

Victorians and Ancient Greece

OVERVIEW: The aim of this sequence of work is to help the children develop an understanding life in Victorian Britain and how that has affected life today.

Chn to understand the period in contract to other periods they have learnt. What is was like to be a child in the Victorian times. Chn compare and contrast lifes in school and linked to street child book.

Children will have an opportunity to explore and extend their learning in a variety of contexts, including:

- Explore artefacts and create their own.
- Have a day as a Victorian child
- Research on the internet

Chn will use their study of Victorians to stimulate their ability as researchers. Additionally, chn will be encouraged to develop their basic skills by listening to a selection of Historical fiction.

Maths links

Literacy links

British Values

ICT link

Enrichment

	English	Maths	Science	Geography/History	Art /DT	Music	ICT	RE and PSHE
Displays <i>Location?</i>	Diary entries from transition day. Inbetween LC and SC.	Maths - transition work. Challenge boards / times table schemes. Outside LC. Cross curricular links to maths/Victorians.	Properties of materials (opposite LC)	Victorian board next to SC/	Ancient Greece Corridor		E safety charter	Work on all religions - information with ch's quotes of British Values. Outside MT
Trips / visitors	<p><u>Trips:</u></p> <p>Osterley park - 21st and 22nd September</p> <p>20th September- Victorian school theatre workshop</p> <p>8th Nov - Ancient Greece workshop in KS2 hall 1:45</p>							
Safety	E-safety- ongoing							
Whole school focus	History day- Black History Month Anti-bullying week							

Opening Minds	Research - linked to history/RE/PE
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Core subjects

	<u>Writing</u>	<u>Grammar</u>	<u>Spelling</u>	<u>Science</u>	<u>Computing - KD</u>
	<p>Handwriting Expectations Pupil can almost always make choices over letter shapes and joins to ensure fluency, legibility, good presentation and individuality and is increasing the pace of writing while sustaining neatness and accuracy.</p> <p>Pupil can nearly always select the appropriate writing instrument and justify their choice: e.g. as at left and can explain why a particular pen colour and thickness was chosen for a particular poster or flyer and is able to write quickly and for extended periods without loss of neatness and legibility or undue strain or cramp.</p>			<p>Properties and their materials</p> <p>Forces</p>	
Week 1	<p>Historical fiction- Street Child Context By the end of week 3 children will write their own version of a historical story.</p> <p>Drafting: I can produce clear paragraphs in a logical sequence and link them, signposting the reader: e.g. <i>establishing simple links between paragraphs through use of language like firstly, next, moreover.</i></p>		<p>Words ending in A Pick common spelling errors from previous years CEW words.</p>		<p>I can research on Victorians and begin creating a PowerPoint presentation.</p> <p>Dates and timelines. How long does Queen Victoria reign for?</p>
Week 2		<p>I can identify nouns e.g. Proper - London,</p>	<p>Words ending in O Pick common spelling errors from previous years CEW words.</p>		<p>: I can complete my PowerPoint presentation on Victorians.</p>

Week 3	<p>Editing: I can consistently and confidently spot Spelling and punctuation errors quickly and knows how to correct them.</p>	I can identify verbs	Words ending in I and U Pick common spelling errors from previous years CEW words.	<p>LO: I can investigate the properties of materials.</p> <p>Mohs hardness scale</p> <p>Context: properties of materials.</p>	I can add transition effects and animations to my PowerPoint presentation on Victorians.
Week 4	<p><u>Recount writing- based on school trip to Osterley Park</u> Recounts</p> <p>Context-. Children will write a recount that talks about their trip to Osterley Park</p>	I can use adjectives to describe nouns	Plurals for words ending in Y Pick common spelling errors from previous years CEW words.	<p>LO: I can investigate the solubility of materials.</p> <p>Context: Solubility</p>	: I can complete a quiz on E-safety using all my knowledge.

