

History

The Victorians: Children in Victorian Britain

[National Curriculum Links:](#)

Pupils should be taught about:

- An aspect of British history that extends pupils' chronological knowledge beyond 1066.

Learning Outcomes

Children will be able to:

- Reconstruct Queen Victoria's family tree to include her grandparents and her children
- Demonstrate the extent of the British Empire during this period on a map of the world
- Understand what the Industrial Revolution was and be able to explain its impact on life in Britain
- Identify and create a timeline of key inventions from the Victorian period
- Compare and contrast healthcare from the Victorian period to medicine before the reign of Queen Victoria and the modern day
- Describe what rich and poor Victorians did during their leisure times, including the advent of seaside holidays
- Compare and contrast the day of a Victorian school child to a typical day in a modern primary school

Educational Visit: Beamish

Physical Education

Multi-Skills / Problem Solving (Maple)

[National Curriculum Links](#)

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Develop flexibility, strength, technique, control and balance
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best
- take part in outdoor and adventurous activity challenges both individually and within a team

PSHE

(Jigsaw PSHE Syllabus)

Being Me in My World

Year 3 (Willow)

Children will be able to:

- explain how their behaviour can affect how others feel and behave.
- explain why it is important to have rules and how that helps themselves and others in class learn.
- explain why it is important to feel valued.

Year 4 (Chestnut and Maple)

Children will be able to:

- explain why being listened to and listening to others is important in their school community.
- explain why being democratic is important and can help them and other feels valued.

Topic-Based English

Stories from the Past (Oliver Twist)

Recount Writing (Beamish visit)

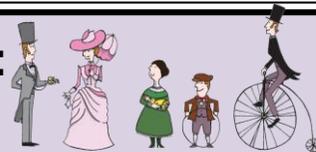
Additional Non-Topic Based English - Non Chronological Reports: 'All About Me'

[National Curriculum Links](#)

Pupils should be taught to:

- **Recover Years 2 & 3 SPaG Objectives**
- Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books and text types
- Identify themes and conventions in a range of books
- Plan, draft, write, evaluate and edit their written work
- Read aloud their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- Increase the legibility, consistency and quality of their handwriting

Time Travellers: The Victorians



Religious Education

(Discovery RE Syllabus)

Year 4 (Chestnut and Maple) (Buddhism)

Learning Outcomes

Children will be able to:

- Show an understanding of why people think it is difficult to be happy all the time and explain some of the things Siddhatta did to try to be happy, and why they didn't work for him
- Begin to show an understanding of what being happy means to Buddhists

P4C enquiry: is it possible for everyone to be happy?

Year 3 (Willow) (Hinduism)

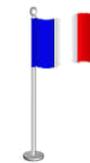
Learning Outcomes

Children will be able to:

- Identify actions they could take to support a group they belong to and create a group symbol
- Describe some of the ways Hindus celebrate Divali and explain how children might feel at Divali
- Understanding why Divali might bring a sense of belonging to Hindus and explore what it means to belong

P4C enquiry: What does it mean to belong?

Foreign Languages



French: Bonjour!

[National Curriculum Links](#)

Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes
- Appreciate stories, songs, poems and rhymes in French

Learning Outcomes

Children will be able to:

- Greet others using *salut* and *bonjour* as well as say goodbye using *au revoir*
- Ask what a person's name is and share their own names
- Thank others using *merci*

Art

William Morris and Victorian Decoupage

[National Curriculum Links](#)

Pupils should be taught to:

- Great artists, architects and designers in history
- Recording their observations and using them to review and revisit ideas
- Improve their mastery of art and design techniques

Learning Outcomes

Children will be able to:

- Explain what the Arts and Crafts movement was and how it was characterised
- Discuss the key features, especially the wallpapers, of William Morris
- Create artwork based on the work of William Morris

Opportunity for Scientific Investigation: Testing Materials

Music

Let Your Spirit Fly (Yr3) / Mamma Mia (Yr4)

[National Curriculum Links](#)

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes
- Listen with attention to detail and recall sounds

Maths (Year 3)



National Curriculum Links

Number and Place Value (White Rose)

Pupils should be taught to:

2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning;
2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.

- Identify, represent and estimate numbers using different representations.
- Find 10 or 100 more or less than a given number
- Recognise the place value of each digit in a three -digit number (hundreds, tens, ones).
- Compare and order numbers up to 1000
- Read and write numbers up to 1000 in numerals and in words.
- Solve number problems and practical problems involving these ideas.
- Count from 0 in multiples of 4, 8, 50 and 100
- Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds.
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two -digit numbers times one -digit numbers, using mental and progressing to formal written methods.
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems

Outdoor Learning Opportunities:

Children will:

- Learn and play traditional Victorian playground games such as hopscotch and hoop and stick
- Use natural materials to construct a large abacus

Maths (Year 4)

National Curriculum Links

Number and Place Value (White Rose)

Pupils should be taught to:

3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10;
3NPV-2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning;
3NPV-3 Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10;
3NPV-4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.

- Count in multiples of 6, 7, 9. 25 and 1000.
- Find 1000 more or less than a given number.
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)
- Order and compare numbers beyond 1000
- Identify, represent and estimate numbers using different representations.
- Round any number to the nearest 10, 100 or 1000
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers
- Count backwards through zero to include negative numbers
- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- Estimate and use inverse operations to check answers to a calculation
- Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why
- Recall and use multiplication and division facts for multiplication tables up to 12×12 .
- Count in multiples of 6, 7, 9. 25 and 1000
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

Mastering English

Learning Outcomes

Children will be able to:

- Create a Victorian recipe (Instructional Text)
- 'A day in the life of a child in Victorian Britain' (Diary Writing)

Mastering Mathematics

Learning Outcomes

Children will be able to:

- Create Victorian recipes: Poor Vs Rich (Measure)
- Use Carroll and/or Venn Diagrams to explore the similarities and differences between aspects of modern and Victorian life (Statistics)

Computing

Children in Victorian Britain Presentation

National Curriculum Links

Pupils should be taught to:

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Learning Outcomes

Children will be able to:

- Plan a multimedia presentation about a particular aspect or aspects of daily life in Victorian Britain
- Add text, images, sounds, etc. to a presentation

