

Engage:

**Express: Victorian
day**

Literacy

- Walt:** Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Walt:** Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Walt:** Provide reasoned justifications for their views
- Walt:** Develop spelling and handwriting skills in line with curriculum objectives
- Walt:** Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Walt:** Use modal verbs or adverbs to indicate degrees of possibility
- Walt:** Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Walt:** Use commas to clarify meaning or avoid ambiguity in writing
- Walt:** Use a colon to introduce a list and punctuate bullet points consistently
- Walt:** Write a non-chronological report on Victorian past times
- Walt:** Write a biography on Queen Victoria
- Walt:** Write a description of Victorian London setting from the view of Bullyseye.
- Walt:** Write a setting description of Bill Sikes searching for Nancy on Victorian Street at night
- Walt:** Write a diary entry in role as Victorian poor Child
- Walt:** Write a diary entry in role as Victorian rich Child
- Walt:** Write a letter of persuasion against workhouse
- Walt:** Write a letter of persuasion in role of rich Victorian wife to husband why they need another servant.

Physical Development

- Invasion Games – Rugby:**
- Walt:** develop an understanding of how to attack open space
- Walt:** be able to attack and move the ball away from defenders into open space
- Walt:** run onto the ball when it is passed to them in attack, instead of receiving it statically
- Walt:** defend against an attacker and prevent them from scoring a try
- Walt:** work as a team to successfully defend against multiple attackers and prevent them from scoring a try
- Dance:**
- Walt:** explore movements within the style of rock and roll

Personal, Social and Emotional Development

- PSCHE: Going for Goals**
- Walt:** Take responsibility – for our successes and when things go wrong
- Walt:** Understand the importance of persistence (keeping going)
- Walt:** Identify and exemplified of being showing Resilience – bouncing back/maintaining effort
- Walt:** Set and achieve our own goals

R.E.: Judaism within the Home and Synagogue

- Walt:** Understand that the Synagogue is a place of meeting, study and prayer for the Jewish community
- Walt:** Understand the role of the Rabbi as teacher
- Walt:** recognise the importance of learning and individual responsibility
- Walt:** Explain the importance of prayer in Jewish worship
- Walt:** Understand that the Shabbat begins on Friday evening and ends on Saturday night
- Walt:** Explain the importance of the home in Judaism

SPRING TERM 1 2018 Activities *William Morris - The Vile Victorians*

Mathematics

See curriculum coverage for Maths

Understanding of the World

- HISTORY: The Victorians**
- Walt:** learn about the Victorians – a study of Victorian life and achievements and their influence
- Walt:** Develop a chronologically secure knowledge and understanding of British history
- Walt:** connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Walt:** compare and identify differences between medicines in the Victorian times.
- Walt:** about some of the key Victorian inventions.
- Walt:** compare Victorian transportation to now
- Walt:** devise historically valid questions about change, cause, similarity and difference, and significance
- SCIENCE: Earth and Space**
- Walt:** describe the Sun, Earth and Moon as approximately spherical bodies
- Walt:** find out about the size of the Earth, Sun and Moon and how far away from each other they are
- Walt:** use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.
- Walt:** use data to draw conclusions about the Sun at different times of the year.

COMPUTING: Digital Literacy

- Walt:** Use the internet to conduct effective searches
- Walt:** Use and evaluate a range of search engines
- Walt:** evaluating online content
- Walt:** Select, use and combine a variety of software to design and create content that accomplishes given goals

Languages

- Walt:** Ask and answer simple questions and talk about their interests e.g. discussing a picture with a partner, describing colours, shapes and saying whether I like it or not

Expressive Art and Design

Art and Design: Print-making

- Walt:** Use print as a starting point to embroidery.
- Walt:** Show experience in a range of mono print techniques. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
- Walt:** Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
- Walt:** Identify artists who have worked in a similar way to their own work.
- Walt:** Explore a range of great artists, architects and designers in history.
- Music:**
- Walt:** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians