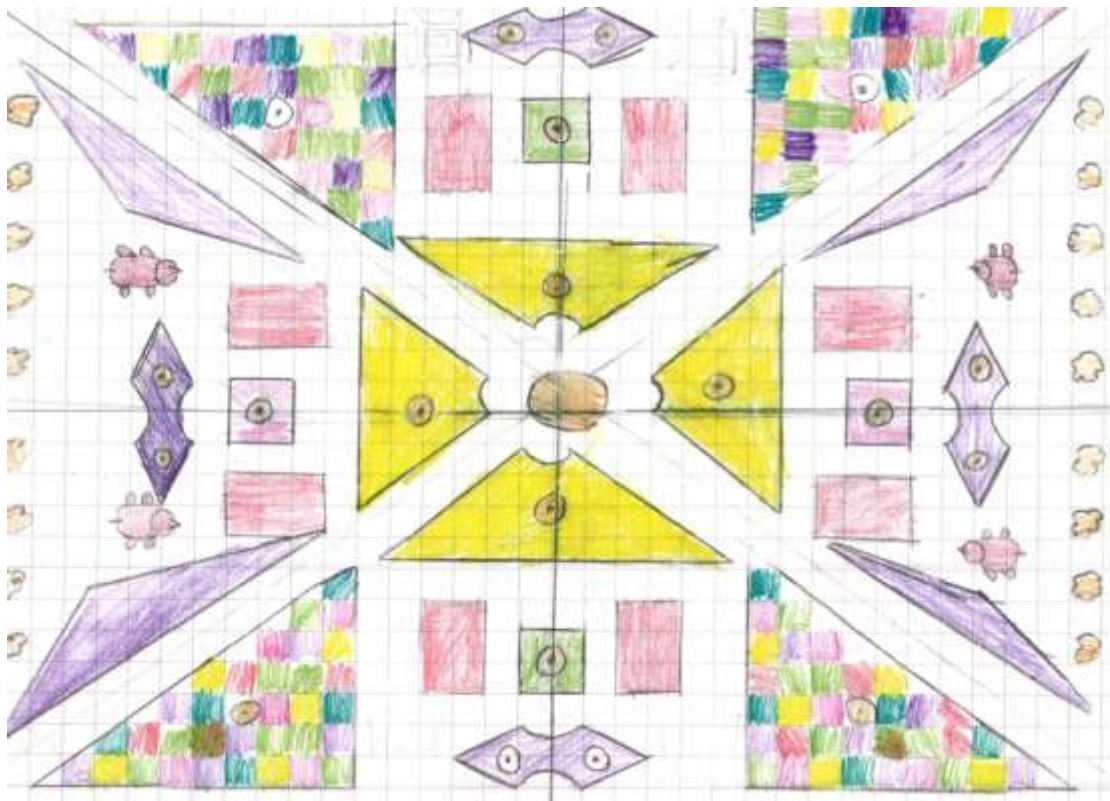


Year 4
Chestnut Class



Medstead CE Primary School
Curriculum Evaluation
Spring 2010

Tudor Navigation Project

Chestnut Class used a range of literacy, numeracy and geography skills to complete 'Francis Drake's Voyage of Discovery'. Their first challenge was to follow instructions and read a map in order to navigate around the school grounds, until they found hidden treasure!

They then worked in groups to plan their own 'Voyage of Discovery', and used a variety of mathematical equipment (some from the Tudor times!) to accurately measure distances and direction for their journey. The children were also asked to use a range of imperative verbs and adverbs in their instruction writing.

I really enjoyed following each other's routes with our parents because people gave us funny imperative verbs like 'bunny hop' which our parents had to do!
- Kiera

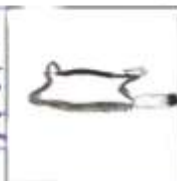

LIFE AT SEA

Life on Sea was very hard for sailors mainly because they did not have any hygiene.

What type of medicine?
People on the many first made medicines from popping heads then they boiled them with very little sugar which was good for fighting colds.

What clothes did they have?
Rich clothes were made of fine wool, linen and silk they were decorated in Jewels and also embroidered with gold thread.

What food did they eat?
Bread, cheese, Rich people ate peacock, some rabbits and pigeons. There were many plants growing on the Tudors had to travel by ship.

