

Children's Lives Level 4 to Level 12

Overview of Children's Lives :

This term will be themed around Victorian Children's lives. Pupils will explore what life was like for children during the Victorian period, developing both historical knowledge and empathy for people in the past. They will learn about the daily experiences of Victorian children, including the types of jobs they carried out, the conditions they worked in, and how schooling differed from today. Pupils will investigate Victorian toys and leisure activities, gaining insight into how childhood has changed over time, as well as studying the impact of the railways on family life and opportunities for travel. The unit also introduces pupils to Queen Victoria, considering her influence and significance as a monarch. Through a range of sources, including written accounts, images and artefacts, pupils will develop their enquiry skills, make comparisons between past and present, and build cultural capital by understanding the challenges and achievements of children in a different era.

> In Mathematics, pupils will develop a secure understanding of place value as the foundation for number work. They will learn to represent numbers to 100 in a variety of ways, partition numbers into tens and ones, and use number lines up to 100 to support fluency and reasoning. Building on this, pupils will extend their understanding to include the concept of hundreds, representing and partitioning numbers up to 1000. They will use number lines to estimate positions accurately and will find 1, 10 and 100 more or less than a given number, applying this knowledge in different contexts. Throughout, pupils will demonstrate their understanding using a range of concrete, pictorial and abstract strategies, ensuring deep conceptual understanding and progression towards more efficient methods. This unit underpins future calculation skills while promoting accuracy, reasoning and confidence in working with larger numbers.

> In Science, pupils will develop their knowledge of rocks, soils and fossils through hands-on investigation and enquiry. They will begin by defining what a rock is and describing the appearance of different rocks, identifying crystals and grains through careful observation. Pupils will group rocks according to their properties, including absorbency, hardness and their reaction to acid rain (tested with vinegar), before learning about the different factors that cause rocks to break down over time. They will explore how fossils are formed, identify examples of fossils in rocks and learn about the work of palaeontologists in uncovering information about the past. Building on this, pupils will study soils, naming, describing and comparing different types, and recognising the important role earthworms play in improving soil quality. Finally, through practical work with sedimentation jars, pupils will identify and describe the comparative size and weight of soil layers, strengthening their understanding of how soils are structured. This unit promotes scientific enquiry, observation and classification skills while linking scientific knowledge to the world around them.

> Within Art, children will develop their drawing skills by exploring how to create depth, texture and proportion in their artwork. They will learn how to use contrasting tones to show light and dark, giving their drawings a three-dimensional effect. Through combining different lines and marks, children will represent a variety of textures and practise using these marks to create tonal contrast. Children will also refine their understanding of proportion by comparing the sizes of objects and representing them accurately in relation to one another. They will consider composition carefully, making thoughtful decisions about where to place each element on the page to create a balanced piece of work. Building on these drawing skills, children will explore texture further through collage, experimenting with surface qualities and the impasto technique to achieve layered, textured effects. By the end of the unit, children will have developed greater control and confidence in their use of tone, line, texture and proportion, enabling them to create more realistic and expressive artwork.

Texts:

Pupils will engage with a carefully chosen range of texts that expose them to different genres, contexts and language features. In reading *Lazy Jack*, they will explore the structure and language of a traditional tale, developing sequencing skills, character description and an understanding of moral lessons. Alongside this, pupils will study diary extracts from Victorian children, enabling them to make connections between literature and history while building empathy and awareness of first-person narrative, chronology and emotive language. This will be complemented by Edward Lear's *The Owl and the Pussycat*, through which pupils will enjoy the playfulness of nonsense verse, developing an appreciation of rhythm, rhyme, and imagery, while also experimenting with creating their own verses. Collectively, these texts provide opportunities to broaden vocabulary, deepen comprehension, and apply writing skills across a variety of forms, supporting progression in reading and writing while fostering curiosity, creativity and cultural understanding.

> Within PSHE, children will understand rules and their importance, recognising differences across contexts (including online), and considering consequences of breaking them. It develops skills for building and maintaining positive relationships, resolving conflicts, and practising cooperation and collaboration. Pupils explore qualities of friendship, reasons for disagreements, and how to share and respect differing opinions. They learn strategies for dealing with peer pressure, such as refusing dares, and practise approaches for reconciliation. Finally, pupils develop emotional awareness by recognising and managing feelings linked to loss or challenging situations. .

> In computing, children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.

