

English: Inspired by Macbeth, we will be writing a ballad poem based on the three witches. This will involve using alliteration, varying sentence structure and taking consideration over rhyme and rhythm. We will also be writing a letter and narrative piece inspired by the story.

Science: We will build on our learning about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help us to understand how the circulatory system enables the body to function.

Art: We will learn about the work of the famous Tudor portrait artist, Holbein. Exploring the techniques he used, we will make our own Tudor inspired self-portrait.

Maths:

At the beginning of this half term, we will be consolidating our knowledge and understanding of multiplication and division, with a focus on the formal methods. We will then move on to explore fractions Throughout, we will be using concrete, pictorial and abstract approaches to deepen understanding. There will also be a focus on fluency, reasoning, and problem-solving.

How terrible were the Tudors?

P.E: We will take part in a range of skills-based activities aimed at developing sporting characteristics, such as balance, strength, accuracy, speed, agility, teamwork and coordination. As part of this, we will take part in sports such as korfbal, hockey, basketball, gymnastics and athletics.

**Texts:**  
**Macbeth by**  
**William**  
**Shakespeare**

*Please note that although we will use knowledge and skills from different subject areas, not all subjects in the curriculum will be covered in depth during this topic. The skills and knowledge for all subjects will be covered over the course of the year.*

Music: We will continue to learn about what music sounds like in other parts of the world, exploring Chinese, Indian, Caribbean, Irish, African and Gamalan music



RE:

We will continue to analyse and evaluate the role of religion and whether it brings peace, conflict or both. We will create a final piece of work that explains our answer and that contains some artwork inspired by the topic.

Languages:

Using the World of Languages, Languages of the World work, we will build on our understanding of languages from Year 5. We will be focusing on how we decipher, break down and recognise words.

Schools of Sanctuary: Through discussions centred on our English text, we will draw upon migration and seeking refuge.

### Reading

Please read with your child for 10 minutes per day – your child reading to you, you reading to them, or sharing the reading together. This is really important as it helps to develop your child's fluency and understanding of texts as well as their spelling ability, imagination and general love of literature!

### Timetables!

Practise your times tables regularly at home. The children should practise 3 times a week on timetable rockstars. There are other ways to practise, including creating your own/printing off flash cards, quick quizzes, chanting, songs and lots of online games and activities.

RSHE: We are focusing on self-identity and expression. Then, we will be learning about families and how to manage family change. To build our emotional literacy, we will be learning about our emotions, with a focus on different emotions throughout the term.

History:

As historians, we will explore the Tudor period through the lenses of economic, military, religious and political history. To begin with, we will build our chronological understanding of the period. Each week we will explore a different Tudor monarch using one of the lenses of history, with a focus on source work throughout.

Class Dojo:

We love to see the work children and families have been doing at home.

Please do upload pictures via Class Dojo and we will make sure that these are celebrated in class and rewarded with team points or certificates.

Likewise, if children have any notable achievements or events outside of school (swimming medals, football tournaments etc), we love to hear about these too!

### Optional Activities:

- Can you create a Tudor factsheet
- Can you write a newspaper report inspired by an event during the Tudor times?
- What does peace look like to you? Can you make something to represent it?
- What other portrait artists can you research? How does their work differ to Holbein's?

Key word	Definition
heir	a person who has legal claim to a title or a throne when the person holding it dies.
monarch	a ruler such as a king, queen, or emperor
chronology	the order in which things happen.
succession	the order of monarchs to inherit the throne
throne	having royal power
dynasty	rulers who belong to the same royal family for generations.
reign	the time period that a monarch (a king, queen, emperor, etc.) rules over a country.
Peace	a state of harmony, quiet or calm that is not disturbed by anything at all
conflict	a serious disagreement or argument.
Circulatory system	a network within the body that consists of blood, blood vessels, and the heart