

Art & DT

Children will be learning about the different styles of art present in the Victorian era. They will learn about the designer, William Morris, and the differences between designers and artists. The children will design wallpaper in the style of William Morris. They will research the use of puppetry in the Victorian Era and make their own toy stage and puppets. They will write, produce and record their own plays in groups.

Skills (Art):

Develop and imaginatively extend ideas from starting points throughout the curriculum.

- Collect information, sketches and resources and present ideas imaginatively in a sketch book.

- Use the qualities of materials to enhance ideas.

- Comment on artworks with a fluent grasp of visual language.

***Drawing:** Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Give details (including own sketches) about the style of some notable artists, artisans and designers.

- Show how the work of those studied was influential in both society and to other artists.

Application of literacy across the curriculum: Researching the life and work of William Morris.

Application of maths across the curriculum: Measuring and converting units of measurement.

MUSIC

This unit explores music and musical inventions in the Victorian period, beginning with an exploration into Victorian musical gadgets where pupils learn about gadgets such as the Music Box, Player Piano, Street Piano and Penny-in-the-Slot through listening and watching the gadgets in action, looking at sound production methods. Pupils then explore Victorian street cries, popular in Victorian markets of the time as sellers advertised their wares. Pupils sing and perform a number of different Victorian street cries before composing their own, exploring melodic shape and pitch. Finally, pupils explore the popular Victorian genre of Music Hall, taking part in a class Music Hall performance of "The French Can Can Polka"

Application of maths across the curriculum: applying maths when working out rhythm of a bar.

Application of literacy across the curriculum: Exploring references to Victorian music in the text.

http://www.musicalcontexts.co.uk/index_files/page0020.htm

Topic (Hist/Geog)

Children will be learning about the Victorians through their reading of *Street Child* by Berlie Doherty in Literacy,

Skills:

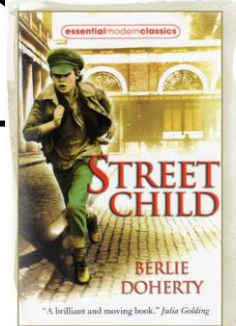
- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Application of maths across the curriculum: Order dates chronologically. Use numeracy and computing skills to a exceptional standard in order to communicate information about the past.

Application of literacy across the curriculum: Class novel, 'Street Child' by Berlie Doherty.

Use literacy skills to an exceptional standard in order to communicate information about the past.

The Victorians (Autumn 1)



Religious Education/ PSHE

This half-term, we will be studying a unit entitled 'The Influence of Faith on Believers. The children will be exploring the ways in which religion and faith impact on people's lives. They will also look at the impact of faith on whole communities. The children will explore and research the reasons why people belong to religions. **Application of literacy across the curriculum: speaking and listening, report writing**

PSHE ~ This half-term, we will be thinking about the human characteristics of Victorian fictional and non-fictional characters, and how these attributes affected their life chances. **Application of literacy across the curriculum: speaking and listening, story writing**

British Values: Promoting an appreciation of British culture and other cultures/beliefs through RE work.

Application of literacy across the curriculum: speaking and listening

PE

This term the children will be doing Dance and Athletics.

Skills:

Compose creative and imaginative dance sequences.

Perform expressively and hold a precise and strong body posture.

Perform and create complex sequences.

Express an idea in original and imaginative ways.

Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.

Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).

Choose the most appropriate tactics for a game.

Uphold the spirit of fair play and respect in all competitive situations.

Lead others when called upon and act as a good role model within a team.

Combine sprinting with low hurdles over 60 metres.

Choose the best place for running over a variety of distances.

Throw accurately and refine performance by analysing technique and body shape.

Show control in take off and landings when jumping.

Compete with others and keep track of personal best performances, setting targets for improvement.

Application of maths across the curriculum: counting and spatial awareness.

Application of literacy across the curriculum: speaking and listening i.e. following instructions and providing constructive evaluation.

ICT

The children will be planning the creation of a mobile app

Skills:

- Develop an awareness of the capabilities of smartphones and tablets
- Understand geolocation, including GPS
- Identify interesting, solvable problems
- Evaluate competing products
- Pitch a proposal for a smartphone or tablet app

Application of maths across the curriculum: comparing the power and measurements of different facilities on smartphones

Application of literacy across the curriculum: communication and persuasive skills to pitch an idea.

Wow experiences

- Educational Visit to Beamish Museum
 - Box of Delights - Victorians