



<p>Article 17: Every child has the right to reliable information.</p> <p>As historians we will...</p> <ul style="list-style-type: none"> Investigate and interpret key figures from the Tudor period. Place the Tudor reign on a timeline of British History. Compare Tudor life to modern-day life. Identify accurate sources of historical interest. Understand chronologies and timelines/family trees. 	<p>Article 29: education should teach children to respect their natural environment. Education must teach children to live responsibly encourage the child's respect for the environment.</p> <p>As Scientists we will...</p>		<p>Article 1: Everyone under the age of 18 has rights. (Children should learn that all children everywhere have the same rights).</p> <p>Article 7: Every child has the right to a nationality.</p> <p>Article 29: Education should teach children to respect their natural environment. Education must teach children to live responsibly encourage the child's respect for the environment.</p> <p>As geographers we will...</p> <ul style="list-style-type: none"> Comparing people and places – maps of Shrewsbury from Tudor times to modern times. Physical geography (plotting routes and map reading skills – linked to the Spanish Armada). 			
<p>As linguists we will...</p> <ul style="list-style-type: none"> Getting to know you. (Y3) All about me. (Y4) 		<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <h2 style="margin: 0;">‘The Tudors’</h2> <h3 style="margin: 0;">Year 3 and Year 4</h3> </div>  </div>		<p>Article 17: Governments must help protect children from materials that could harm them (E Safety)</p> <p>Article 16: Every child has the right to privacy. The law should protect the child's private life.</p> <p>Article 36: Governments must protect children from all forms of bad treatment.</p>		
<p>Article 6: every child has the right to life. Governments must do all they can to make sure children survive.</p> <p>Article 23: A child with a disability has the right to live a full decent life and play an active part in the community. Governments must do all they can to provide support for disabled children.</p> <p>Article 24: every child has the right to good health.</p> <p>As athletes we will...</p> <ul style="list-style-type: none"> Invasion games Hitting and Striking games 	<p>Super Start</p> <p>Tour of Shrewsbury town centre and the key places of interest of Tudor times.</p>	<p>Local Link</p> <p>Tudor buildings in Shrewsbury town centre</p>	<p>Fab Finish</p> <p>A Tudor Christmas Feast!</p>			
<p>Article 29: Education must develop every child's personality, talents and abilities to the full.</p> <p>As artists we will...</p> <ul style="list-style-type: none"> 		<p>As Mathematicians, we will...</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="736 1299 1397 1495"> <p>Year 3</p> <ul style="list-style-type: none"> Number – Multiplication and Division Number – Addition and Subtraction </td> <td data-bbox="1406 1299 2071 1495"> <p>Year 4</p> <ul style="list-style-type: none"> Number – Multiplication and Division Measurement – Length and Perimeter </td> </tr> </table>		<p>Year 3</p> <ul style="list-style-type: none"> Number – Multiplication and Division Number – Addition and Subtraction 	<p>Year 4</p> <ul style="list-style-type: none"> Number – Multiplication and Division Measurement – Length and Perimeter 	<p>As musicians we will...</p> <ul style="list-style-type: none"> Compose and perform melodic songs. Create repeated patterns with a range of instruments.
<p>Year 3</p> <ul style="list-style-type: none"> Number – Multiplication and Division Number – Addition and Subtraction 	<p>Year 4</p> <ul style="list-style-type: none"> Number – Multiplication and Division Measurement – Length and Perimeter 					
<p>Article 24: All children have the right to good health. Governments must work to provide clean water and nutritious food so that children can stay healthy.</p> <p>Article 27: Every child has the right to a standard of living that is good enough to meet their physical needs. Governments must help families that cannot afford this.</p> <p>As design technologists we will...</p> <ul style="list-style-type: none"> Investigate how foods were preserved in Tudor times and how they are preserved now. (Food Technology) Design and make a Tudor feast 	<p>Article 14: Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights.</p> <p>Article 20: If a child cannot be looked after by their family, governments must make sure they are looked after properly by people who respect the child's religion, culture and language.</p> <p>Article 30: Every child has the right to learn and use language, customs and religion of their family, regardless of whether these are shared by the majority of people in the country where they live.</p> <p>For spiritual and moral development, we will answer...</p> <ul style="list-style-type: none"> How do you mark special times? (Y3) How do Hindus and Christians mark special times in life? (Y3) What do religious traditions say about how we treat each other? (Y4) What does a Christian mean by loving your neighbour? (Y4) Why should we look after our world? (Y4) 		<p>As citizens we will...</p> <ul style="list-style-type: none"> Create a class charter collectively (Rights and Responsibilities) Living in the wider world (PSHE Association) Taking care of the environment (PSHE Association) Money Matters (PSHE Association) 			

Title	Key Stage 1	Key Stage 2
Narrative	<ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories with imaginary settings. • Write stories and plays that use the language of fairy tales and traditional tales. • Write stories that mimic significant authors. • Write narrative diaries. 	<ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories that contain mythical, legendary or historical characters or events. • Write stories of adventure. • Write stories of mystery and suspense. • Write letters. • Write plays. • Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.
Non-fiction	<ul style="list-style-type: none"> • Write labels. • Write lists. • Write captions. • Write instructions. • Write recounts. • Write glossaries. • Present information. • Write non-chronological reports. 	<ul style="list-style-type: none"> • Write instructions. • Write recounts. • Write persuasively. • Write explanations. • Write non-chronological reports. • Write biographies. • Write in a journalistic style. • Write arguments. • Write formally.
Poetry	<ul style="list-style-type: none"> • Write poems that use pattern, rhyme and description. • Write nonsense and humorous poems and limericks. 	<ul style="list-style-type: none"> • Learn by heart and perform a significant poem. • Write haiku. • Write cinquain. • Write poems that convey an image (simile, word play, rhyme and metaphor).
Note:	<p>Only the following are statutory at KS1:</p> <ul style="list-style-type: none"> • personal experiences • real events • poetry • different purposes. 	<p>Only the following are statutory at KS2:</p> <ul style="list-style-type: none"> • narratives • non-fiction • poetry • different purposes.