<p>Week 5</p>	<p>Drafting: I can produce clear paragraphs in a logical sequence and link them, signposting the reader: e.g. <i>establishing simple links between paragraphs through use of language like firstly, next, moreover.</i></p> <p>Editing: I can consistently and confidently spot spelling and punctuation errors quickly and knows how to correct them.</p>	<p>I can use adverbs</p>	<p>Plurals for words ending in f and fe Pick common spelling errors from previous years CEW words.</p>	<p>I can plan and carry out a scientific enquiry using appropriate equipment.</p> <p>Context: Separating Mixtures</p> <p>Measure water</p> <p>Weigh rocks</p>	
<p>Week 6</p>	<p>Diaries Context <u>Victorians</u> By the end of week 2 children will write a diary by a Victorian school child or Victorian teacher.</p> <p>Drafting: <i>I can evaluate writing against</i></p>	<p>I can use conjunctions correctly</p>	<p>Irregular plurals Pick common spelling errors from previous years CEW words.</p>	<p>I can investigate thermal conductivity</p> <p>Temperature</p> <p>Graphs</p> <p>Context: Thermal conductivity</p>	

	<p>agreed success criteria identifying strengths and areas for improvement. (linked to recent teaching and feeding back appropriately and confidently to the writer)</p> <p>Editing:</p>	<p>I can use full stops and capital letters to denote sentences</p>	<p>High frequency words year 5 Pick common spelling errors from previous years CEW words.</p>	<p>LO: I can investigate irreversible changes.</p> <p>Temperature</p> <p>Context: Irreversible changes</p>	
Week 7	<p>I can draw on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation</p>	<p>LO:I can use commas correctly</p>		<p>LO: I can write a scientific explanation.</p> <p>Statistics</p> <p>Context: burning and heating</p>	
Half term					
Week 8 and	<p>Instructions <u>Context:</u> By the end of Week 2 will write instructions on how to make an apple batter pudding</p>	<p>Grammar test</p>		<p>Forces</p> <p>I can identify and measure forces.</p>	

	<p>(Victorian) Maths cross curricular - Measuring ingredients.</p> <p>Context *I can identify the audience and purpose of writing.</p> <p>Drafting: I can always think aloud and record ideas from research.</p> <p>Editing: I can can select appropriate grammar and vocabulary and am beginning to understand how such choices can change and enhance meaning.</p> <p>S and L *Quotes - interesting speech.</p>			<p>Forces</p> <p>I can conduct a fair test. (Balanced forces - Sir Issac Newton)</p>	
<p>Week 10, 11</p>	<p>Myths and legends</p> <p>Context By the end of week 3 children will</p> <p>Drafting:</p>	<p>LO: I can use modal verbs and adverbs</p>		<p>Forces</p> <p>I can investigate which surface their sports shoe will perform best.(Friction</p>	

	<p><i>I can evaluate writing against agreed success criteria identifying strengths and areas for improvement. (linked to recent teaching and feeding back appropriately and confidently to the writer)</i></p> <p>Editing:</p> <p>I can draw on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.</p>			<p>Forces-</p> <p>I can identify the effects of air resistance.</p>	
Week 13	<p>Non chronological reports <u>Context:</u> By the end of Week 2 will write a non-chronological report on Ancient Greece</p> <p>Context</p>	<p>LO: I can use adverbs of time place and number</p>		<p>Forces - I can identify that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	

<p>*I can identify the audience and purpose of writing.</p> <p>Drafting: I can always think aloud and record ideas from research.</p> <p>Editing: I can can select appropriate grammar and vocabulary and am beginning to understand how such choices can change and enhance meaning.</p> <p>S and L <i>*Quotes - interesting speech.</i></p>			<p>Forces - I can apply my knowledge & experience to design and make an artefact that use mechanisms.</p> <p>E.g simple levers, pulleys, gears and/or springs & explore their effects. Linked to maths.</p>	
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Foundation subjects

	<u>History - Victorians and Ancient Greece (Opening mind - research)</u>	<u>Music</u>	<u>Art - Greek Pottery</u> <u>DT- Punch and Judy puppets</u>	<u>RE - Sikhs</u>	<u>PE - football</u>	<u>PSHE</u>
Week 1	I can research key events throughout the Victorian era. Time, dates, how long for etc.	Alternate weeks - music teacher	DT- I can create a design brief. Size and measurements	I can understand what identity and belonging means. Tally class results- who belongs to etc. Populations/ most popular facts and figures etc.	I can use various parts of my foot to control a football.	L.O: I can understand my rights and responsibilities in school.
Week 2	I can research to find out information about a significant historical figure (Queen Victoria) How long reign for - addition and subtraction.		DT- I can use my design brief to help me generate ideas for my puppet and stage. Measurement/scales	I can retell the story of Khalsa.	I can do a short and long pass with a football.	L.O: I can use strategies to calm myself and others in unfamiliar situations.

Week 3	L.O. I can compare and contrast a child's life in the Victorian era and today.		DT- LO: I can use my design brief and design to create my puppets features.	I can identify the characteristics shared by Sikhs (5Ks) Symbols and symmetry	I can shoot for a goal.	LO: I can make someone feel welcomed and valued at school.
Week 4	I can consider how attitudes to children and childhood have changed over time		DT- LO: I can practice my sewing technique before starting my puppet.	I can explain who celebrates Vaisakhi and why. Population etc.	I can defend a ball and retrieve it when the opposing team has possession	LO: I can appreciate everyone in my class
Week 5	L.O. I can research what was invented in the Victorian times. Timeline/sequencing and ordering.		DT- LO: I can successfully sew my puppet altogether.	I can understand and describe a gurdwara; and can explain the importance of langar.	I can defend a goal (goal keeping)	LO: I can identify how others are feeling
Week 6	L.O. I can understand why Thomas Barnardo had a big impact on the Victorian Era. Time and facts and		DT- LO: I can successfully sew my puppet altogether.	I can explain how being a Sikh has an impact on our community and compare this to other religions.	I can use skills learned during a mini game of football.	LO: I can identify some things that help us learn and play well together.

Wood End Park Academy: Year Five

Autumn Term Curriculum Overview

	figures					
Week 7	L.O. I can identify who Lord Shaftesbury was and the effect he has had on the Victorian Era.		I can explore the work of great artist in history. (Clay modelling- looking at the Greek pottery/analysing the designs and shapes etc)	I can identify morals in Christian parables.	I can explore different ways of jumping.	I can understand and identify what bullying is.
Week 8	I can generate ideas and recognise that my designs have to meet a range of different needs <u>from research completed</u>		I can control my use of materials and process (chn trying different techniques with clay)	- I can look at both sides of the story with the same moral message.	I can balance while carrying out a jump using apparatus.	I can identify cyber bullying and how to deal with it.
Week 9	I can make realistic plans for an <u>innovative, functional and appealing Greece pottery.</u>		I can combine and organise visual and tactile qualities. (design pottery and plan techniques) I will use To create....	I can understand a story is exploring the idea that we must not make preconceived judgements.	I can link a jump to a roll	I can tell when someone might be being bullied.
Week 10	<u>I can generate and model ideas through diagrams.</u>		I can make artefacts. (make outline shape of pottery)	I can understand why forgiveness is important to Christians.	I can jump in sequence	I can create strategies to help overcome bullying

Wood End Park Academy: Year Five

Autumn Term Curriculum Overview

						as a school.
Week 11	I can select and work with a range of tools and equipment.		I can control my use of materials and process to make my pot. (Design on pot)	I can identify situations when forgiveness is important.	I can perform a jump using apparatus. I can modify my jump using apparatus.	I can express my knowledge of anti-bullying in an artistic way.
Week 12	<u>I can select from and use a wider range of materials</u> with accuracy, paying attention to quality of finish pot.		I can compare and comment on ideas. Paint pot and then Compare to other images		I can combine a jump using apparatus to a roll.	I can help prevent bullying in our school.
Week 13	<u>I can consider the views of others as to what is working well and what could be improved.</u>		I can adapt and evaluate my work and realise my own intentions.		I can perform a sequence.	