



## Science

Weekly, whole afternoon, year-specific sessions, taught discretely unless there is a natural link.

Electricity

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

Use recognised symbols when representing a simple circuit in a diagram

## British Values

Tolerance, Mutual Respect, The Rule of Law, Individual Liberty, Democracy

Living in different cultures. Obeying social norms.

Tolerance / different cultures.

## Safeguarding/PSHE

Health & Wellbeing, Relationships, Living in the Wider World, Online Safety

Relationships:

Healthy relationships

## Mathematics

Opportunities to apply across the curriculum

Fractions, Decimals and Percentages

Use common factors to simplify fractions

Compare and order fractions

Add and subtract fractions

Multiply simple pairs of proper fractions

Divide proper fractions

Solve problems which require answers to be rounded to specified degrees of accuracy

Recall and use equivalences between simple fractions.

## The Driver

### Learning Challenge

History/Geography

To be or not to be? That is the question?

Battle of Bosworth  
Tudor Rose  
William Shakespeare  
Henry VIII

## English Text

Romeo and Juliet – By William Shakespeare

Core Reading and Writing Links (Skills focussed with narrative or non-fiction text types providing the purpose for writing)

Writing Target: Advancing the action

Text types which provide opportunities for the teaching of writing targets:

Reading Target: To identify main themes and summarise main ideas. Discuss and compare different versions and different text types.

Opportunities to apply across the curriculum

Non-chronological reports related to the Tudors/Shakespeare produced in topic lessons

## The Enhancers

Geography or history to be used as the driver for the Learning Challenge;

Creative arts, performing arts and computing to be enhancers. All three need not be included in each LC – see subject area coverage across each Key Stage;

Links to be made in every LC to British values and safeguarding/PSHE; both need not be included in every LC;

RE, P.E & MFL to be taught discretely unless there is a natural link.

## Creative Arts

Art, Design & Technology

Create a replica of a Tudor Rose

Understand how Van Gogh used colour and line in his work.

Create a sketch in the style of Van Gogh

## Performing Arts

Music, Dance

Circuit Training and Basketball

## Computing

Create hyperlinks between pages of information  
Multimedia  
Research