money to give change, using both £ and p in practical contexts • Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • Know the number of seconds in a minute and the number of days in each month, year and leap year • Compare durations of events [for example to calculate the time taken by particular events or tasks • Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • Compare and order numbers up to 1000 • Identify, represent and estimate numbers using different representations • Read and write numbers up to 1000 in numerals and in words • Solve number problems and practical problems involving these ideas Year 4 I can: • Recognise and write decimal equivalents of any number of tenths or hundredths • Recognise and write decimal equivalents to ¼, ½, ¾ • Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	centigrade, century, calendar, earliest, latest, a.m., p.m., Roman numerals, 12-hour clock time, 24-hour clock time; unit, standard unit, metric unit, breadth, edge, area, square centimetre (cm2), mass, big, bigger, small, smaller, weight, heavy/light, heavier/lighter, heaviest/lightest, measuring cylinder, leap year, millennium, noon, date of birth, timetable, arrive, depart eights, fifties, hundreds, factor of, relationship, Roman numerals, one hundred more, one hundred less, approximate, approximately, round, nearest, round to the nearest ten, hundred, round up, round down; ten thousand, hundred thousand, million, sixes, sevens, nines, twenty-fives, next, consecutive, integer, positive, negative, above/below zero, minus, negative numbers, one thousand more, one thousand less, round to the nearest thousand

		• Round decimals with one decimal place to the nearest whole number • Compare numbers with the same number of decimal places up to two decimal places • Recognise and show, using diagrams, families of common equivalent fractions • Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • Solve simple measure and money problems involving fractions and decimals to two decimal places • Add and subtract fractions with the same denominator • Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. • Convert between different units of measure [for example, kilometre to metre; hour to minute] • Estimate, compare and calculate different measures, including money in pounds and pence • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • Find the area of rectilinear shapes by counting squares • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • Find 1000 more or less than a given number • Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • Count backwards through zero to include negative numbers • Round any number to the nearest 10, 100 or 1000 • Order and compare numbers beyond 1000 • Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value • Count in multiples of 6, 7, 9, 25 and 1000	
Science	**Children will be taught to:** • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. • Identify the function of teeth in humans.	**Children will be able to:** • Use scientific evidence to answer questions • Identify similarities and differences related to scientific ideas	Skeleton, support, protection, skull, brain, ribs, lungs, heart, movement, pull, contract, relax, joint, muscles, Mouth, tongue, saliva, teeth, incisors,

	• Identify the types and functions of teeth. • Match the types and functions of teeth. • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Identify similarities related to scientific ideas. • Name parts of the digestive system. • Add functions to the parts of the digestive system. • Identify parts of the digestive system. • Match the parts of the digestive system with their functions. • Construct the digestive system. • Explain the functions of the digestive system. • Construct a simple food chain. • Construct and interpret a food chain. • Construct and interpret a variety of food chains.	• Ask scientific questions and choose a scientific enquiry to answer them • Plan the main steps of an enquiry • Make careful observations • Record results	cutting, slicing, canines, ripping, tearing, molars, chewing, grinding, brush, floss, oesophagus, transports, stomach, acid, enzymes, small intestine, absorbs, large intestine, compacts, carnivore, herbivore, omnivore, food chain, producers, prey, predators, sun, nutrition, vitamins, minerals, fat, protein, carbohydrates, fibre, water, diet
History	**Children will know:** • About the Wars of the Roses; that they were a series of English civil wars over the crown between the royal houses of York and Lancaster. They will learn about the main events of the Wars of the Roses from Henry VI to Henry VII. • They will briefly learn that Richard III took the throne after (allegedly) locking the young heirs (Edward V and Richard, Duke of York) in the tower of London. They will know that the Wars of the Roses ended after the Battle of Bosworth field when young Henry Tudor defeated Richard III and began the Tudor Dynasty. • The children will be taught about King Henry VIII. They will learn about his physical characteristics and personality through source analysis. They will know about his six wives and their fates. They will learn about his conflict with the Catholic church over his desire to divorce Catherine of Aragon and will understand that he broke away from the Church for this reason. They will learn about Henry VIII's palace at Hampton Court and the role of his advisor, Cardinal Wolsey. • The children will learn about Henry VIII's three children- Edward, Mary and Elizabeth. They will know that all 3 became monarchs in the end, and that all died childless meaning that the Tudor Dynasty ended with Elizabeth I, and that we then moved into the Stuart times when James VI of Scotland became James I of England. They will learn in detail about the reign of Queen Elizabeth I- they will learn of her famous speech, world exploration at the time, the defeat of the Spanish Armada and about famous individuals from her reign-	**Children will be able to:** • use specific historical vocabulary including terms, periods and dates- AD, BC, ancient, century, modern, decade, settlement, civilisation, culture, Roman, Empire, Egyptian, culture and specific dates e.g. 70 BC, hunter gatherer, Neolithic Using a timeline, I can categorise key features of specific time periods (people and events) and describe how they are different to present day, • categorise key features of specific time periods (people and events) and describe how they are different and similar to present day and other time periods e.g. Romans and Egyptians. I am beginning to know some of the ways in which the past is represented. • know there are different interpretations of the past, e.g. differing diary accounts of the same event. I can make deductions by using a sample (3) sources to summarise and aspect of history by selecting information with some relevance to a question. • use a variety of sources (3 or more) to summarise an aspect of history by selecting information with some relevance to a question.	Monarchy King Queen Civil War Battle Chronology AD Century Heir Marriage Pretender Bosworth Gentry Nobles Kingmaker Palace Dynasty Legacy Consort Reformation Field of the Cloth of Gold Foreign Policy Tax Oliver Cromwell Roundheads Cavaliers Yorkist Lancastrians Industrialisation Discovery Innovation Alliance House Tudor Stuart

