

Were the Victorians Really Vile? Autumn Term 2024				Year 5
<p><b><u>English</u></b></p> <ul style="list-style-type: none"><li>• <b>Biography</b> - <i>Brunel</i> Facts and opinions, cohesive devices and sentence starters, punctuation for quotes, speech register, formality and standard English.</li><li>• <b>Poetry</b> -<i>Robert Louis Stevenson 'Travel'</i>? noun phrases, figurative language, sentence types.</li><li>• <b>Diary/Newspaper Report</b> - <i>Workhouse runaway</i>, tenses, passive voice, quotes/dialogue and punctuation, sentence types.</li><li>• <b>Narrative</b> - <i>Modern Day 'A Christmas Carol'</i>. Tenses, noun phrases and specific adjectives, Victorian language, settings and atmosphere, dialogue and speech punctuation.</li><li>• <b>Speech and Language</b> - Victorian Christmas Show</li></ul>	<p><b><u>Science</u></b></p> <p><b><u>Forces</u></b></p> <ul style="list-style-type: none"><li>• Know that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object</li><li>• Know how to identify the effects of air resistance, water resistance and friction that act between moving surfaces.</li><li>• Know that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li></ul>	<p><b><u>History</u></b></p> <ul style="list-style-type: none"><li>• Know, order and place on a timeline the key events relating to the Victorian age.</li><li>• Know what daily life was like for the Victorians (inc. children) and compare with modern life.</li><li>• Know the social hierarchy.</li><li>• Know what primary and secondary sources are and how they are used to collect evidence about the past.</li><li>• Know what the Industrial Revolution was and its significance.</li><li>• Know significant people of the Victorian age (Queen Victoria, Brunel, David Livingstone, Mary Seacole)</li><li>• Know how Fore Street has changed since Victorian times.</li></ul>	<p><b><u>Geography</u></b></p> <p>Know key facts about the British Empire:</p> <ul style="list-style-type: none"><li>• Locate the countries of the British Empire on a map.</li><li>• Compare country names (then and now)</li></ul> <ul style="list-style-type: none"><li>• Know the location of the main counties and cities in the UK (link to the expansion of the train network)</li><li>• Know how to conduct fieldwork in the local area.</li></ul>	<p><b><u>P.S.H.E.</u></b></p> <p><b><u>Being me in my world</u></b></p> <ul style="list-style-type: none"><li>• Know how to face new challenges positively and know how to set personal goals</li><li>• Know my rights and responsibilities as a citizen of my country and my school</li><li>• Know how to make choices about my own behaviour because I understand how rewards and consequences feel</li><li>• Know how an individual's behaviour can impact on a group</li><li>• Know how having a democracy and having a voice benefits the school community and know how to participate in this</li></ul> <p><b><u>Celebrating Differences</u></b></p> <ul style="list-style-type: none"><li>• Know that cultural differences can sometimes cause conflict</li><li>• Know what racism is</li><li>• Know that name-calling and rumour-spreading can be bullying behaviours</li><li>• Know the difference between direct and indirect types of bullying</li><li>• Know how to compare my life with people in the developing world</li><li>• Know and understand a different culture from my own</li></ul>
<p><b><u>Key Vocab:</u></b></p> <p>onomatopoeia, simile, metaphor, personification, alliteration, adjectives, prepositions, adverbs, adverbials, nouns, verbs</p>	<p><b><u>Key Vocab:</u></b></p> <p>force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears,</p>	<p><b><u>Key Vocab:</u></b></p> <p>Empire, revolution, trends, legislation, monarch, conquer, legacy, continuity, reformation, morale, suffrage,</p>	<p><b><u>Key Vocab:</u></b></p> <p>Empire, land use, transportation, building, local, regional, national, air pollution, labour, employment, classes, poverty,</p>	<p><b><u>Key Vocab:</u></b></p> <p>Motivation, rewards, responsibilities, rights, behaviour, community, consequences, democracy, decisions, differences, bullying, direct, indirect, culture, conflict</p>
<p><b><u>Art/D.T.</u></b></p> <p><b><u>Art</u></b></p> <p>Printing/Artist Study - William Morris wallpaper (Repeating patterns extension - computing wrapping paper)</p> <ul style="list-style-type: none"><li>• Know how to print using a variety of materials</li><li>• Know how to create an accurate print design that reflects a theme</li><li>• Know how printing links with technology and other media.</li><li>• Know how to scan images and take digital photos, use software to alter them and adapt them</li></ul> <p><b><u>DT</u></b></p> <p><b>Railway Project</b></p> <ul style="list-style-type: none"><li>• Know of railway pioneers.</li><li>• Know the history of railway engineering.</li><li>• Know how understanding of forces can impact design.