

VICTORIANS



SCIENCE-Sound

Through the topic the children will...

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases. Ask relevant questions.
- set up simple practical enquiries and comparative and fair tests.
- make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.
- gather, record, classify and present data in a variety of ways to help in answering questions.
- record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- use straightforward, scientific evidence to answer questions or to support their findings.

History -Victorians

Through the topic the children will...

- identify Queen Victoria and place the Victorian period in relation to other periods of history
- infer information from a portrait
- consider what life was like for children in the past
- collect information from a range of sources and draw conclusions about the Victorian period
- understand some of the changes that took place during Victorian times.
- write a narrative using historical detail
- understand that there are many representations of the Victorian period
- understand that the work of individuals can change aspects of society
- find out about important figures in Victorian times
- present their findings in different ways
- compare modern and Victorian schooling
- communicate through drama their understanding of the nature of school life in Victorian times
- consider how attitudes to children and childhood changed over time
- recall information about the life of children in Victorian times
- recognise the Victorian era depicted in art work
- express opinions and knowledge drawn from the images.
- make comparisons that illustrate change within the Victorian period
- give reasons for these changes
- identify characteristic features of Victorian transport and industry
- describe the attitudes of different people to the building of a railway in the locality
- recognise ways in which buildings have been changed over time, and consider reasons for the changes
- identify changes in the local area by looking at photographs of Victorian Gosforth.
- find out about the past from census returns
- select and record information relevant to a chosen topic
- know that a Victorian Christmas had distinctive characteristics.

Modern Foreign Languages - Spanish

Through the topic the children will...

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.

RE – Expressions of Identity	PE-Multi-Skills and Football	
Through the topic the children will...	Through the topic the children will...	
<ul style="list-style-type: none"> reflect on their own membership of communities and what this means. learn that religious people feel they belong to a faith community. learn that religious people have different ways of identifying with and showing that they belong to their faith. discover how faith communities celebrate and live out their beliefs through action in the world. know what is special about belonging to a religion generally. Learn how and why religious people show that they belong to a religion. 	Multi-skills <ul style="list-style-type: none"> be able to observe and copy others be able to explore different movements and ideas be able to do a static balance on 1 leg be able to roll a ball to a partner be able to bounce a ball with one hand be able to bounce a ball with alternate hands be able to roll a ball, and stop it, facing the opposite direction be able to roll a ball, run and let it travel through your legs, and then run again and stop it, facing the opposite direction. 	Football <ul style="list-style-type: none"> use a range of skills to help them keep possession and control of the ball pass, receive and dribble the ball, keeping control and possession consistently use a range of skills to keep possession and make progress towards a goal, on their own and with others weigh up the options and often make good decisions about what to do know how to use space in games recognise and describe what happens to their breathing and heart when they play games, and begin to link this to how warm they feel identify which games and activities have the biggest impact when trying to improve stamina describe how some games use short bursts of speed explain how to keep possession and describe how they and others have achieved it identify what they do best and what they find most difficult recognise players who play well in games and give some reasons why
COMPUTING- Staying Safe / Interesting Images	Art – Pop Art	
Through the topic the children will...	Through the topic the children will...	
<ul style="list-style-type: none"> revisit and reinforce e-safety messages and relate these to the children’s experiences inside and outside school reinforce e-safety messages and share them with others develop word processing and desktop publishing skills evaluate and refine leaflets begin to communicate online safely and independently 	<ul style="list-style-type: none"> create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques, in painting with a range of materials (for example, watercolour, poster paints, pencil, range of brushes) learn about great artists, architects and designers in history through the genre of Pop Art. 	
Music – Ukulele, Pocket Trumpets, Music Theory	PHSE/Citizenship – It’s Our World (SEAL)	
Through the topic the children will...	Through the topic the children will...	
<ul style="list-style-type: none"> play instruments, perform and share pieces using the Pocket Trumpet and Ukulele taught by Newcastle Music Service listen, appraise and read musical notation 	<ul style="list-style-type: none"> devise a class charter - make simple rules get to know each other - can tell you how you are the same and different from friends identify communities which we belong to - understand what a community is, know that they belong to a community know ways of saving energy - know some further ways to save energy and why we need to develop awareness of climate change - understand what climate change is and its impact on the environment 	