	William Shakespeare, Sir Francis Drake, Sir Walter Raleigh. • The children will then learn about the reigns of Charles I and Charles II respectively. They will know about the civil war that broke out and the assassination of King Charles I. They will learn about the leadership of Oliver Cromwell and his army of roundheads. They will learn about Charles II regaining his control over the throne- they will recap key events from his reign covered in KS1 (very briefly)- The Great Fire of London and the plague. • Children will then focus on the age of industrialization and progress during the reign of Queen Victoria. They will learn that she gained power at a young age, and how she married her cousin, Prince Albert. They will learn of the industrial revolution and how the railways progressed, they will learn about the invention of the bicycle and how Queen Victoria made the tradition of wearing white on your wedding day. They will learn about the Great Exhibition held at the Crystal Palace and of some influential Victorians- poet Christina Rossetti, Charles Darwin. They will consider how the lives of Victorian children differed from their own experiences. • Finally, the children will end the unit with a comparison of the reigns of Queen Elizabeth I and Queen Elizabeth II.		Plantagenet Windsor Saxe-Coburg Hanover
Geography	Will be taught during the summer term.	Will be taught during the summer term.	Will be taught during the summer term.
Art	**Children will be taught to:** • Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Work on a range of scales e.g. thin brush on small picture etc. • Create different effects and textures with paint according to what they need for the task. • Mix colours and know which primary colours make secondary colours. Use more specific colour language. • Mix and use tints and shades.	**Children will be able to:** • mix colours and know which primary colours make secondary colours. • mix and use tints and shades. • experiment with different effects and textures including blocking in colour, washes, layering, brush size, thickened paint creating textural effects. • work on a range of scales e.g. thin brush on small picture etc. • create different effects and textures with paint according to what they need for the task.	Primary Secondary Tint Tone Shade
DT	**Children will be taught:** • the importance of the design process • how to evaluate a design • how to change/improve a design based on their evaluation • the range of tools available and their suitability for different projects • that different elements of designs can make them move • accuracy in measuring and cutting • how to handle different tools safely	**Children will be able to:** • Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components. • Explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Start to understand that mechanical and electrical systems have an input, process and output.	tools techniques materials textiles components measure mark cut score assemble reinforce

		• Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement. • Know how simple electrical circuits and components can be used to create functional products. • Measure, mark out, cut, score and assemble components with more accuracy. • Start to work safely and accurately with a range of simple tools. • Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work. • Start to measure, tape or pin, cut and join fabric with some accuracy. • Know how simple how to program a computer to monitor changes in the environment and control their products. • Understand how to reinforce and strengthen a 3D framework. Now sew using a range of different stitches, to weave and knit. • Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy. • Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.	strengthen
PE	**Children will be taught to:** • continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. • communicate, collaborate and compete with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team	**Children will be able to:** <u>Gymnastics</u> • explore jumping techniques and link them with other gymnastic actions. • select and adapt gymnastics actions to meet the task. • work with a partner or a small group to create a sequence that develops jumping skills. • improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music. • identify and practise body shapes. • identify and practise symmetrical and asymmetrical body shapes. • create a sequence using balancing and linking movements. • use counterbalances and incorporate them into a sequence of movements. • perform movements in canon and in unison. • perform and evaluate own and others' sequences. <u>Dance</u> • explore dance movements and create patterns of movement.	balance stretch point patch roll turn travel skip hop jump movement position hold dance routine canon straight evaluate improve

	• compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• work with a partner to create dance patterns. • perform a dance with rhythm and expression. • use knowledge of dance to create a story in small groups. • develop precision of movement. • work co-operatively with a group to create a dance piece. • perform in front of others with confidence. • identify and practise the patterns and actions of a chosen dance style. • demonstrate an awareness of the music's rhythm and phrasing when improvising. • create an individual dance that reflects the chosen dancing style. • create partnered dances that reflect the dancing style and apply the key components of dance. • perform dance using a range of movement patterns. • perform and evaluate my own and others' work.	
Music	**Children will be taught:** . how to analyse and explore the way sounds can be combined and used expressively and be able to comment on musician's technique to create effect. Explain and explore their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. . to read music through recorder or Glockenspiel lessons as well as using musical notation when composing work. . how many beats are in a minim, crochet and semibreve and recognise their symbols. . to recognise and identify instruments and numbers of instruments and voices being played looking at a range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians. . to describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. . to explain how musical elements can be used together to compose music as well as understanding that the sense of occasion affects the performance.	**Children will be able to:** . listen with attention and begin to recall sounds. . begin to understand how different musical elements are combined and used to create effect. (pitch, duration, tempo and dynamics) . begin to recognise simple notations to represent music, including pitch and volume. • listen to and begin to respond to music drawn from different traditions and great composers and musicians.	sounds technique effect notation beats minim crochet semibreve instruments composers musicians pitch duration temp dynamics volume
Computing	**Children will be taught:** • Online Safety - act safely and respectfully online - keep personal information private online - know where to get help if someone or something upsets you online • The SMART Rules • Explain the SMART rules succinctly in a simple presentation. Make the presentation interactive using hyperlinks and including video and audio.	**Children will be able to:** • I understand why we have rules and that rules are usually in place to reduce risk and danger • I understand what is safe and unsafe behaviour when I am online • I understand what to do when things go wrong online • I understand how to be respectful online	rules, harm, dangers, risk, online, strangers, personal, information, private, respect, safe, meet, accept, reliable, tell

		• I can explain what each of the SMART rules means and why they are important rules • I can explain who my audience is • I can explain the SMART rules as text in a presentation • I can embed media in the form of pictures and video into my presentation • I can create hyperlinks to pages within my presentation and to other relevant sites • I can assess my own presentation and peer assess for a friend	
MFL (Modern Foreign Languages – French)	**Children will be taught to:** • Greet people in different ways. • Exchange names in French. • Discuss how they are feeling • Choose appropriate phrases for the situation. • Recognise and repeat sounds and words accurately. • Use songs to support my learning. • Apply their knowledge to make sentences. • Listen and respond to someone's question.	**Children will be able to:** • Say hello for different times of day. • Introduce themselves to someone else. • Ask another person their name. • Use 'Comment ça va?' as a question. • Choose the appropriate phrase to say how they feel. • Say goodbye in a variety of ways. • Say the numbers 0-10 in French. • Join in when the numbers are in a song. • Use music to help me remember new words. • Use number words in my sentences • Make up new sentences. • Ask how old someone is. • Say their own age.	