

Children's Lives—Victorian Era

Overview:

This term will be themed around Victorian Children's lives. Pupils in year 3 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. Children in years 4,5 and 6 will be attending mainstream for their history learning and will be following their year groups learning.

In Mathematics, pupils will develop a secure understanding of place value as the foundation for number work. They will learn to represent numbers to 10,000 in a variety of ways, partition numbers into tens and ones, and use number lines to support fluency and reasoning. Building on this, pupils will extend their understanding to include the concept of thousands, representing and partitioning numbers up to 10,000. They will use number lines to estimate positions accurately and will find 1, 10, 100 and 1000 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. Once secure children will start to develop their addition and subtraction skills. Some children will have individual tailored maths learning related to their IEP and EHCP and will be following the number sense scheme of work focussing on the fundamental skills of counting and recognising numbers.

In Science, pupils will develop their knowledge of Digestion, teeth and food chains. They will be learning about how the digestive system works including the parts of the body that makes it up. They will be learning about the different types of teeth humans have and what they are used for. They will learn about tooth decay and carrying out an investigation based on this. They will find out about food chains, food webs, carnivores, herbivores and omnivores.

Within DT, children will be designing and making their own moving monster toy. They will use air pneumatics to move their moving parts so will investigate day to day use of pneumatics in the world. They will look at the different types of diagrams used in the design process. They will use this knowledge to design and make their moving toy before decorating it to look appealing to younger children. If you have any spare washing up bottles and lidded boxes we would be happy to have them donated to us to use for this.

Texts:

Pupils will engage with a carefully chosen range of texts that expose them to different genres, contexts and language features. In reading Anthony Browne's version of Hansel and Gretel they will look at character and setting descriptions. They will compare characters and make inferences about what they have read. They will plan and write their own version of Hansel and Gretel.

After this they will use the picture book A Street Through Time to write descriptions and imaginative texts based on what they can see.

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 the internet and how it works. They will look at how the internet connects people, the routes the internet goes on to connect people, how the access the internet, features of websites, internet security and what we should and shouldn't share to the internet and whether we can believe everything that we read on the internet.

Within PE, children in year 6 will be swimming. They will go to Bulford pool on a Friday afternoon and be taught by Mrs Addyman and Mrs Kealey who are qualified swimming teachers. The children will be accompanied by Miss Matthews and Mrs Emir. The remaining children will be taught tag rugby learning the basic skills of passing, catching and tagging. PE will be on a Friday afternoon and children can come into school on a Friday wearing their PE kit. Ear rings should be removed on Friday and long hair should be tied up.

In Music children will be following the Sparkyard Scheme of learning and will be completing the Hear it, Play it unit exploring rhythmic patterns. They will be feeling the pulse and copying rhythmic patterns and exploring call and response. They will be analysing pieces of music, reading notation to play a variety of instruments and composing their own pieces. They will perform their compositions to others in the class.

> 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

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.

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	Week 1 (2 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 (2 Days)
History	No Lesson due to Bank Holiday	Children’s Lives— Victorian Era LO To understand what daily life was like during the Victorian era and identify key features of the period. .	Children’s Lives— Victorian Era LO: To explore the types of work children did during Victorian times and consider how this affected their lives	Children’s Lives— Victorian Era LO: To understand what schooling was like for Victorian children and compare it with education to-day.	Children’s Lives—Victorian Era LO: to understand what life was like for children in the workhouse.	Children’s Lives— Victorian Era LO: the significance of Lord Shaftesbury	Children’s Lives— Victorian Era LO: To investigate the types of toys Victorian children played with and how they reflect the period’s culture and technology.	Children’s Lives— Victorian Era Activities based on the Victorian period
DT	No Lesson due to first day back	Mechanical Systems— Pneumatic Toys Investigating pneumatics	Mechanical Systems— Pneumatic Toys Drawing diagrams	Mechanical Systems—Pneumatic Toys Designing a pneumatic toy	Mechanical Systems— Pneumatic Toys Making a pneumatic toy	Mechanical Systems— Pneumatic Toys Making a pneumatic toy	Mechanical Systems— Pneumatic Toys Finishing a pneumatic toy	No lesson half term
Music	No Lesson due to TD day	Hear it, Play it! Exploring rhythmic patters Stretch, stamp, clap	Hear it, Play it! Exploring rhythmic patters Find the beat	Hear it, Play it! Exploring rhythmic patters I can play	Hear it, Play it! Exploring rhythmic patters One action behind	Hear it, Play it! Exploring rhythmic patters# How does the rhythm go?	Hear it, Play it! Exploring rhythmic patters Copy cups	Hear it, Play it! Exploring rhythmic patters Musical Jokes

	Week 1 (2 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 (2 days)
Computing	No Lesson due to TD day	The Internet Connecting Networks	The Internet What is the internet made of	The Internet Sharing information	The Internet What is a website	The Internet Who owns the web?	The Internet Can I believe what I read?	No lesson due to half term
PSHE SCARF Yr 4 Planning	No lesson due to first day back	Me and My Relationships Human Machines	Me and My Relationships Ok or not ok (part 1)	Me and My Relationships Ok or not ok (part 2)	Me and My Relationships An email from Harold	Me and My Relationships Different feelings	Me and My Relationships Under pressure	No Lesson due to half term
PE	No Lesson due to settling	Year 6 swimming Year 3,4,5 Tag Rugby Introduction to Tag Rugby	Year 6 swimming Year 3,4,5 Tag Rugby Introduction to Tag Rugby continued	Year 6 swimming Year 3,4,5 Tag Rugby Tactics within attacking and defending	Year 6 swimming Year 3,4,5 Tag Rugby Decision making	Year 6 swimming Year 3,4,5 Tag Rugby Developing understanding	Year 6 swimming Year 3,4,5 Tag Rugby Playing games	No Lesson due to half term