

Topic Map Class 2 Term 3/4 2021/22 - The Victorians

(Please note that the objectives within the learning sequence are summary of learning within our mixed classes, for more detailed year group specific objectives please refer to our Skills and Knowledge Progression documents)

<p>History/Geography Sequence of Learning</p> <ol style="list-style-type: none"> 1) Create mind-maps of previous knowledge and study key information about the Victorians. 2) Examine where The Victorians are on a timeline, and study a timeline of the Victorian period itself. 3) Throughout the topic use primary and secondary sources of evidence and evaluate their usefulness. Use these to build up a picture of life in the Victorian era including:workhouses and children, school, health care, inventions and crime and punishment. 4) Learn about the most notable figure in Victorian Times. 5) Look at the industrial revolution and how it has impacted life today. 6) Carry out a local history project related to The Victorians. 7) Using world maps learn about the British Empire. 8) Understand the key aspects of human/physical geography during the Victorian era and record and measure their observations. 8) Examine the impact of the Victorian period on life today. 9) Make comparisons with our life today and that of the Vicorian Era. <p>Assessment Activity</p> <p>To write a double page spread fact file about the Victorians.</p>	<p>Computing Sequence of Learning</p> <p>Recap on knowledge/skills learnt in the previous unit writing a powerpoint using Google.</p> <ol style="list-style-type: none"> 1)Create a number of structured presentations - earliest memories, hobbies and something that they feel strongly about. 2) Create a narrated presentation 3) Consider issues of trust and privacy when sharing information. <ol style="list-style-type: none"> 1) Plan an interactive adventure game 2) They write descriptions for their game 3) They source images for their game 4) They create links between slides 6) They test one another's games and give feedback. <p>Assessment Activity</p> <p>Create an effective presentation using well-chosen images and clear narration.</p> <p>Create an interactive adventure game (EXT: Inc narration).</p>	<p>P.E. Sequence of Learning</p> <p>Netball</p> <p>Balancing</p> <ol style="list-style-type: none"> 1)Stand on a line on the balls of my feet and maintain balance while catching a ball at my chest and throwing it back. 2)I can stand on a line on the balls of my feet and maintain my balance while catching a ball aimed at my knees and above my head. 3) I can stand on a line on the balls of my feet and maintain my balance while catching a ball away from my body. 4)I can do all of the above on a low beam. <p>Coordination</p> <ol style="list-style-type: none"> 1)Stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (both sides). 2) Travel and lunge, both forwards and backwards at varying speeds. 3)As above whilst catching and throwing a ball. 4)Develop throwing and catching skills,increasing speed and changing direction 5)Awareness of space and making tactical decisions. 6)Evaluate performance of self and others. <p>Dance</p> <ol style="list-style-type: none"> 1)To identify and repeat the movement patterns and actions of a chosen dance style. 2)To confidently improvise with a partner or on their own. 3)To demonstrate precision and some control in response to stimuli. 4) To begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. 5)To change parts of a dance as a result of self-evaluation. 6) To use simple dance vocabulary when comparing and improving work. <p>Assessment Activity</p> <p>Apply balancing/balls skills to netball matches.</p> <p>To compose longer dance sequences in a small group.</p>	<p>P.S.H.E Sequence of Learning</p> <ol style="list-style-type: none"> 1) Economic Wellbeing - Explore attitudes to saving and spending and understand the term, 'value for money.' Explain how spending and decisions can affect others and the risks associated with money including gambling. How can money impact people's feelings and emotions? 2) Physical and Mental Health - To explore the elements and benefits of a balanced, healthy lifestyle. To know what good physical health means and where to seek support if worried about physical or mental health. 3)Physical and Mental Health - Explore how regular exercise can benefit mental and physical health. 3)Physical and Mental Health - Explore how sleep can benefit mental and physical health. 4)Physical Health- How to maintain good oral hygiene. 5)Physical Health - Benefits and risks associated with sun exposure. <p>Assessment Activity C</p> <p>Create an information leaflet about sun safety.