

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:

- Place the Victorians on a timeline and explain what life was like for children during this period
- Explain what life was like for poor children in Victorian Britain
- Explain some of the changes that took place for poor children in the 19th century
- State similarities and differences between modern and Victorian schooling
- State similarities and differences between the leisure activities Available now compared to those during the Victorian period
- Explain what daily life was like for children in Victorian Britain

**Educational Visit:
Beamish**

Topic-Based English

Stories from the Past (*Oliver Twist*)

Recount Writing (Beamish visit)

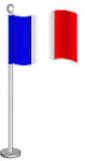
Additional Non-Topic Based English - Non Chronological Reports: 'All About Me'

[National Curriculum Links](#)

Pupils should be taught to:

- 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

Foreign Languages



French: Bonjour!

[National Curriculum Links](#)

Pupils should be taught to:

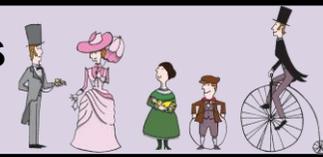
- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes
- Appreciate stories, songs, poems and rhymes in French

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*

Time Travellers The Victorians



Physical Education

Swimming and Netball

[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
- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively

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

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 is 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?

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**

PSHE

Health and Wellbeing

[National Curriculum Links \(PSHE Association\):](#)

Pupils should be taught about:

- Making informed choices; balanced diet; hygiene
- Aspirations and goals; recognising and managing feelings; change, loss and grief

Maths (Year 3)



[National Curriculum Links](#)

[Number and Place Value \(White Rose\)](#)

Pupils should be taught to:

- 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

Maths (Year 4)

[National Curriculum Links](#)

[Number and Place Value \(White Rose\)](#)

Pupils should be taught to:

- 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.
- Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems.

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)

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

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

