

Hallbrook Curricular Plan



What was it like to be a Victorian?

Year 5 Spring 1

Our WOW starter: Possible Victorian school room

We will enrich the topic by...

Possible Beaumanor Hall Victorian day or Black Country Museum

Our non-linked subjects

In PE we will know...

Dance - Victorians

- ✓ I know how to begin to exaggerate dance movements and motifs (using expression when moving)
- ✓ I know how to demonstrate strong movements throughout a dance sequence
- ✓ I am beginning to know how to combine flexibility, techniques and movements to create a fluent sequence
- ✓ I know how to move appropriately and with the required style in relation to the stimulus e.g using various levels, ways of travelling and motifs.
- ✓ I know how to begin to show a change of pace and timing in my movements
- ✓ I know how to use the space provided to its maximum potential
- ✓ I know how to improvise with confidence, still demonstrating fluency across their sequence
- ✓ I know how to modify parts of a sequence as a result of self and peer evaluation
- ✓ I know how to use more complex dance vocabulary to compare and improve work

Tag Rugby

- ✓ I know how to vary skills, actions and ideas and link these in ways that suit the games activity
- ✓ I know how to use skills with co-ordination, control and fluency
- ✓ I know how to take part in competitive games with an understanding of tactics and composition
- ✓ I know how to create my own games using knowledge and skills
- ✓ I know how to make suggestions as to what resources can be used to differentiate a game

In RE we will know...

U2.2 What would Jesus do? Can we live by the values of Jesus in the 21st Century?

- ✓ Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- ✓ Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- ✓ Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

In Music we will know...

Unit 3 – Rhythm

- ✓ I know how to use a variety of timbres and techniques when creating and playing music
- ✓ I know how to confidently maintain an independent part when playing an instrument in a small group
- ✓ I know how to use and respond to basic musical symbols including Western notation
- ✓ I know how to critique my own and others' work and justify any comments given.

Recorders

- ✓ I know how to play note "d, e, b, a, g, c"
- ✓ I know how to play 'Scarecrow' by reading musical notation.

In Computing we will know...

Online safety

- ✓ I know that there are some people I communicate with online who may want to do me or my friends harm and know that that this is not their fault.

Vector drawing

- ✓ I know that drawing tools can be used to produce different outcomes.
- ✓ I know how vector drawing is different from paper-based drawing.
- ✓ I know how to create a vector drawing by combining shapes.
- ✓ I know how to use drawing tools to create a desired effect.
- ✓ I know that vector drawings consist of layers.
- ✓ I know how to group objects to make them easier to work with.
- ✓ I know how to evaluate a vector drawing.

In Art and Design we will know...

William Morris

- ✓ I know about the artist William Morris and know how to analyse creative works by the same artist considering how these artworks affect our feelings.
- ✓ I know how to create a raised clay printing block to create a design which can be duplicated when printed to create patterns on fabric or paper.
- ✓ I know how to research the work of William Morris and use their work to replicate a style.

In PHSE we will know...

Healthy and Safer Lifestyles 18

Managing Safety and Risk

- ✓ I know when it might be good for our mental health to take a risk.
- ✓ I know what the benefits and consequences of taking physical, emotional and social risks.
- ✓ I know when I am responsible for my own safety as we get older and how to keep other safer.
- ✓ I know how to safely get the attention of a known or unknown adult in an emergency.
- ✓ I know how to carry out basic first aid in common situations, including head injuries.
- ✓ I know the benefits of cycling and walking on our own and how we can stay safe.
- ✓ I know how being outside supports our wellbeing and how to keep ourselves safe in the sun.
- ✓ I know the benefits of using public transport and how we can keep safe near railways.
- ✓ I know how we can prevent accidents at school and home, now that we can take more responsibility.

We will focus on these Character muscles...

Cooperation
Empathy
Creativity

We will include British Values by...

Whole school focus 'All different, All Welcome'

In Science we will know...

Earth and Space (The Earth and Beyond)

- ✓ I can describe the shapes, positions and movement of the planets in the solar system and some of the differences between these and stars.
- ✓ I describe and compare the movements of different planets in space.
- ✓ I can use a model or diagram to explain the effect of the Earth's rotation in space.
- ✓ I can explain how the Earth's tilt leads to seasonal changes.
- ✓ I can identify the phases of the Moon and explain why these occur.

In History we will know...

Victorians

- ✓ I know the Victorian period was from 1837 until 1901 during the reign of Queen Victoria.
- ✓ I know that the Victorian times were full of exciting discoveries, inventions and exploration following the Industrial Revolution (telephone, motorcar, typewriter, bicycle and moving film).
- ✓ I know that the boom in industry saw lots of people moving to cities to find work.
- ✓ I know that the lives of the rich and poor were very different during Victorian times.
- ✓ I know that poor people lived in crowded slums - houses which were overcrowded, smelly and in bad repair.
- ✓ I know that many of the poor resorted to workhouses, which provided basic poor relief like food, medical care and shelter in exchange for labour.
- ✓ I know that many Victorian children worked long hours in dangerous jobs for little money (factories, coal mine, chimney sweeps).
- ✓ I know that the Victorians expanded the British empire to become the largest, richest and most powerful empire in world history.
- ✓ I know how to place the Victorian period, specific events and people in a chronological framework (by decade).
- ✓ I can evaluate a range of sources of information on the Victorian period.
- ✓ I know some clear reasons for different interpretations of Victorian events, linking this to factual understanding about the past.
- ✓ I know how crime and punishment have changed since Victorian times.
- ✓ I know how plagues and other major events in Victorian times have created huge differences to the way medicines and health care was developed.
- ✓ I know how to use appropriate historical terms such as culture, religious, social, economic and political when describing the Victorians.

In French we will know...

Les planets

- ✓ I know how to make a statement about the position of a planet.
- ✓ I know how to describe a planet using new learnt vocabulary.
- ✓ I know how to give constructive feedback to classmates.
- ✓ I know how to understand the main points from a short written text e.g. simple descriptions of a planet.
- ✓ I know how sounds match to print by reading aloud familiar words and phrases.
- ✓ I know how to use a book or glossary to find out the meanings of new words.
- ✓ I know how to construct sentences using verbs, nouns, adjectives and qualifying adverbs about planets.
- ✓ I know how to use prepositions pres de, loin de
- ✓ I know how to use qualifiers assez, tres.
- ✓ I know how to compound sentences with parce que.