> Within PE, children will be focusing on Basketball. Children will develop their knowledge of simple tactics to use in game situations and will begin to recognise, describe and evaluate effective performance in themselves and others. They will also build an understanding of how physical activity affects their bodies, making links between exercise, heart rate and breathing. Alongside this, children will refine their practical skills in basketball. They will learn to move confidently with the ball, keeping it under close control, and will develop the ability to keep possession as part of a team. Passing and receiving with increasing accuracy will be a key focus, as well as learning how to use space effectively by positioning themselves to support teammates and to make it more difficult for opponents. By the end of the unit, children will have improved both their technical basketball skills and their tactical awareness, as well as their ability to reflect on performance and understand the impact of exercise on their bodies.

> In RE, Hinduism – Exploring Diwali and Community, children will develop their understanding of Hinduism through the celebration of Diwali and its significance within the Hindu community. They will begin by exploring the concept of community, reflecting on what it feels like to belong and how communities support their members. Children will learn the story of Rama and Sita, understanding its importance in the context of Diwali, and will explore the various ways Diwali is celebrated, including customs, rituals, and festive practices. They will have hands-on experiences of Diwali traditions, such as creating clay divas, making sweets, designing rangoli patterns on sandpaper, and preparing puja trays, helping them to engage practically and empathetically with the culture. Through these experiences, children will consider the feelings of Hindu children during Diwali and reflect on their own experiences of community. By the end of the unit, they will have a deeper understanding of Diwali, its cultural and religious significance, and the broader concepts of belonging, celebration, and community within Hinduism.

> AQA Unit Award Scheme;

> Music; Traditional Instruments and Improvisation – Exploring Indian Music. In this unit, children will develop their understanding and appreciation of Indian music, focusing on traditional instruments, improvisation, and rhythmic patterns. They will begin by listening attentively, verbalising their feelings about the music, and identifying personal likes and dislikes, fostering critical listening and reflective skills. Children will learn to read musical notation and play the correct notes of a rag, gradually building confidence in performing both melodic and rhythmic elements. They will explore improvisation by creating their own musical phrases alongside a drone and a tal, developing creativity and an understanding of Indian musical structures. In addition, children will learn to perform a rag and a tal accurately alongside a drone and will practise singing from musical notation and lyrics with accuracy. They will work collaboratively, singing and playing in time with others, demonstrating growing awareness of ensemble performance and the interplay between different musical parts. By the end of the unit, children will have strengthened their performance skills, deepened their understanding of Indian musical traditions, and enhanced their ability to listen, respond, and improvise in a structured musical context.

Our children in Resource Base require a tailored, bespoke offer of learning, which is integrated in supporting their development within the KS1/KS2 curriculum. Additionally, children will have daily sessions to support their concentration and focus, communication and interaction and emotional regulation. Additional provision includes:

- > Speech and Language Therapy
- > Sensory Story and/or Story Massage
- > Sensory Circuit
- > Little Wandles Phonics SEND Programme and daily 1:1 Reading
- > Life Skills
- > Gross Motor Skill Development
- > Fine Motor Skill Development; Write from the Start Programme
- > Sensory Room
- > Quiet Teaching Spaces
- > Child-directed learning
- > Enhanced Provision
- > AQA Unit Award Scheme

Alongside these bespoke provisions, our environments enable our learners to succeed with a total communication approach, consisting of objects of reference, core boards, visuals, visual timetable, now and next boards, non-verbal communication approaches including gestures, facial expressions, sign language, and communication boards, including assistive technology. We also use positive touch communication approaches to enable access to learning including story massage. This enables our children to communicate and build upon their language development.