Sir Francis Drake

Sir Francis Drake was knighted by Elizabeth because of his courage, he also was knighted because for all the treasures he brought back with him. Francis brought back lots of treasure so people were amazed.

When & Where was Sir Francis Drake born?
Sir Francis Drake was born in 1544 in Devon, England.

What did he do?
Francis discovered a few places in the Americas called 'New World' but he did not discover any land.

What did Sir Francis Drake marry?
Sir Francis Drake married two people because one lady wasn't satisfied, he also married Mary, Queen of England.

How did he die?
Francis died in the 37th of January 1596 aged only 52 years in the town of Plymouth.

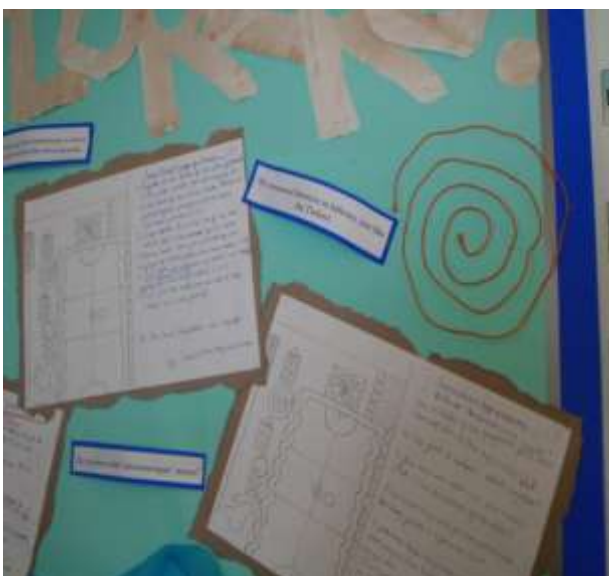
Did he die?
There is evidence that Francis Drake was thought to be a ship and later found Spanish ships.






Children worked with parents during a workshop afternoon to follow each **other's routes and peer** assess the accuracy of directions!

The project provided many cross-curricular links and allowed the children to learn in a hands-on, investigative manner. It was great fun too!



Our navigation project was great fun! I loved writing our own voyage of discovery and using the compasses.

- Rebecca

Tudor Banquet



I enjoyed the Tudor dancing, especially the escargot. We were good at teaching it to the year **3's**. I liked watching all the entertainment and I felt like a Tudor lord!

- Joe B

Year 3 & 4 worked collaboratively to host a banquet at the end of our Tudors topic. They shared some of the Tudor art and design work they had created, including clay bowls, portraits and coats of arms. Both classes performed to banquet guests, with Chestnut Class demonstrating a number of traditional Tudor dances they had learnt, including the galliard, pavane and escargot.



The children also prepared Tudor food which they shared with guests. The experience allowed children in different year groups to share and celebrate their learning together and was a great opportunity for collaborative working, for both pupils and staff!



Problem Solving

Chestnut have been given a variety of problem-solving activities to complete as part of home learning tasks and in the classroom. The aim of many of these challenges has been to put maths into everyday contexts that are meaningful to the children. This helps **them to apply mathematical concepts and strategies to 'real-life' scenarios.**

Problem solving challenges have included finding the area of their garden by using a range of equipment, recognising lines of symmetry in items around the house, and **planning a '60 minute makeover' on a budget.** I would like to provide more opportunities for these types of mathematical tasks in order to help the children apply their skills to a range of problems.

Frank's garden

$A = 11m \times 7m = 77m^2$
 $B = 4.5m \times 3.5m = 15.75m^2$
Total area = 92.75m²

My garden

width	length	area
10.8	3.0	32.4

Area = 32.4m²

Measurement taken by Victor
Wednesday, 11 March 2015

LEICA HOMEWORK

Items of Symmetry

Item	1 line	2 lines	3 lines	4 lines
Bookcase	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Football	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lightsaber	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lucy's bed mat	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

As you see in picture only has 1 line of symmetry

Great research + presentation Luca 2/6/15

I like problem-solving lessons in Maths and I like to have challenges. It took a long time to find the perimeter of my **garden but it didn't feel like hard work!**

- Luca

Exploring life in Tudor Times

Chestnut Class children visited the Mary Rose Museum in Portsmouth in order to find out what life was like at sea, as well as to learn about Tudor ships, including the history of the Mary Rose. The children all took part in a range of interactive workshops where they used a range of enquiry skills to find out about the mystery objects given to them.