</p>	<p>Science Sequence of Learning</p> <ol style="list-style-type: none"> 1)Create mind-maps of previous knowledge and study key information about electricity & forces 2)To identify common appliances that run on electricity 3)To construct a simple series electrical circuit, identifying and naming its basic parts, inc using symbols to represent the circuit in a diagram. To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 4)To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. 5)To recognise some common conductors and insulators, and associate metals with being good conductors. <ol style="list-style-type: none"> 1)To notice that magnetic forces can act at a distance and observe how they repel and attract. 2)To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. 3) To predict whether 2 magnets will attract or repel each other, depending on which poles are facing. 4) Gravity and effects of air resistance, water resistance and friction. <p>Assessment Activity</p> <p>To write a double page spread fact file detailing their knowledge of electricity & forces</p>
<p>French Sequence of Learning</p> <p><u>Food. Glorious Food!</u></p> <ol style="list-style-type: none"> 1)To follow a familiar story in French. 2) Understand the key features and patterns of basic grammar in the context of requesting something to eat. 3) To give preference for or against different foods. 4) Describe the colours and size of foods both orally and in writing. 5) Engage in conversations, asking and answering questions and expressing opinions. Participate in a French food tasting session. <p>Assessment Activity</p> <p>Say what foods from a set that they like/dislike. Taste some different French foods and express opinions about them.</p>	<p>Music Sequence of Learning</p> <p>Continue to develop skills in playing the recorder, using Charanga scheme - Blown Away 1.</p> <ol style="list-style-type: none"> 1)Revise notes: B,A,G. 2)Learn note E - Learn to play 'Easy Peasy'. <p>In groups, write a composition to replace the first verse. Perform to class.</p> <p>Perform the whole song as a class, incorporating group compositions.</p> <ol style="list-style-type: none"> 3) Learn note D - Learn Disco Razzamatazz. 4) Compose a piece of music using the five notes taught (Record on manuscript paper or as symbols.) 5) Perform and evaluate, own work and that of others. <p>Assessment Activity</p> <p>Compose, record, perform and evaluate a short piece of music on the recorder and percussion instruments of their choice.</p>	<p>Art Sequence of Learning</p> <ol style="list-style-type: none"> 1) Explore the work of a range of artists (inc. William Morris) describing the differences and similarities between different practices and disciplines, and making links to their own work. 2) Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. 3) Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. <p>Assessment Activity</p> <p>Design and create a wallpaper pattern based on the work of William Morris using a variety of printing techniques.</p>	<p>R.E. Sequence of Learning</p> <ol style="list-style-type: none"> 1)Create mind-maps of previous knowledge and study key information about Judaism. 2) How Abraham founded Judaism and Where in the world it is practised. 3) The Rules of Kashrut and kosher food. 4) The Passover Story. 5) Celebrating Passover. <p>Easter timeline:</p> <ol style="list-style-type: none"> 1)Lent 2) Palm Sunday and The Last Supper 3) Good Friday 4) Easter Sunday 5) Comparing Passover and Easter 6) Easter Symbols and celebrations. <p>Assessment Activity</p> <p>Produce a double page spread to detail their understanding of how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p> <p>Retell the Easter story and explain how Jesus's life, death and resurrection teaches Christians about forgiveness.</p>	<p>D.T. Sequence of Learning</p> <ol style="list-style-type: none"> 1)To evaluate products that use levers, sliders, pulleys and cams as well as those with electrical and mechanical systems - link with Science - Levers, pulleys and gears allow a smaller force to have a greater effect. 2)To design a toy/bridge that uses the above. 3)To investigate different materials which could be used for the product and evaluate their effectiveness. 4)Make the product. 5)Evaluate the product. <p>Assessment Activity</p> <p>Make a toy or bridge that uses mechanical and/ electrical systems.</p>

Maths Topics Fractions, Multiplication/Division Perimeter and area. **English Topics** Stories based in Victorian Britain - Cogheart and Street Boy. Non-chron reports about Victorian life. Letters from a Victorian Child. Newspaper Reports based on life in a workhouse.