	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 (3 days)
English	Assessments Lazy Jack Imitation GR: The Sheep Pig	Lazy Jack Innovation GR: The Sheep Pig	Lazy Jack Application GR: The Sheep Pig	Victorian Child— Diary Entry Imitation GR: The Sheep Pig	Victorian Child— Diary Entry Innovation GR: The Sheep Pig	Victorian Child— Diary Entry Application GR: The Sheep Pig	The Owl and the Pussy Cat Imitation GR: The Sheep Pig	The Owl and the Pussy Cat Innovation GR: The Sheep Pig
Maths	Maths Baseline and Assessments	LO: To represent numbers to 100. To partition num- bers to 100. LO: To use a num- ber line to 100.	LO: To represent 100's. To represent 1000's. To partition num- bers to 1000. To flexibly parti- tion numbers to 1000.	LO: To identify the structure of hundreds, tens and ones. To find 1, 10 or 100 more or less. To use a number line to 1000. To estimate on a number line to 1000.	LO: To compare numbers to 1000. To order numbers to 1000. To count in 50s. To apply number bonds within 10. Add and Subtract 1s.	LO: To add and sub- tract 10s. Add and subtract 100s. Spot the pattern. Add 1s across a 10. Add 10s across a 100.	LO: To subtract 1s across a 10. Subtract 10s across a 100. Make Connections To add two num- bers (no exchange).	LO: To subtract two numbers (no ex- change). To add two num- bers (across a 10). To add two num- bers (across a 100).
Phonics	Phonics Baseline assessments 1:1 reading set up	Little Wandle SEND Programme Phase2/3/4/5	Little Wandle SEND Programme Phase2/3/4/5	Little Wandle SEND Programme Phase2/3/4/5	Little Wandle SEND Programme Phase2/3/4/5	Little Wandle SEND Programme Phase2/3/4/5	Little Wandle SEND Programme Phase2/3/4/5	Little Wandle SEND Programme Phase2/3/4/5

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History	LO: To understand the chronology of the Victorian period.	LO: To understand what daily life was like during the Victorian era and identify key features of the period. .	LO: To explore the types of work children did during Victorian times and consider how this affected their lives.	LO: To understand what schooling was like for Victorian children and compare it with education today.	LO: To explain the development of railways in the Victorian era and their impact on society and daily life.	LO: To investigate the types of toys Victorian children played with and how they reflect the period's culture and technology.	LO: To learn about Queen Victoria's life and reign and understand her influence on Victorian society.	LO: TO experience life of a Victorian child. Victorian Day
Science	LO: To explore a range of fossils, soils and rocks.	LO: To group rocks using their appearance. To observe the appearance of rocks closely.	LO: To group rocks using their physical properties. To make predictions, suggest improvements and explain observations.	LO: To describe the process of fossil formation. To present research on fossil formation.	LO: To identify fossils and group rocks accordingly. To use the fossil record to answer questions about the past.	LO: To compare soils and how they were formed. To record the drainage rate for different soils in a bar chart.	LO: To describe a soil sample using sedimentation. To draw and label a diagram.	End of unit assessment
Art	LO: To explore a range of different pencil types.	LO: To recognise how artists use shape in drawing.	LO: To develop shading skills and use them to blend tones.	LO: To use careful observation for adding detail to drawings.	LO: To use line, shape and tone in an imaginative drawing.	LO: To explore digital media techniques to develop drawings.	LO: To understand how art can be made in different ways.	End of unit assessment
Music	LO: To form an opinion of Indian music.	LO: To be able to improvise using given notes.	LO: To be able to improvise using given notes.	LO: To be able to improvise using given notes.	LO: To create a piece of music using a drone, rag and tal.	LO: To create a piece of music using a drone, rag and tal.	LO: To practise a performance of a piece of music with musical notation.	LO: To perform a piece of music using musical notation.

Computing	LO: I can explain that digital devices accept inputs.	LO: I can explain that digital devices produce outputs.	LO: I can describe a simple process.	LO: I can explain how I use digital devices for different activities.	LO: I can recognise similarities between using digital devices and using non-digital tools.	LO: I can explain how messages are passed through multiple connections.	LO: I can demonstrate how information can be passed between devices.	LO: I can identify how devices in a network are connected together.
PSHE Me and My Relationships SCARF Planning	As a rule	Looking after our special people	How can we solve this problem?	Tangram Team Challenge	Friends are special	Thunks	Dan's dare	My special pet
PE Basketball	LO: To develop key life skills in personal care. Getting changed, warm up, gross motor skill assessment	LO: To pass and send a ball with increasing accuracy.	LO: To move with the ball keeping it under control.	LO: To pass the ball in different ways.	LO: To move with purpose.	LO: To begin to think about tactics in games.	LO: To play in small sided games, employing simple tactics.	LO: To play in small sided games, employing simple tactics.
RE	LO: To research key facts about Hinduism.	LO: To understand how it feels to be a community.	LO: To learn about the story of Rama and Sita.	LO: To explore how Diwali is celebrated.	LO: To experience different traditions.	LO: To understand and describe how Hindu children might feel during celebrations.	LO: To consider what makes us a community.	Assessment and Unit review