

ANNOUNCEMENTS



WHAT WAS IT LIKE  
TO BE A  
VICTORIAN?  
SPRING 2





# READING

We will continue to cover the discrete reading skills through our class books "Reggie Houser has the Power", followed by "The Secret Garden" and specific texts relating to the Victorians.

- I can give/explain the meaning of **vocabulary** in context
- I can make **inferences** from texts and justify these using evidence.
- I can **predict** what might happen using evidence from the text.
- I can **explain** how information is related in a text and how meaning is enhanced through word choice.
- I can **retrieve** and record information from fiction and non-fiction texts.
- I can **summarise** the main ideas from more than one paragraph.



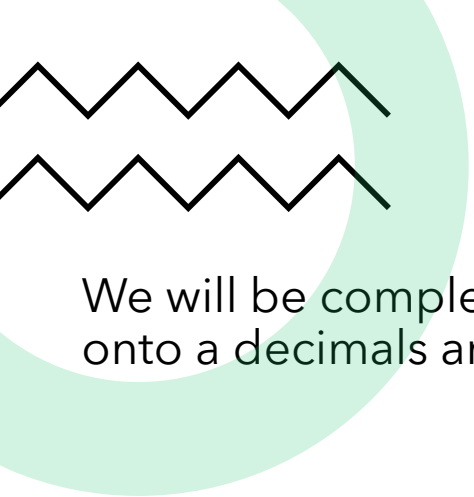


# WRITING

The text types we are learning about this half term are narrative story and narrative poem. The narrative story is the completion of our writing based on the short film "The Christmas Truce" directed by Ringan Ledwidge. The narrative poem is based on "The Highwayman" by Alfred Noyes.

- I can write effective sentences for a narrative.
- I can write effective sentences for a narrative poem.
- I can use dialogue effectively.
- I can use metaphor effectively.
- I can use a range of punctuation effectively.



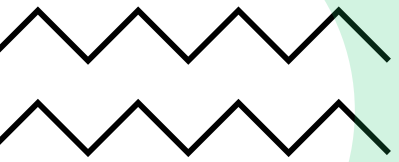


# MATHS

We will be completing our unit on Fractions and then moving onto a decimals and percentages focus.

- I can find the whole
- I can use fractions as operators
- I can recognise decimals up to two decimal places
- I can identify equivalent fractions and decimals (tenths)
- I can identify equivalent fractions and decimals (hundredths)
- I can identify equivalent fractions and decimals (thousandths)
- I can round to the nearest whole number
- I can round to one decimal place
- I can understand percentages
- I can recognise percentages as fractions
- I can recognise percentages as decimals
- I can recognise equivalent fractions, decimals and percentages





# SCIENCE

We will be learning about the life cycles of different types of animals, such as mammals and reptiles, as well as how plants reproduce. Our sequence of learning will be:

- I can compare how birds and mammals grow and change
- I can compare the life cycles of reptiles and amphibians
- I can summarise the life cycles of insects including complete and incomplete metamorphosis
- I can explain the life cycles of plants including sexual and asexual reproduction



1. **Birds and mammals have similar life cycles as they have young that are similar to adults but grow in size during their life cycle. The main difference is birds lay eggs and mammals have live young at the start.**
2. **Reptiles and amphibians both start life as eggs, sometimes called spawn, that grow into adults. However, amphibians go through a process called metamorphosis where their bodies transform.**
3. **Insects go through complete or incomplete metamorphosis. A complete metamorphosis means the insect's body changes completely whereas an incomplete metamorphosis means the insect's body grows bigger over time.**
4. **Sexual reproduction means the genetic material from two plants mixes to make a new plant.**
5. **Asexual reproduction involves splitting the genetic material of one plant and making an identical copy.**





# HISTORY

We will be learning about the Victorians and life in Victorian England. Our sequence of learning will be:

- I can describe key events in Queen Victoria's life and reign.
- I can describe the differences between the lives of the rich and the poor in Victorian England.
- I can explain how Doctor Barnardo changed the lives of poor children.
- I can communicate how Victorians have influenced our Christmas traditions.
- I can describe how employment changed in the Victorian era.



1. The Victorian period covers the years that Queen Victoria was on the throne.
2. Queen Victoria's reign began in 1837 and ended with her death in 1901.
3. During the Victorian era, inventors such as Brunel, Trevithick and Alexander Graham Bell furthered the rise of technology in this country.
4. Britain was the biggest and most powerful empire in the world
5. Not everything about the British Empire was good and many people's lives around the world were affected negatively.

