



YEAR B - AUTUMN 2
Key Stage: Lower Juniors
Topic: Victorians

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English	Maths	
	Year 3	Year 4
<p><u>Victorian Homes and Schools</u></p> <p>Children write an information text about life in a Victorian home and for a Victorian school child.</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> • Use subordinate conjunctions 'when' and 'if' • Explore using personal and impersonal style and writing in second and third person • Fronted adverbials <p><u>Alice in Wonderland</u></p> <p>Children to write a version of the portal fantasy story 'Alice in Wonderland.'</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> • Use subordinate conjunctions • Create character • Use adjectives and fronted adverbials to create a setting <p><u>Polar Express</u></p> <p>Children write a Christmas story inspired by the Polar Express</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> • Use expanded noun phrases • Fronted adverbials • Use inverted commas and accurate speech punctuation 	<p>Subtraction</p> <ul style="list-style-type: none"> • Subtract numbers mentally including: <ul style="list-style-type: none"> ○ a three-digit number and 1s ○ a three-digit number and 10s ○ a three-digit number and 100s • Subtract numbers with up to 3 digits using formal written methods of columnar addition and subtraction • Estimate the answer to a calculation • Solve problems, including missing number problems using number facts, place value and more complex addition and subtraction. <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Use multiplication facts for the 3,4 and 8 multiplication tables • Write and calculate mathematical statements for multiplication using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. 	<p>Addition/Subtraction</p> <ul style="list-style-type: none"> • Subtract numbers with up to 4 digits using the formal written method of columnar subtraction where appropriate • Estimate and use inverse operations to check answers to a calculation • Solve addition and subtraction two-step problems in contexts deciding which operations and methods to use and why. <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Use multiplication facts for multiplication tables up to 12x12 • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1 and multiplying together 3 numbers • To recognise and use factor pairs and commutativity in mental calculations • To multiply two-digit and three-digit numbers by a one-digit number using formal written layout • To solve problems involving multiplying, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

	Computing	History	Geography
Description	The children will create a game using coding software Scratch.	Children to learn what life was like in the Victorian era.	
NC Objectives	<ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs, work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	<ul style="list-style-type: none"> A local history study Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	
Substantive Knowledge	<ul style="list-style-type: none"> Understand how to make an algorithm or use when programming. Understand how to decompose tasks (such as animations) into separate steps to create an algorithm Understand abstraction is focusing on important information Identify patterns in an algorithm. Use repetition in algorithms. Use logical reasoning to detect and correct errors in programs. 	<ul style="list-style-type: none"> To understand what life was like for a Victorian school child To identify local Victorian history and identify similarities and differences between these times. To learn about Queen Victoria and her reign as monarch To compare Victorian homes to modern day homes. 	
Disciplinary Skills	<ul style="list-style-type: none"> To write a complex algorithm to create a game. To decompose tasks and debug my algorithm. 	<ul style="list-style-type: none"> Chronology - Uses more precise chronological vocabulary; can describe main features associated with the period studied, mostly using period specific language; can give simple explanations that not everyone in the past lived in the same way Continuity and Change - Can describe some changes in history over a period of time and identify some things which have stayed the same; can describe and give some examples of a range of changes in particular points in history while some things remained the same Cause and Consequence - Can describe the causes and/or consequences of an important historical event offering more than one example of its results Historical significance - Understands that events, people and developments are considered significant if they resulted in change; can identify significance reveals something about history or contemporary life Historical Enquiry - Can describe in simple terms how sources reveal important information about the past; Asks perceptive questions; Knows how to find, select and utilise suitable information and sources to formulate and investigate hypothesis 	
Vocabulary	algorithm, animation, application, code, code block, coding application, debug, decompose, interface, game, loop, predict, program, remixing coe, repetition code, review, scratch, sprite, tinker	Victorian, houses, modern day, terrace, range, coal, electricity, rag rugs, school, classroom, sewing, technical drawing, arithmetic, 3 Rs, drill, National Anthem	
Assessment	To make a game using the skills learned from 'The Magic Carpet'.	End of unit essay: Have our lives improved compared to Victorian children?	

	Art	DT	Science
Description	Children to explore William Morris and Nancy Wolfe printing artwork. Children to use printing techniques to create their own wallpaper.		Physics - Electricity: the children learn to create simple series circuits and the difference between conductors and insulators
NC Objectives	<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • About great artists, architects and designers in history. 		<ul style="list-style-type: none"> • Identify common appliances that run on electricity • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators and associate metals with being good conductors.
Substantive Knowledge	<p>Theoretical</p> <ul style="list-style-type: none"> • To find out about the life and works of William Morris. • To compare these to the works of Nancy Wolfe <p>Practical</p> <ul style="list-style-type: none"> • Artist study in sketchbooks • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Use the work of artists to replicate ideas or inspire own work -William Morris • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook. • Create printing blocks using a relief or impressed method. • Develop print techniques i.e. mono-printing, block printing, relief or impressed method. • Create repeating patterns. • Print with two colour overlay 		<ul style="list-style-type: none"> • Identify common appliances that run on electricity • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators and associate metals with being good conductors.
Disciplinary Skills	<p>Disciplinary Knowledge</p> <p>What was the purpose of William Morris' artwork? Is it art?</p>		<ul style="list-style-type: none"> • Setting up simple practical enquiries, comparative and fair tests (What will happen if I add more light bulbs to my simple circuit) • Making systematic and careful observations of the changes to the brightness of the lightbulbs • Classifying into conductors or insulators • Drawing labelled diagrams of simple electrical circuits • Oral report on observations from adding lightbulbs to the simple circuit • Using results to raise further questions: what if I added...lightbulbs? What if I add more batteries?
Vocabulary	Architect designer tapestry interior motif symmetry block relief printing overlay		Electricity, plug, wire, circuit, cells, bulbs, switches, buzzers, conductor, insulator, metal, complete, incomplete, loop, battery, series, parallel, circuit, switch
Assessment	Can the children: Recall facts and discuss the print work of William Morris and Nancy Wolfe. Design and create a print. Print wallpaper using two colour overlays.		Headstart quiz on electricity

