

Holland Haven Primary School's Creative Curriculum Planning – Summer 1

See our new 'HH Skills and National Curriculum coverage' booklets for specific objectives per Phase and Subject

Additional cross-curricular and SMSC links [Diversity Links](#)

Phase:	MIDDLE SCHOOL Yr 3/4
Theme:	<u>The Tudors</u>
Subject Focus(es):	Shakespeare, Henry VIII and Leonardo DaVinci - History/English and Art and Design focus
Expected outcomes:	Ask and consider historical questions about life during the Tudor period Select and organise relevant historical information Evaluate and analyse different types of historical and cultural art and craft
Educational Visit/Visitor	Layer Marney Tower (Tudor Day)
Extended Classroom opportunities	Growing - Potatoes Project for class to eat (whole-school project) Act out a scene from a Shakespeare play on the Hills Design and grow a miniature Tudor Knot Garden (cress) - history, art and design: water-colour techniques
Parent-Pupil Project	Create a shoebox diorama of a Shakespeare stage set
Themed 'visual token' system	Collect 'shillings' for our Tudor teams of: Aragons, Boleyns, Seymours, Cleves and Parrs
Learning Environment	A Tudor Town
	<p style="text-align: center;"><u>Tudors</u></p> <p>English - Use our historical knowledge to write an adventure story with a historical twist. Researching the life of Shakespeare, making notes, reading a range of biographies to identify features and write own biography. Study Shakespeare's language and parts of his plays, dramatise scenes and write own dialogue. Poetry - odes and insults - incorporating Shakespeare in language and style.</p> <p>History - a historical study of the Tudor period. Examining the various changes which occurred during their reign. The children will learn about the significance and consequences of Henry VIII's six wives. A study of Tudor life including towns, homes, food, crime and punishments. The history of the Tudor Knot Garden (changes/trends overtime in gardening - formalities in royalty and residential etc and learning to tell a story about a historical period). Compare how the role of women has changed in society from Tudor times. Discussion of the English Reformation.</p>

	<p>Computing - Use web searches to gather information about Tudor castles - the invention of round forts - and use google slides to create a presentation/leaflet (E Safety reminders throughout - safe search).</p> <p>Art and Design - Examine a range of historical portraits and go on to create their own Tudor portrait.</p> <p>Music - Play 'Greensleeves' on recorders</p> <p>Art and Design & Technology - Leonardo DaVinci - 'Mona Lisa' and 'The Last Supper' - evaluate cultural and historical art and different arts and crafts: oil paintings and tapestries. Leonardo's inventions.</p>
Discrete Reading and Spelling	<p>Reading sessions twice weekly.</p> <p>Daily Spelling/Grammar/Punctuation sessions (Handwriting Friday)</p>
Discrete Maths	<p>Following Assertive Mentoring Target planning -</p> <p>Progression Ladder System</p> <p>Creative Coverage</p> <p>Problem Solving opportunities for Fluency and Reasoning</p> <p>Weekly Number focused test/lesson</p> <p>Morning Maths Meetings and RM Maths</p>
Discrete Science	<p>Nutrition and Health - the importance of a healthy balanced diet on your health and well-being.</p> <p>How Plants Grow - identify the functions of the different parts of a plant, find out what plants need in order to grow well and explore how plants reproduce (links to designing and growing knot gardens in LOtC sessions).</p>
Discrete Physical Education	<p>Tennis</p> <p>Golf</p> <p>Rounders</p> <p>Athletics</p>
Discrete Languages	<p>Food - Communicate ideas in speech - using familiar Vocabulary and phrases - Use accurate pronunciation and intonation</p>
Discrete Religious Education and PSHE	<p>Worship in different Religions - children will explore how people from different religions (Christianity, Sikhism and Buddhism) worship- compare and contrast</p> <p>Heart Start - manage risk and stay safe</p>
School and Learning Council Meetings	<p>Whole School 'School Council' and 'Learning Council' (2 representatives from each class) and class response/action and feedback.</p> <p>Pupil Perception</p> <p>Fundraising</p> <p>School Projects</p>
Weekly Assemblies with an SMSC focus	<p>Singing assemblies</p> <p>Whole School Achievement Celebration Assembly</p> <p>Whole School Assemblies exploring Social, Moral, Spiritual and Cultural content</p> <p>Class Assemblies - News Round</p>