</li><li>• Know how to use pulleys and drive belts.</li><li>• Know how to cut and measure accurately.</li><li>• Know how to join materials in a variety of ways.</li><li>• Know how to apply electrical knowledge to a product.</li></ul>	<p><b><u>Computing</u></b></p> <p><b><u>Computing systems and networks:</u></b></p> <p><b><u>Sharing information</u></b></p> <ul style="list-style-type: none"><li>• Know that computers can be connected together to form systems.</li><li>• Know the role of computer systems in our lives.</li><li>• Know how to use a search engine.</li><li>• Know how search engines select results.</li><li>• Know how search results are ranked.</li><li>• Know why the order of results is important, and to whom.</li></ul> <p><b><u>Creating media: Vector drawing</u></b></p> <ul style="list-style-type: none"><li>• Know that drawing tools can be used to produce different outcomes.</li><li>• Know how to create a vector drawing by combining shapes.</li><li>• Know how to use tools to achieve a desired effect.</li><li>• Know that vector drawings consist of layers.</li><li>• Know how to group objects to make them easier to work with.</li><li>• Know how to apply what I have learned about vector drawings.</li></ul>	<p><b><u>Music</u></b></p> <p><b><u>Charanga: Happy</u></b></p> <ul style="list-style-type: none"><li>• Know how to use a wide range of musical vocabulary accurately and appropriately.</li><li>• Know how to appraise the introductions, interludes and endings for songs and compositions they have created.</li><li>• Know how to perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together.</li><li>• Know how to use a range of conventional and traditional symbols to record compositions</li></ul> <p><b><u>Singing</u></b> - Victorian Christmas Carols (Inc. Rossetti, In the Bleak Midwinter)</p> <ul style="list-style-type: none"><li>• Know how to sing songs across a variety of styles with accuracy and confidence Know the history, purpose, meaning, message and mood of a song</li><li>• Know how to sing independently with increasing accuracy and confidence</li></ul>	<p><b><u>R.E.</u></b></p> <p><b><u>How do Christians decide how to live. What would Jesus do?</u></b></p> <ul style="list-style-type: none"><li>• Know how to identify features of Gospel texts (for example, teachings, parable, narrative)</li><li>• Know how to make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</li><li>• Know how to articulate their own responses to the issues studied, recognising different points of view.</li></ul> <p><b><u>Why do Christians Believe that Jesus is the Messiah?</u></b></p> <ul style="list-style-type: none"><li>• Know the place of Incarnation and Messiah within the 'big story' of the Bible.</li><li>• Know how to identify Gospel and prophecy texts, using technical terms.</li><li>• Know connections between biblical texts, Incarnation and Messiah, using theological terms.</li><li>• Know how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</li><li>• Know how the idea of Jesus as the 'Messiah' - a Saviour from God - is important in the world today.</li></ul>	<p><b><u>French</u></b></p> <p><b>Phonetics lesson 3</b></p> <ul style="list-style-type: none"><li>• Know silent letters and consonants at the end of words.</li><li>• Know how to pronounce the French alphabet and different accents on letters.</li></ul> <p><b>Do you have a pet? (I)</b></p> <ul style="list-style-type: none"><li>• Know and understand eight pets introduce.</li><li>• Know some of the spellings and genders and attempt the rest.</li><li>• Know how to ask somebody if they have a pet.</li><li>• Know how to reply back, including use of the negative</li><li>• Know how to tell you the name of my pet using a full sentence</li><li>• Know how to use the connectives ET ("and") or MAIS ("but")</li></ul> <p><b>What is the date? (I)</b></p> <ul style="list-style-type: none"><li>• Know the seven days of the week.</li><li>• Know the twelve months of the year.</li><li>• Know the numbers 1-31.</li><li>• Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.</li><li>• Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is.</li></ul>
<p><b><u>Key Vocab:</u></b></p> <p>tonal range, intaglio, screen print, multilayer image, pigment, palette input, output, 'fit for purpose', pulleys, drive belt, template, gears, brakes</p>	<p><b><u>Key Vocab:</u></b></p> <p>network, internet, devices, WWW, content, websites, digitally, search results, search engine, vector, layers, group/ungroup, alignment</p>	<p><b><u>Key Vocab:</u></b></p> <p>dynamics, verse, chorus, texture, tempo, rhythm, pitch, pulse, timbre, notation, structure</p>	<p><b><u>Key Vocab:</u></b></p> <p>Gospels, commandments, parable, community, sermon, prayer, confessions, praise, worship, forgiveness, justice, peace, Messiah, Saviour, incarnation.</p>	<p><b><u>Key Vocab:</u></b></p> <p><b><u>(See vocab list in books)</u></b></p>