





**Topic Overview: SMSC/PSHE/British Values: Achievement and Team**

In this unit of study children will further explore the concepts of achievement and team, understanding that achievement is not instant and requires resilience and team contributions. This will be further applied also during the residential visit to Calshot at the end of the half term. They will **reflect on the awe and wonder of a magnificent historical ship and its journey from construction in 1511 to her loss in 1545, and the incredible team effort in securing her eventual recovery in 1982**. Children will develop their understanding of historical chronology with a particular focus on British History. The Tudor theme will weave through the children's reading, writing and art work linking to the Mary Rose as a significant historical feature of the locality. They will explore and draw conclusions to the historical enquiry question: A Tudor king's flagship: What sank the Mary Rose? Through examination of portraits of King Henry VIII, children explore perception of self and use of colour to reflect mood and power.

**Lead subjects: English, Geography, Art**

English								History	ART	Non-lead subjects:
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7			
Reading	Tudor Exploration 			Treason / Gunners Boy  		Calshot week	Treason/ Gunners Boy continued	Children will reflect back on previous learning to construct the chronology of British History.  Children will investigate the causes and consequences of the sink of the Mary Rose during the Battle of the Solent as an aspect of History that is significant in the locality.  Children will explore historical sources, discussing reliability and the impact that this has upon a source of evidence.	Children will look at the famous Tudor portraitist, Hans Holbein the Younger.  In drawing, they will create a portrait of King Henry VIII focusing on line, tone, texture and observation. They will discuss the effect of light from differing directions.  In painting, they will focus on texture and colour, particularly hue, tint, tone, shades and mood. The use of colour for specific purposes will also be explored.  In form, they will plan and develop ideas for a collage of the Tudor rose. They will also be given the opportunity to discuss and evaluate their work.	<b>Science: Light</b> When light hits a transparent object, it goes through it in a straight line so we can see a clear image through it. • When light hits a translucent material, it goes through it but is scattered, this means light can pass through, but we can't see an image through it. • When light hits a mirrored surface, it reflects off it in straight lines, so we can see an image in the reflective material. • Sometimes when light hits a material it reflects off it in many different directions (it is scattered). In this case light will be reflected but no image will be seen in the material. • Shiny surfaces are better reflectors and rough surfaces scatter light more. Opaque objects don't allow any light to pass through them.
Writing	3 weeks – Non-Chronological Report. The children will use their knowledge they have acquired from the hook visit to the Mary Rose Museum and their reading study of non-fiction texts to write a non-chronological report on the King's flagship: the Mary Rose.			3 weeks – Adventure story. The children will study the events of William Montague's life in the book Treason and from this; they will write an adventure story based on a Tudor flagship.  Take on the persona of a ship's boy from the Mary Rose and write a simple adventure story.  The opening and ending will be provided so that the children's focus is primarily on the <b>build-up, dilemma and resolution</b> .						<b>R.E. - Interpretation</b> Children will understand the two birth narratives and how these can be interpreted in different ways. Children will look at how interpretation of different scenarios can happen in their own lives.

			<p><b>PSHE</b> - Growing and changing</p> <ul style="list-style-type: none"> <li>• Use a range of words and phrases to describe the intensity of different feelings;</li> <li>• Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</li> <li>• Explain strategies they can use to build resilience.</li> <li>• Identify people who can be trusted;</li> <li>• Describe strategies for dealing with situations in which they would feel uncomfortable.</li> <li>• Explain the difference between a safe and an unsafe secret;</li> <li>• Identify situations where someone might need to break a confidence in order to keep someone safe.</li> <li>• Identify some products that they may need during puberty and why;</li> <li>• Know what menstruation is and why it happens.</li> <li>• Know the correct words for the external sexual organs;</li> <li>• Discuss some of the myths associated with puberty.</li> <li>• Recognise how our body feels when we're relaxed;</li> <li>• List some of the ways our body feels when it is nervous or sad;</li> <li>• Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> </ul>
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Others subjects taught in this unit of study: P.E MFL - French Music

