**Cross Curricular: Reading**

A range of fiction, non-fiction and poetry texts.

**NC Objectives:**

* Identifying main ideas drawn from more than one paragraph and summarising these
* Identifying how language, structure, and presentation contribute to meaning
* Retrieve and record information from non-fiction
* Participate in discussion about a variety of texts that are read to them and those they can read for themselves, taking turns and listening to what others say.

**Cross Curriculum: D&T Tudor roses**

**NC Objectives:**

* Design purposeful, functional, appealing products for themselves and other users based on design criteria
* Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing
* Evaluate their ideas and products against design criteria
* Build structures, exploring how they can be made stronger, stiffer and more stable

**YEAR 4: Autumn Term Planning – Tudor Life: Why did Henry the VIII have six wives?**

**Cross Curricular: Writing**

Setting description on historical settings

Tudor poetry

Biography of Sir Walter Rayleigh

**NC Objectives:**

* Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
* In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
* Organising paragraphs around a theme
* Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

**Chronological understanding:**

* Can I place some historical periods in a chronological framework?
* Can I place events in order from within the Tudor period?
* Can I order events and monarchs who came to the throne during the Tudor period?

**Knowledge and Interpretation**

Revisit: Can I identify and explain differences, similarities and changes between different periods of history?

* Can I explain who the key Kings and Queens were during the Tudor period?
* Can I explain what life was like during the Tudor period between the rich and poor?
* Can I explain the religious differences within the Tudors?

**Historical Enquiry**

Revisit: Can I use a variety of resources to find out about aspects of life in the past?

* Can I explain what life was like during the Tudor period between the rich and the poor?
* Can I examine and interpret a range of historical sources, such as diary entries and recounts recorded by people of the time?

**Cross Curricular: Music – Tudor Raps**

**NC Objectives:**

Composing: Organise music into simple structures showing awareness of the content and purpose

Singing: Sing with an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing

Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple singing part etc)

Experiment vocally in drafting, rehearsing and performing situations using a wide range of stimuli

**Cross Curricular: Science**

Electricity

**NC Objectives:**

* identify common appliances that run on electricity
* construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
* identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
* recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
* recognise some common conductors and insulators, and associate metals with being good conductors

**Cross curricular: PSHE: Citizenship**

I can recognise aggressive and anti-social behaviours and their effects on individuals and communities.

**Cross Curricular: SMSC**

Moral: An ability to distinguish right from wrong, based on a knowledge of the moral codes and of their own and other cultures.

An ability to make responsible and reasoned judgements on moral dilemmas.