

Science and the Wider Curriculum - Planning and Ideas



Week Commencing: Monday 18th May 2020

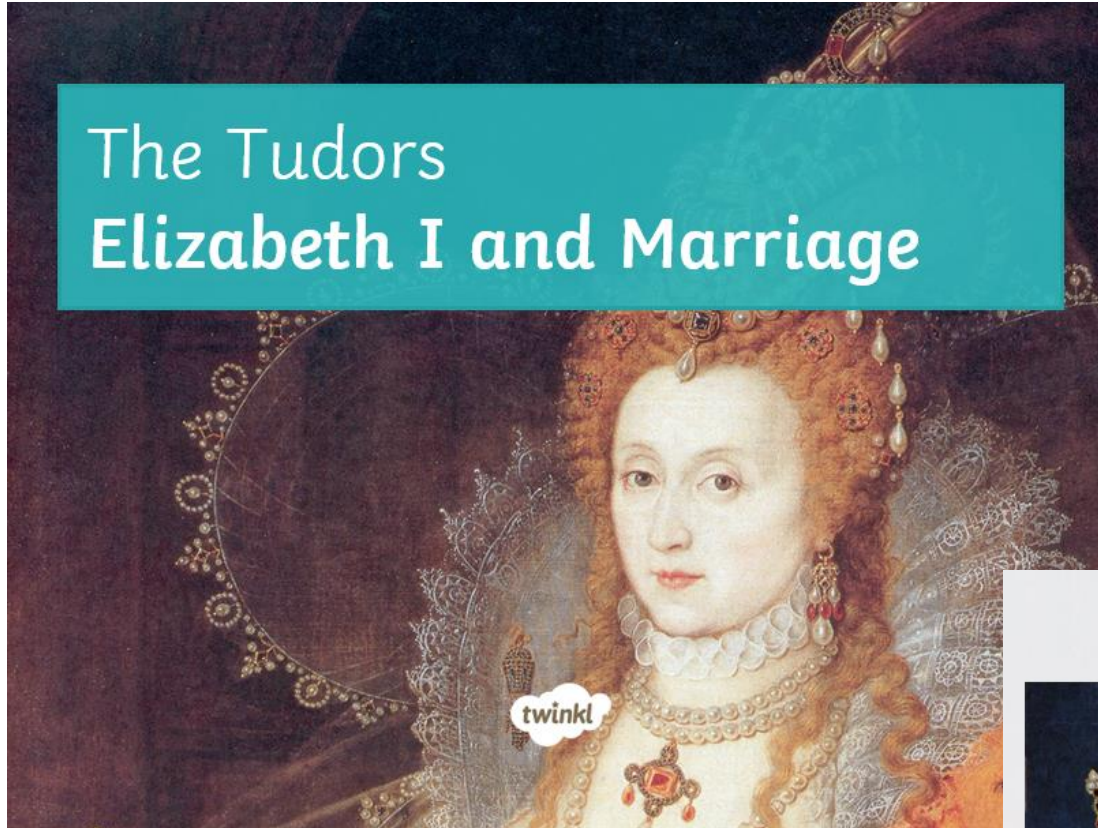
Year Groups: 3/4

	Monday	Tuesday	Wednesday	Thursday	Friday
Area of Learning	Subject: History LC: Can you explore the reign of Elizabeth I and how she created a strong and powerful image for herself?	Subject: French LC: Can you recognise names of animals in French?	Subject: Music LC: Can you write a short rap based on lockdown and how to stay safe?	Subject: Science LC: Can you ask questions?	Subject: Art LC: Can you design your own Tudor outfit?
Activity	<p>Starter:</p> <p>What can you remember about Henry VIII? (particular focus on his children).</p> <p>-Children to discuss their ideas.</p> <p>Main:</p> <p>Use the powerpoint to discuss how Elizabeth I was viewed as an unmarried woman on the throne and how because of this she</p>	<p>Starter:</p> <p>Ask the children to make a list of animals that they think people may have as pets.</p> <p>Main:</p> <p>Using the powerpoint slides go through the different animals and their French translations.</p> <p>Independent:</p>	<p>Starter:</p> <p>Children to think about all the things they have been doing during lockdown to keep themselves and others safe and make a list of these.</p> <p>Main:</p> <p>Have a think about a rap and what they normally entail. Think about how they are similar to poems but simply set to a beat/music.</p>	<p>Starter:</p> <p>Children to find the questions they wrote last week about the things that they would like to know about seeds and plants.</p> <p>Main:</p> <p>Children to read through their questions to remind themselves what they wanted to find out. After reading the question they are going to group the questions according to how they can be answered (See resources for the</p>	<p>Starter:</p> <p>What do we know about what Tudor people used to wear?</p> <p>-Have a discussion about what the children think they may have looked like and why.</p> <p>Main:</p> <p>Use the powerpoint to go through what men and women would have worn during the Tudor period</p>