We used the trip as a springboard from which to begin our Tudor navigation project. The children were able to recall and use much of what they had learnt when writing information pages about Tudor ships and explorers.



It was great dressing up in Tudor costumes and firing the canon from the Mary Rose! I felt like I was a real Tudor person!
- Penny



We learnt about Tudor food and cookery and got to try some Tudor **biscuits**. They didn't have much sugar in them though!

- Tom



We also visited Cowdray Ruins to learn about the differences between the rich and poor in Tudor times. Children took part in a cookery workshop and sampled some of the food eaten by the wealthy lords and ladies of the household, and also found out how the diet of the servants differed.

We were given a guided tour of the ruins and learnt about the leisure activities of those who owned the estate in Tudor times. Children applied their learning to the planning of our Tudor banquet, and planned an authentic Tudor menu fit for royalty! A very worthwhile visit.

It was a shame that lots of the castle was in ruins but we could imagine what it would have looked like in Tudor times. We climbed the spiral stairs and saw the ruins from above — Anya

Hands-on Science!

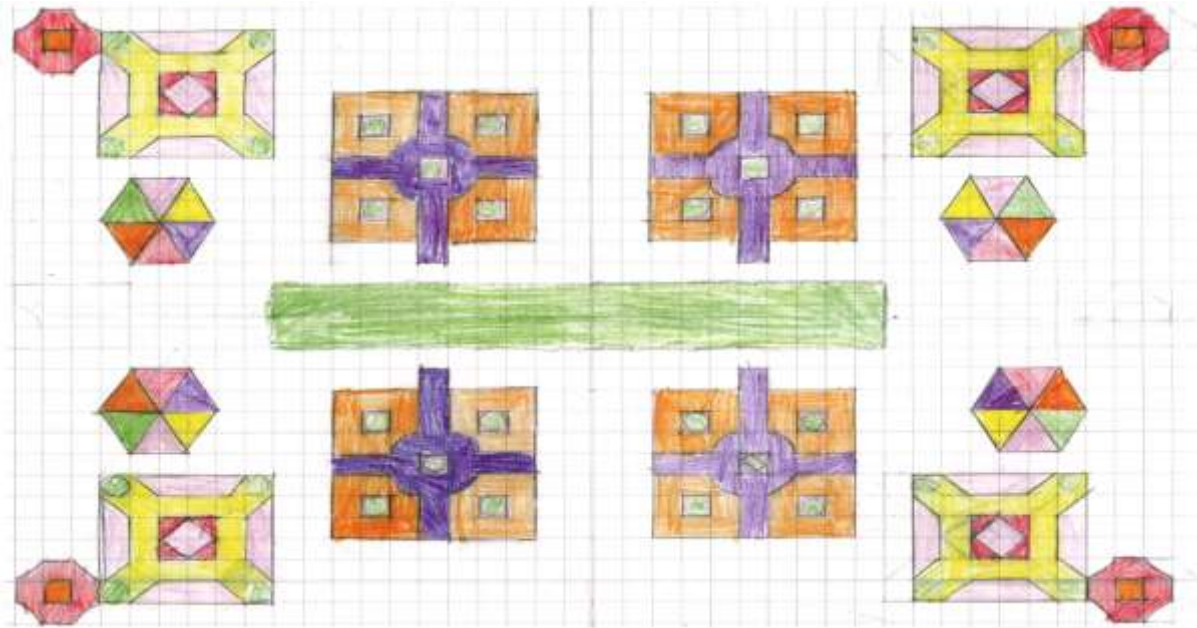
As part of National Science Week, Chestnut Class spent a day investigating volcanoes. We learnt how to build our own volcanoes from clay, and discussed what materials we would need to make a bubbling lava flow! We made predictions and experimented with different amounts of each component in order to create the biggest volcano explosion! This proved to be an engaging, hands-on way in which to explore chemical reactions and learn about volcanoes.