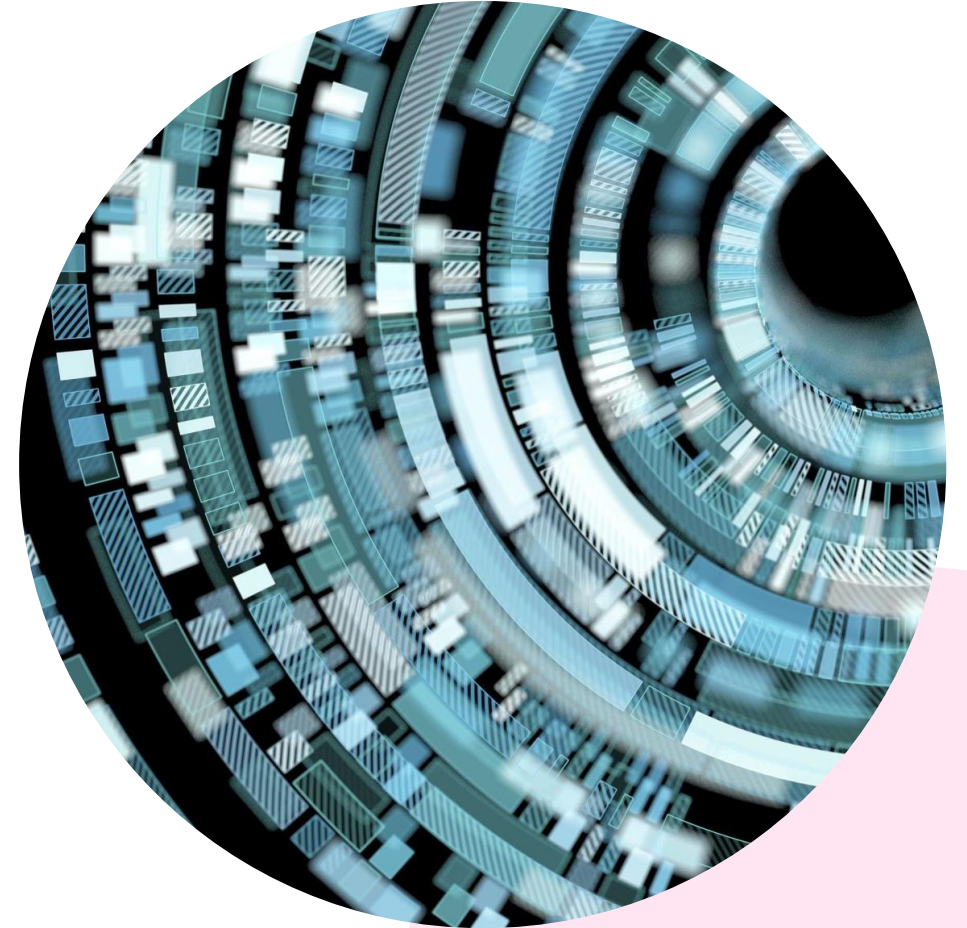




# COMPUTING

We will be learning about how digital systems work and the different ways that data can be input to a system, as well as potential outputs. We will also explore how search engines are able to locate specific information quickly and how results can be influenced.

- I can describe the input, process, and output of a digital system
- I can identify tasks that are managed by computer systems
- I can make use of a web search to find specific information
- I can relate a search term to the search engine's index
- I can explain that a search engine follows rules to rank results
- I can describe some of the ways that search results can be influenced





# PSHE

We will be learning about the living in the wider world - Money Matters.

- I can explain some financial risks we might encounter and can discuss how we can avoid them.
- I can understand how retailers try to influence our spending
- I can discuss choices we have when we spend our money
- I can explain why we need to budget and how to make one.
- I can discuss reasons and consequences of borrowing money
- I can explain the impact spending has on our environment



- 1. I dial 999 for emergency help.**
- 2. Childline telephone is 0800 1111.**
- 3. The SMART acronym for internet safety means SAFE, MEETING, ACCEPTING, RELIABLE, TELL.**
- 4. The cognitive triangle links thoughts, feelings and behaviours.**
- 5. A growth mindset helps to reframe challenges into positive opportunities to develop.**







# D T

We will build Victorian toys with cam mechanisms that have an animal theme to make links to our science learning this half-term. Children will research, design and make a mechanical device that meets a design brief.

- I can discuss the features of an automaton
- I can identify the correct cam for a chosen movement
- I can design an automaton to meet a design brief
- I can make an automaton to meet a design brief
- I can evaluate an automaton against its design brief



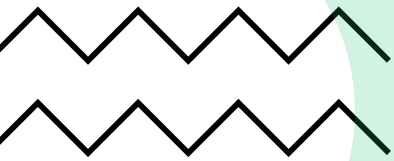


# RE

Christianity: Why do Christians think Jesus was the Messiah? / Why do some people believe in God and some not?