	<p>had many suitors. Further to this discuss how there were plenty of people who she desired to prove to that she was capable of ruling without a man by her side.</p> <p>Key points to discuss: -Elizabeth I was unmarried and never intended to become queen. She only ascended the throne due to her brother and sister dying without heirs. -Consider why it was important Elizabeth proved she was a strong queen whilst being unmarried.</p> <p>Independent:</p> <p>Children to reflect upon Elizabeth I's suitors and complete the sheet of questions deciding who would make for the best husband to Elizabeth.</p> <p>Think about the following when making your decision: -Alliances -Faith/Religion (use the internet to research)</p>	<p>Children to solve the anagrams on the worksheet using the animal names at the bottom of the sheet for help. Children then to write a list of animals in French that they have as pets and describe the colour of these pets using the colours learnt in previous weeks (word mat provided for revision).</p>	<p>Independent:</p> <p>Children to write two short four line verses about lockdown and keeping safe and set this to a beat/music of their choice. Children to perform these taking photos and videos of themselves doing the rap which can be sent in to the appropriate year group email address (if you wish to).</p>	<p>headings and PPT slide to help with their decisions.). For each heading, ask children to think which question could be answered in that way; do not worry if children are unsure or they do not have a question for that category. Once the children have sorted their questions can the children do the observation questions (these observations may take several days to do). Can they use books or the internet to answer the research questions? For the comparative test leave as next week lesson is doing comparative test.</p> <p>Notes for parents: Is it possible to have the following for next week's lesson (Most items can be found around the house or in the kitchen there is no need to buy items):</p> <ul style="list-style-type: none"> • Seeds (could be got from food you are eating like 	<p>and how this varied depending on their class. Additionally search for examples of Tudor clothing on the internet and show the children to give them an idea of how their outfits differed to what we wear today.</p> <p>Independent:</p> <p>Children to decide whether they are going to design an outfit for a man or woman and of what class they represent. They will then design an outfit of their own creation labelling it to explain the important features with the help of the information in the powerpoint.</p>
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	-Wealth			<p>tomatoes, peppers or fruit).</p> <ul style="list-style-type: none">• Pot/seed tray/container like a yoghurt pot.• Soil• Measuring equipment like the syringe to measure out medicines or teaspoons or measuring cups or jugs with measurements of 25ml.• Ruler	
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The Tudors Elizabeth I and Marriage



Love and Marriage?



Does the Queen need a husband?

In the time of Elizabeth I it was very unusual for a woman to rule as queen without being married as women were considered weak and not very intelligent. As a result Elizabeth I had many potential suitors.



What Did Elizabeth I Look Like?

- In the sixteenth century, people were very interested in finding out what their Queen looked like. Without television and the internet, people had to rely on artist paintings to see what the Queen looked like.
- Elizabeth I wanted to ensure that everyone who saw these portraits were impressed by her; she wanted to look strong and powerful, beautiful and clever. She controlled what the artists were allowed to include in the portraits and requested that they add features to them.
- Elizabeth I only posed for a portrait on eight occasions throughout her life, yet, over 200 paintings were produced.
- Elizabeth I is famously remembered for saying "I know I have the body of a weak and feeble woman, but I have the heart and stomach of a king, and a king of England too!"

Robert Devereux, Earl of Essex



- He is an English Protestant.
- He made a lot of money importing wine, but wasted a lot of it.
- He has fought many wars for the Queen.
- He is a member of the Privy Council and has shown his loyalty to Elizabeth on many occasions.



Robert Dudley, Earl of Leicester



- He is a Protestant.
- He is an Englishman
- He is very rich.
- He has known the Queen since they were children and they are good friends.
- He is rumoured to have killed his first wife Amy, he denies this!