We also took part in Kew Gardens project, 'The Great Plant Hunt'. We explored our local environment to hunt out a variety of plants, which we then identified, labelled and pressed. We will use these when we look at local habitats in the summer



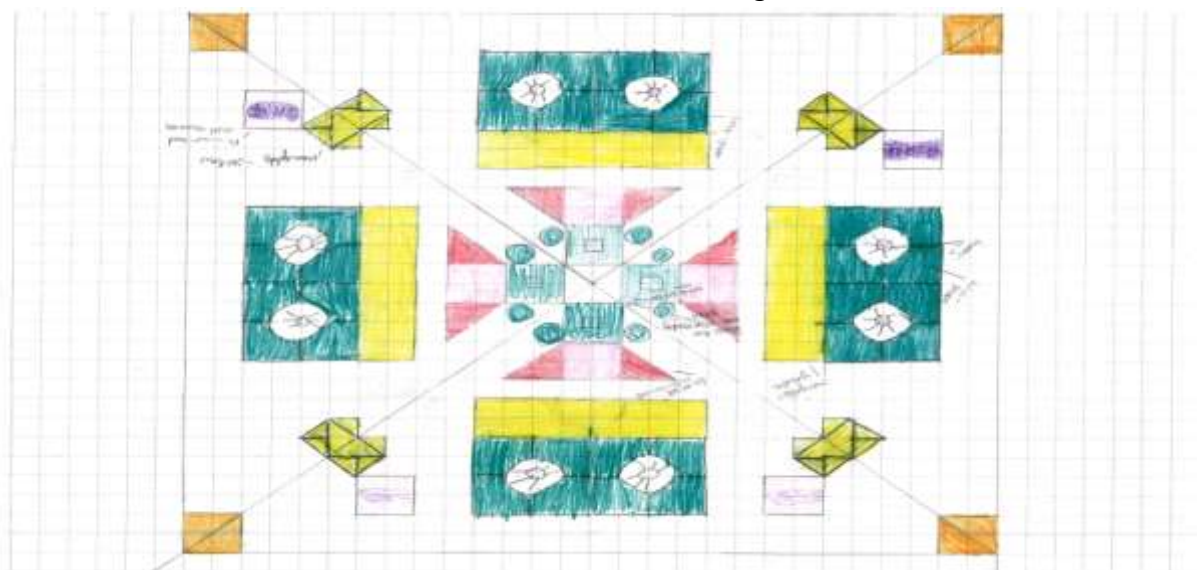
I really liked it when we made the volcanoes explode because we were really proud of ourselves that it worked!

- Paige

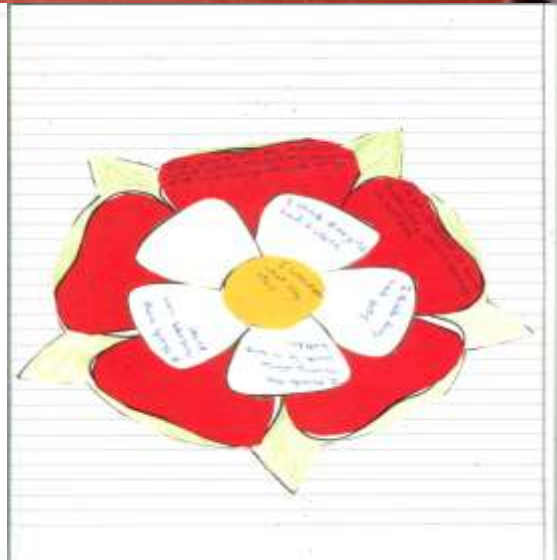


We worked well as a pair to make a diagonally symmetrical garden. We used a mirror to keep checking our pattern as it was quite tricky to draw!
- Olivia

Year 4 also used their understanding of symmetry to help them design Tudor gardens. They looked at a range of birds-eye view drawings of Tudor inspired gardens and picked out the shapes commonly used in these. In pairs, they then created vertically, horizontally or diagonally symmetrical designs. We hope to turn one of the designs into a real Tudor garden in the school grounds!



Creative work



Our Tudor roses helped us to find out what we knew about the Tudors and what we wanted to find out. At the end of our topic we added the things we had found out and there were quite a lot of things! I found out about food that the Tudors ate and about where they went to the toilet on ships!

