


Year 5		<u>The Victorians</u>		Spring 1
<b>ROOTS Linked Enquiry Question:</b>	Open our minds <u>How did Victorians come to open their minds about childhood?</u>	<b>Whole School Project:</b> -	<b>Ignites, Trips, Visits &amp; Visitors:</b> Victorian Day	
<b>Vision:</b> For this project, the children learn about what childhood was like for many children during the Victorian era. They learn about the effects of the industrial revolution on different towns and cities and how this created changes in population density. They learn how some forward-minded individuals began to work together to protect children and provide them with more rights.			<b>Key Texts:</b> <ul style="list-style-type: none"> <li>• <a href="#">Street Child by Berlie Doherty</a></li> <li>• </li> </ul>	
History/ Geography				
NC Links	Knowledge		Skills	
A significant turning point in British history, the industrial revolution A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<ul style="list-style-type: none"> <li>• That the Victorian era was during the reign of Queen Victoria between 20 June 1837 – 22 January 1901</li> <li>• The industrial revolution was during the Victorian period between 1760 – 1840 and this is when new machinery was invented – powered by steam. Factories began being built in cities as production began to be mass produced</li> <li>• Reformers, argued in Parliament for laws to stop child-work. These are three of the new laws passed by Parliament.</li> <li>• 1841 Mines Act - No child under the age of 10 to work underground in a coal mine.</li> <li>• 1847 Ten Hour Act - No child to work more than 10 hours in a day.</li> <li>• 1874 Factory Act - No child under 10 to be employed in a factory</li> </ul> OL: Can I explain who the Victorians were? OL: Can I explain what the industrial revolution was and its influence on life today?		Use sources of evidence to deduce information about the past.  Describe and compare the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	

	<p>OL: Can I explain what it was like to live in Victorian London?</p> <p>OL: Can I explain what it like being a Victorian child?</p> <p>OL: Can I explain the importance of child labour in the Victorian era?</p> <p>OL: Can I explain the effect of the labour law and how it helped children?</p>	
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English		
<p><b>Writing Focus:</b> A non-chronological report</p> <p><b>Cold Write:</b> Write a report about Year 4 in our school.</p> <p><b>WAGOLL:</b> A report about Victorian schools</p> <p><b>Hot Write:</b> A report about jobs that children did in the Victorian era.</p>	<p><b>Short Bursts:</b> Diary entries – POV Jim Formal letter to Dr Barnardo Biography of a character Comparison texts</p>	
<p><b>Purpose:</b> To entertain</p>	<p><b>Audience:</b></p>	
NC Links	Knowledge (Grammar)	Skills (Punctuation, Composition)
<ul style="list-style-type: none"> <li>Using the perfect form of verbs to mark relationships of time and cause.</li> <li>Using expanded noun phrases to convey complicated information concisely.</li> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>Using a wide range of devices to build cohesion within and across paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Using colons to introduce lists</li> <li>Using semi-colons within lists</li> <li>Using bullet points</li> <li>Using active and passive voice.</li> <li>Identifying vocabulary suitable for formal and informal texts.</li> </ul> <p><b>Terminology for children:</b> colon semi-colon bullet points active passive</p>	<ul style="list-style-type: none"> <li>Use of brackets, dashes and commas for parenthesis.</li> <li>Expanded noun phrases to describe.</li> <li>Inverted commas to indicate speech.</li> <li>Use of rhetorical questions.</li> </ul>

Speaking & Listening		
Speaking & Listening	Debating	
<ul style="list-style-type: none"> <li>Understand how to answer questions that require more than a yes/no or single sentence response.</li> <li>Demonstrate active listening by justifying ideas or expanding on the ideas of others.</li> <li>Vary the length and structure of sentences.</li> <li>Ask questions and make suggestions to take an active part in discussions.</li> <li>Present an idea, topic or explanation to a group of peers.</li> <li>Comment on the grammatical structure of a range of spoken and written accounts.</li> </ul>	<ul style="list-style-type: none"> <li>Vary language between formal and informal according to the situation.</li> <li>Respectfully challenge opinions or points, offering an alternative.</li> <li>Build on points and provide counter arguments with fact, opinions and rhetorical questions.</li> </ul>	
Spelling & Phonics		
NC Links	Knowledge	Skills
<p>Spell some words with 'silent' letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 5.0</p>	<p>Spellings including:</p> <ul style="list-style-type: none"> <li>suffixes</li> <li>plurals</li> <li>apostrophes for possession and contraction</li> </ul> <p>Words on year 5 and 6 statutory list contained within NNS Y5</p>	<ul style="list-style-type: none"> <li>-able and -ible word endings</li> <li>Use of apostrophes</li> <li>-es and -ies plural endings</li> </ul>
Handwriting		
NC Links	Knowledge	Skills
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by:</li> <li>choosing which shape of a letter to use when given choices and deciding</li> <li>whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>	<p>Letters are joined using cursive style. Capitals are never joined.</p> <p>Choosing the writing implement that is best suited for a task</p>	<p>Improve the legibility, consistency and quality of their handwriting</p>

Art, Design & Technology		
NC Links	Knowledge	Skills
<p><b>Design</b> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p><b>Evaluate</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<ul style="list-style-type: none"> <li>• Know that William Morris was a Victorian designer.</li> <li>• Know what type of artist a designer is.</li> <li>• Identify different art styles from the Victorian era.</li> <li>• Know toys children played with in the Victorian era.</li> <li>• Know the history of the Victorian Toy Theatre.</li> </ul>	<p>OL: Can I find out about an influential designer. OL: Can I design a wallpaper piece based on the art of William Morris? OL: Can I design and make a Victorian toy theatre. OL: Can I design and create scenery and characters for a toy theatre.</p> 