- Why do Christians believe Jesus was the Messiah?
- What qualities does a Saviour need?
- How is the idea of Jesus as the Messiah important in the world
- I can define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs
- I can give examples of reasons why people do or do not believe in God
- Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)





# FRENCH

This half-term we will be learning how to talk about Ma famille (My Family)

- Use the nouns and articles/determiners for family members in French
- Move from using the article/determiner 'the' with a family member to using the possessive adjective 'my' in French
- Answer the question 'As-tu des frères et sœurs?' (Do you have any brothers or sisters?) in French
- Introduce family members in French, using 'il/elle s'appelle (he/she is called)
- Use my knowledge of larger numbers in French to be able to describe the age of family members

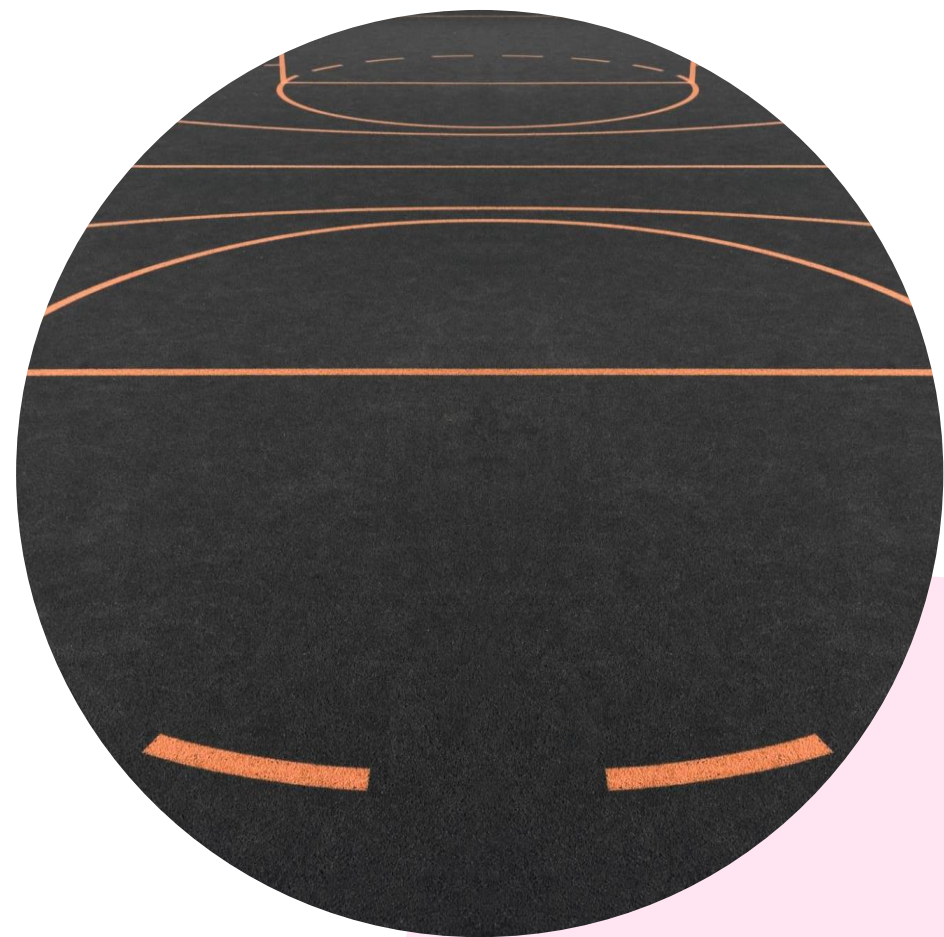


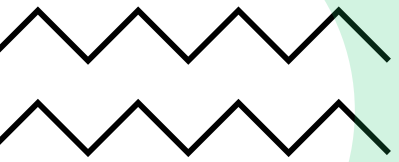


# P E

We will be playing basketball this half-term in our P.E. lessons with the class teachers. We will also play ultimate frisbie with DT coaching every week.

- Step 1: Keep possession of a ball when faced with opponents
- Step 2: Change speed and direction to get away from a defender
- Step 3: Use different skills to keep possession of a ball as part of a team
- Step 4: Apply basic principles suitable for attacking
- Step 5: Apply basic principles suitable for defending
- Step 6: Work effectively as part of a team





# MUSIC

We will be focusing on beat, rhythm, basslines, and riffs in unit 'Building a groove.' Using Watermelon man by Herbie Hancock as a stimulus, students will develop their rhythmic awareness, listening skills, and compositional skills through a series of practical activities.

- I can create a drum groove
- I can create a bassline
- I can create a riff-based melody





Our class books this half-term will be 'The Secret Garden'.



We will complete some of our science learning on animals and plants as well as our history lessons outside.



In history our Kea Task to assess pupil's learning will be to create a powerpoint display about different aspects of the Victorian era.



We will learn about the Victorian era in Cornwall. We will also have a visit from our local minister from Kea Church for our Easter Workshops.



We will learn about how everyone is different and we should celebrate our individuality. We will learn about the British Empire and colonialism.



We will have Go Cook workshops at Truro High School



We will research the life cycles of different animals and plants.



We will be listen to: 'Watermelon man' from Head Hunters (Herbie Hancock), 'Jesus you're worthy to be praised' (Potter's House Mass Choir), 'Cissy strut' (The Meters) and 'Le freak' (Chic).as part of our music unit.



We will research the work of different well-known naturalists and how their work is helping the planet. We will also learn about the industrial revolution during Victorian times and reflect on the consequences of this for our planet today.