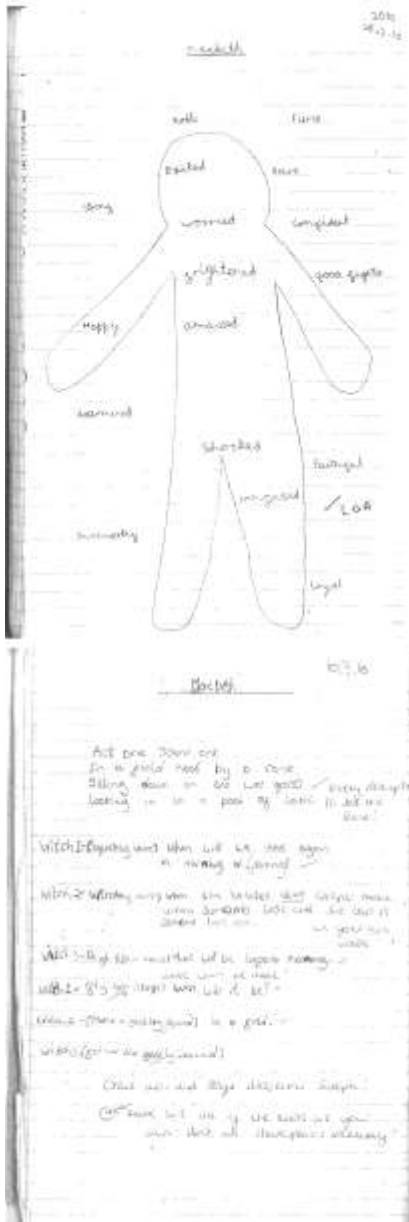
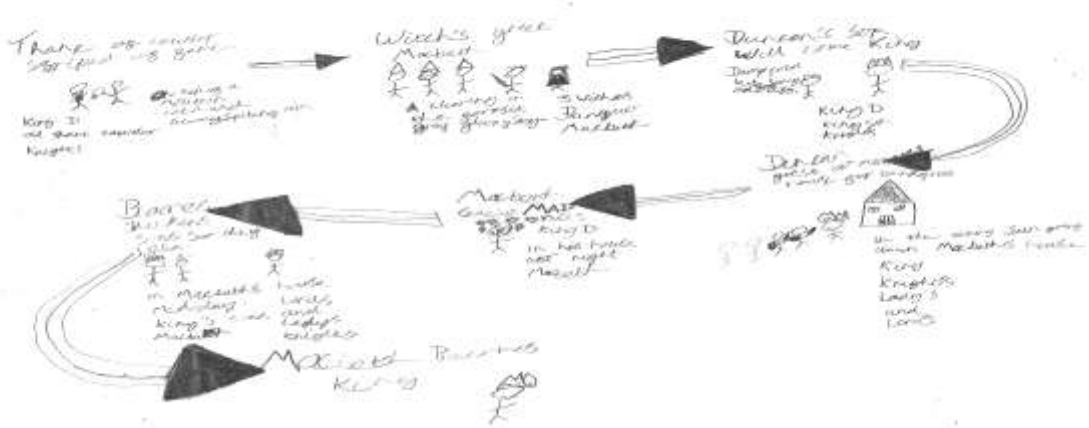
- Bria



Chestnut class began the spring topic by self-assessing their knowledge and understanding of the Tudors. We used this as a starting point from which to decide what we would like to find out. In this way, the children were able to direct their learning and focus on building upon existing knowledge. They **created Tudor roses with 'I think', 'I know' and 'I wonder'** petals, which they added to as they found out the answers to questions and checked their understanding. This also helped them to reflect on their learning at the end of the topic.



Macbeth



We all enjoyed studying the Shakespeare play 'Macbeth', and writing our own versions of the tragedy. The children took part in a range of drama activities to help them understand the plot and characters. We mimed our own slow-motion battle scene to atmospheric music, and created a 'decision alley' to help Macbeth decide whether to kill Duncan. The children were able to identify the features of plays and use these in their own writing.



I loved all the drama we did when we were learning about Macbeth. I liked sword fighting in slow motion and am proud of the play I wrote.
- Jacob

Medstead School