Science – Properties of Materials		
<u>Enquiry Questions:</u>	<u>Key Vocabulary:</u> flammable, magnetic, flexible, rigid, transparent, opaque, translucent, conductor, insulator, circuit, permeable, impermeable	
NC Links	Knowledge	Skills
<p><b>Work scientifically by:</b></p> <ul style="list-style-type: none"> <li>• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results.</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Some materials conduct electricity better than other materials.</li> <li>• Some materials conduct heat better than other materials.</li> <li>• Some materials are magnetic – this includes most metals.</li> <li>• Particular materials are chosen for their properties when designing a new product.</li> </ul> <p>OL: Can I test the effects of magnets on different materials?</p> <p>OL: Can I test which materials are permeable or impermeable?</p> <p>OL: Can I investigate electrical conductivity?</p> <p>OL: Can I identify thermal conductors and insulators?</p> <p>OL: Can I find out how properties of materials influence design choices?</p> <p>OL: Can I find out about how knowledge about properties of materials resulted in the invention of Kevlar?</p>	<ul style="list-style-type: none"> <li>• Plan an investigation to test the electrical conductivity of different types of metal.</li> <li>• Plan an investigation to test thermal conductivity (melting of ice) and measure results using scientific equipment.</li> <li>• Suggest further investigations that could be carried out based on results and make predictions about these.</li> <li>• Design a product based on knowledge about the properties of materials (design a lunchbox).</li> </ul>

Music		
<b>Termly Focus:</b>	Composition – Percussion Compositions linked to Victorian street callers	<b>Key Vocabulary:</b> Compose, effect purpose, bar, time, pulse, pace, timbre, lento, adagio, crescendo, diminuendo, mezzo, chords, major, minor, scale, modes, raga, blues, duration, metre, ostinato
NC Links	Knowledge	Skills
<p><b>The national curriculum for music aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>to create and compose music on their own and have the opportunity to progress to the next level of musical excellence</li> <li>understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<ul style="list-style-type: none"> <li>Be able to recognise musical instruments that were popular during the Victorian era</li> <li>Recognise styles of music from the Victorian era</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of timbre to affect use of vocal and instrumental sound</li> <li>Can compose for effect/purpose</li> <li>Can revise and refine their own work and suggest improvements to the work of other's using musical language.</li> <li>They will feel confident to write down their own rhythmic ideas using shorthand</li> <li>They will be aware of how to pick and notate tunes that move by step or skip using any of the kinaesthetic methods and will transfer these skills to the written page</li> </ul>

Computing		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<ul style="list-style-type: none"> <li>Know different digital devices that can record video and sound.</li> <li>Know different ways of recording including the use of zoom, angle and movement (panning).</li> <li>Know how to use a device safely.</li> </ul>	<ul style="list-style-type: none"> <li>I can plan a video project using a storyboard.</li> <li>I can record a video.</li> <li>I can store, retrieve and export a recording to a computer.</li> <li>I can select the correct tools to edit a video.</li> <li>I can evaluate my project.</li> </ul>



RE		
<b>Termly Focus:</b> Beliefs and Moral Values		<b>Key Question:</b> Are Sikh stories important today?
<b>Religion Focus:</b> Sikhism		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>Learning about the nature of religion and belief exploring questions about the nature, truth, meaning and value of religion and belief</li> </ul> <p>Learning about at least two other religions and/or worldviews, focusing on the way in which beliefs, practices and ways of life link together, recognising diversity of interpretation</p>	<ul style="list-style-type: none"> <li>The Guru Granth Sahib is a holy book that teaches Sikhs how God wants them to live their lives.</li> <li>Sikhs treat the Guru Granth Sahib with great respect as they believe it is the Sikh's last Guru (great teacher).</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how some stories can teach people about what is important and how to behave.</li> <li>I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</li> <li>I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</li> </ul>

PSHE – Dreams and Goals	
Knowledge	Skills
<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Understand that I will need money to help me achieve some of my dreams.</li> <li>• Know about a range of jobs and explore how much these jobs may earn.</li> <li>• Understand what is needed for a job I would like to do.</li> <li>• Describe the dreams and goals of young people in a culture different to mine.</li> <li>• Understand that communicating with those from other cultures can result in learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what my life might be like when I grow up.</li> <li>• Identify a job that I would like to do.</li> <li>• Consider steps I would need to take to reach a dream or goal.</li> <li>• Reflect on how other people’s dreams are similar or different to my own.</li> </ul>

PE		
NC Links	Knowledge	Skills
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> </ul>	<p><b>Indoor Focus:</b> Dance Styles</p> <ul style="list-style-type: none"> <li>Explore movements that express and communicate the dance idea/theme. Link characteristics of different dance styles together as an individual and in groups.</li> <li>Create and perform a dance composition in small groups using at least 2 different dance styles from different eras.</li> <li>Individual elements showing canon and unison. Partner work showing changes in directions. Selected motif from the 1950s, 60s or 70s. Partner work showing changes in levels and matching and mirroring.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and link motifs and movement phrases from different dance styles/eras.</li> <li>Apply choreographic devices of canon, unison, matching and mirroring, speed, direction, order and levels to motifs.</li> </ul>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul>	<p><b>Outdoor Focus:</b> Netball</p> <ul style="list-style-type: none"> <li>Know the rules of netball and how this differs to basketball or other similar sports.</li> <li>Know of different types of passes and when these should be used.</li> <li>Understanding of game principles and space related attack and defence.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent performance of ball handling skills with control and accuracy within the competitive game situation.</li> <li>Application of attacking and defending strategies into small-sided competitive games.</li> <li>Accurate evaluation of personal ability in attacking and defending roles.</li> </ul>