




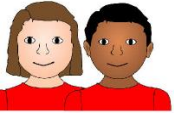



To be or not to be? What was the importance of entertainment in the Tudor period?

Our topic areas will be...	Target	Learning Objectives
 Computing	To research Tudor houses before creating a 3D model based on a 2D design	How can we use numerous sources to collect information?
		How can we reproduce a 3D model from a 2D plan?
		How can we recreate a real-life object using an electronic model?
 History	To understand the types of entertainment that were enjoyed by people in the Tudor period and to explore how classes within Tudor society accessed different forms of entertainment.	Who were the Tudor dynasty?
		What was everyday life like for Tudor citizens?
		Was King Henry VIII a hero or a villain?
		Who was William Shakespeare and how did his Globe theatre influence the people of London?
		How did Tudor England change during the Elizabethan era?
		Can I develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail?
		Can I evaluate a product against original design criteria - consider not only how well the product has been made, but also how well it has been designed?
 Music	To exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.	How can music be represented with colour?
		How can we use symbols to represent music (graphic score)?
		Can we (group) create a vocal composition in response to an image, taking into account the colours shown?
		Can we perform our group composition and evaluate our own and others success?
 PE	Develop swimming techniques and stamina. Understanding when to use throwing underarm and overarm, catching and retrieving a ball. Learn to play as of bowler, backstop, fielder and batter.	To develop swimming stamina, skills and stroke techniques
		Develop bowling action and batting technique
		Develop and applying fielding skills.
 RE	To explore questions around souls, death and the afterlife. To explore how different viewpoints held by beliefs of different world religions help people live their lives.	What questions could I ask about life and death?
		How would I describe the impact of the belief that we have a soul might have on the way a person might live their life?
		What are the Hindu belief in reincarnation and Karma?
		What do Christians and Hindus believe about good and bad in relation to what happens after death?

 PSHE	CHANGING ME 1. Self and Body Image 2. Puberty for Girls 3. Puberty for boys 4. Conception 5. Looking Ahead	Understand that everyone is unique and special Can express how they feel when change happens Understand and respect the changes that they see in themselves Understand and respect the changes that they see in other people Know who to ask for help if they are worried about change
 Art	Experiment with materials and techniques and create a self-portrait that aims to represent something about them. Show they have considered the effect created by their choice of materials and composition in their final piece.	LO: How can we develop drawings? LO: Do different combinations of materials change the effect of a piece? LO: How can we experiment with different materials?