	PE	Music	Religious Education	
Description	Indoor - Creative Outdoor - Hand and stick invasion	Christmas is Coming	Description	ANGELS Children will consider the idea of imagery and will look at the roles that angels played in the Nativity story.
NC Objectives	<ul style="list-style-type: none"> • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> • Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	Living Difference Concept Cycle	<p>Communicate To express their response to self image by creating a mood board. To describe the imagery they have used and what this may communicate to others.</p> <p>Apply To recognise and describe how some adverts for products use imagery to influence the consumer. To recognise and describe the image that some famous people may want to create for themselves and think about why</p> <p>Inquire To accurately describe what is meant by the words image and imagery To accurately describe what a stereotype of an angel is like and why this image is influenced by what they have previously seen and heard.</p> <p>Contextualise To accurately describe the imagery of angels from a range of artistic impressions and determine the different roles that angels have To accurately describe how the imagery of angels is used in different parts of the Nativity story</p> <p>Evaluate To discern and describe the importance to Christians of the messages brought by the angels in the Nativity story To recognise why the imagery of the angels depicted in the Nativity story is important and consider why other images may not be as helpful To reflect on what the imagery of Angels means to them</p>
Substantive Knowledge	<p>Creative</p> <ul style="list-style-type: none"> • Perform dances using a range of movement patterns. <p>Hand and stick invasion</p> <ul style="list-style-type: none"> • Sending an object and receiving and object in combination and spatial awareness • Play competitive games, modify where appropriate and apply basic principles. 	<ul style="list-style-type: none"> • Identify melodic shape and explore different scale patterns including pentatonic, major and minor • Identify and understand how rhythm patterns fit to a steady beat using 2,3 and 4 metre. 	Religious Traditions	CHRISTIANITY
Disciplinary Skills	<ul style="list-style-type: none"> • Use simple motifs and movement patterns to structure on their own, with a partner and in a group • Refine, repeat and remember dance phrases and dances • Perform dances clearly and fluently • Describe, interpret and evaluate dance, using appropriate language • Use different techniques for controlling, dribbling and shooting using a putter and ball. • Developing hand eye coordination. • Sending an object to a specific target using control and accuracy. 	<ul style="list-style-type: none"> • Use the voice as an instrument, chant and sing expressively in layers including more complex rounds and partner songs • Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality • Recognise which improvements need to be made • Understand and use detailed graphic notation. Use basic stave notation • Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically • Describe, discuss and share opinions about what you hear, the context/purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary. 		
Vocabulary	Flexibility, rhythm, expression, strike, dribble, control, accuracy.	Pitch, step, leap, repeat, major, duration, steady beat, rhythm pattern, metre	Vocabulary	Image, imagery, stereotype, roles, guardian, warrior, messenger
Assessment	Creative - To perform a dance Hand and stick invasion - Accuracy of target hitting.	Create and perform small group versions of Christmas is Coming'.	Assessment	To produce a labelled image of an angel and to consider whether this is influenced by stereotypical ideas

	PSHE	MFL (French)	
Description	Celebrating Difference - To understand that conflicts happen but recognise what to do if you see them occur and the impact this can have.	To learn the numbers to 20 and say how old they are.	
NC Objectives	<ul style="list-style-type: none"> • Understand about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) • Recognise their individuality and personal qualities • Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • Recognise the impact of bullying • Understand strategies to respond to hurtful behaviour experienced or witnessed • Understand discrimination: what it means and how to challenge it. 	<ul style="list-style-type: none"> • To explore the patterns and sounds of language through songs and link the spelling, sound and meaning of words • To speak in sentences using familiar vocabulary, phrases and basic language structures • To present information orally to an audience 	
Substantive Knowledge	<ul style="list-style-type: none"> • Understand that everybody's family is different and important to them • Understand that differences and conflicts sometimes happen among family members • Know what it means to be a witness to bullying • Know that witnesses can make the situation better or worse by what they do • Recognise that some words are used in hurtful ways • Tell you about a time when my words affected someone's feelings and what the consequences were. 	<ul style="list-style-type: none"> • To be able to read and say the numbers 1-20 • To be able to ask someone how old they are • To be able to tell someone how old they are • To be able to tell someone how old someone else is 	
Disciplinary Skills	<ul style="list-style-type: none"> • Appreciate my family/the people who care for me • Know how to calm myself down and can use the 'Solve it together' technique • Know some ways of helping to make someone who is bullied feel better • Can problem solve a bullying situation with others • Try hard not to use hurtful words • Give and receive compliments and know how this feels. 	<ul style="list-style-type: none"> • To adapt intonation to ask questions • To repeat modelled short phrases • To recognise a familiar question and respond with a simple rehearsed response • Use familiar vocabulary to say a short sentence using a language scaffold 	
Vocabulary	Family, loving, caring, safe, connected, difference, special, conflict, solutions, resolve, witness, bystander, bullying, gay, unkind, tell, feelings, consequences, hurtful, compliment, special, unique, difference, similarity	Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, Quel âge as-tu? J'ai...ans Introduce - il/elle Verb avoir Quel âge a-t-il? Quel âge a-t-elle? Il/Elle a _____ ans.	
Assessment	Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. Be able to tell you how being involved with conflict makes me feel and can offer strategies to help the situation.	To be able to introduce themselves, saying their name, age and how old they are.	