Philip II



- He is a Catholic.
- He is the King of Spain - they could be a very powerful couple.
- Phillip II is very rich. He owns many other countries and has gold from South America.
- The pope would be against the marriage to a Protestant.
- Phillip II was Elizabeth's brother in law, he was previously married to Elizabeth's sister Mary.



Francis, Duke of Alencon



- He is a French Catholic.
- He is rich and from a very wealthy family, however, his older brother inherited most of the family land.
- He would not be a popular choice with most people because he is French, but the English do hate the French less than they hate the Spanish.



Prince William of Orange



- He is a Protestant from Holland.
- Currently at war with Spain to keep Holland Protestant.
- He has a large family fortune as his mother is the Queen of Holland.
- He has alliances with England and would be liked by the people.



Who Did Elizabeth Marry?

In the end, Queen Elizabeth never did marry or have any children.

She died on March 24th 1603.

What impact will this have on the Tudor dynasty?



Elizabeth I Suitors Information Collection

Instructions: You need to read through the information about Queen Elizabeth's suitors and answer the following questions. Ensure you provide reasons for your opinion.

1. Do you think Elizabeth should get married?

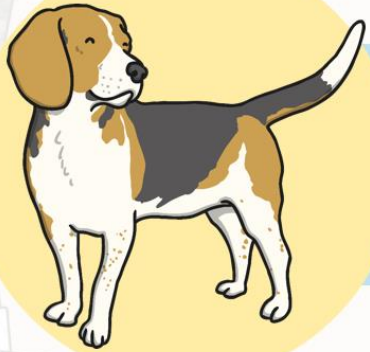
2. Which man would be best suited to provide the wealth which England needs?

3. England is Protestant, which potential husband would be best at ensuring England is safe as a Protestant country?

4. Elizabeth wants to develop good relationships with other countries – which marriage would help this best?

5. The Privy Council would like Elizabeth to marry a powerful man- who would you choose and why?

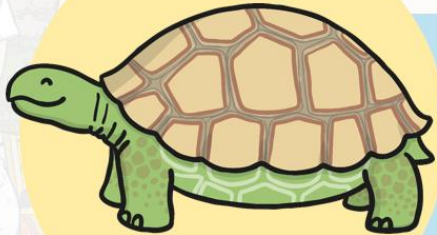
French - Tuesday 19th May 2020



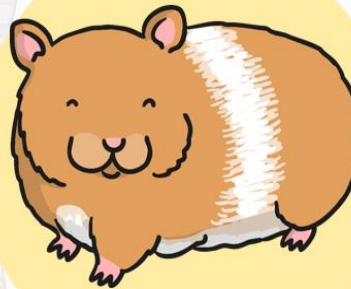
C'est...
un chien.



C'est...
un chat.



C'est...
une tortue.



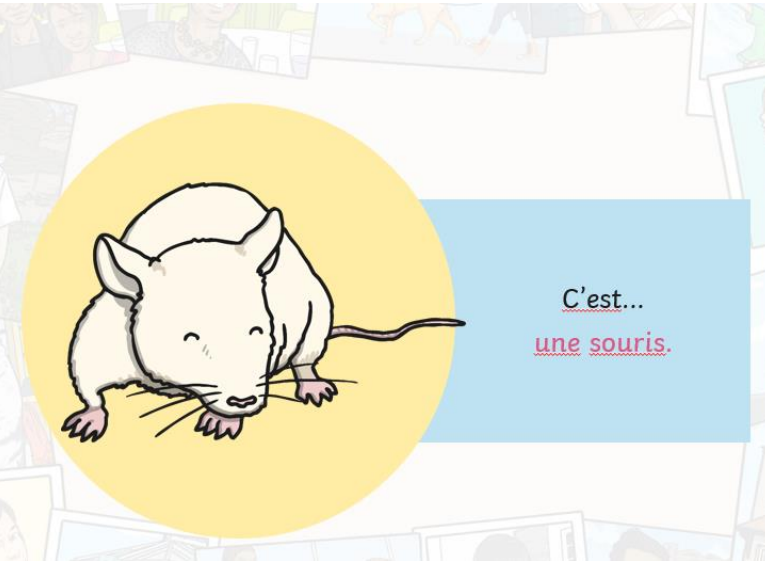
C'est...
un hamster.



C'est...
un poisson.



C'est...
un oiseau.



C'est...
une souris.



C'est...
un cochon d'inde.



C'est...
un lapin.



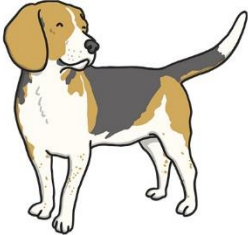
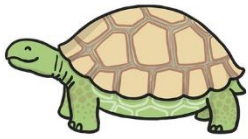


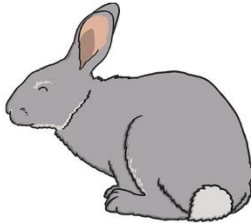





C'est...
un serpent.

Couleurs



Can you work out the muddled up words for each pet? Use the word bank below to help you.

Look at the hint – it shows you how many words you need and which letter each one begins with. Don't forget you need un or une – can you remember which is which?

ce h n i  un chien	o r u e t t  t _____	t a c h  c _____	r i s s o u  s _____	p a l n i  l _____
m e t r a s h  h _____	r e s n e p t  s _____	n s s p o i o  p _____	e d c o h d n i n o c d  c _____ d' _____	e a u o s i  o _____
un oiseau	un hamster	un lapin	une souris	une tortue
un serpent	un chien	un poisson	un chat	un cochon d'inde

Music – Wednesday 20th May 2020

No resources needed.

Science – Thursday 21st May 2020

Notes for parents on Fair and comparative tests:

Comparative and fair test enquiries enable children to explore relationships between different variables (A variable is any one of the elements of the test which could be changed).

In simple comparative tests children compare one event with another and identify different outcomes. For example, does the red car go faster than the green car? In more sophisticated comparative tests children will compare several different materials, events, or artefacts, controlling conditions and variables to ensure validity. For example, finding out which is the best material for mopping up spilt water, when children will control the size of each material and the time given to soak up the water, so that they can rank the materials according to absorbency.

To demonstrate a causal relationship (connection) between two variables children carry out a fair test. For a fair test they identify a variable that can be changed and measured, and test the effect changing it has on another, while keeping the other variables the same. For example, how does changing the height of a ramp affect how quickly a toy car rolls down it, where the type of car, the surface of the ramp, and other relevant variables are kept the same. Children can answer questions by collecting data to identify, and then explain, the causal relationship between the variables.

Fair tests are only suitable when variables are continuous and can be changed e.g. surface area of parachute; comparative tests are used when categorical variables are compared e.g. material parachute is made from.

<https://www.stem.org.uk/community/groups/37033/comparative-tests-vs-fair-tests/41293> 12/05/2020

How will you answer your question?



Will you...

- carry out observations over time?
- sort and classify?
- carry out a fair or comparative test?
- research information (using internet, books, people)?

<u>Observation</u>	<u>Sort and classify</u>	<u>Fair or comparative</u> <u>Testing</u>	<u>Research</u>



Tudor Men

Hat

Doublet:

Tight fitting jacket that was stuffed and then quilted.

Coat

Breeches:

These were tied at the knees with laces



Tudor Women

Head dress

Corset:

These were stiffened with wood to smooth out lumps and bumps.

Gown:

This was split at the front to reveal the kirtle.

Kirtle:

The coloured main underskirt



Did everyone wear these clothes?

- Not everyone wore the same clothes, the rich would wear fancier versions decorated with gold and jewels.
- Middle class Tudor people would wear slightly plainer versions.
- Poor Tudor people would only wear simple, loose fitting cotton clothes.



Where can I complete further work?

[Twinkl](#) – Subscription service used by schools is offering a free premium service for teachers, parents and children to use whilst schools are closed. Enter the code **UKTWINKLHELPS** for access to worksheets, powerpoints and interactive games to support all areas of learning.

[Classroom Secrets](#) – Free Maths, Reading and Grammar home learning packs and interactive resources for all ages.

[BBC Bitesize Primary](#) – Free learning resources available for KS1 and KS2 across all subjects.

[Oxford Owl](#) – Free ebooks and reading resources available when you create a free login.

[Phonics Play](#) – Subscription service is offering free access to their learning resources during this period. Follow the link for details on how to gain free access.

[Top Marks](#) – Free educational resources and games for English and Maths.

[ICT Games](#) – Free educational resources and games for English and Maths.