## **The Federation of the Church Schools of Shalfleet and Yarmouth**

Medium Term Plan: Class: Star Class Term: Spring 1

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| Title: **We are not amused – Victorian England** | Timescale:  6 weeks |
| **Rationale** :  Welcome back to a New Year and a new half term. I am looking forward to an exciting new topic on the Victorians. During this topic, we will be finding out all about Victorian Britain and how it shaped our lives. The children will have an opportunity to look at different aspects of Victorian life, the lives of both children and adults, finding out about their working and home life. We will be asking questions and researching answers presenting our findings in different ways. We are so lucky to have on our doorstep the private home of Queen Victoria and Prince Albert and as part of this topic we are hoping to be able to visit Osborne house and experience what life during the Victorian period was like.  **Big Questions.**  When was the Victorian period?  What famous people lived during this time?  How did this period change Britain?  How does it compare to today? | |
| **Focus Curriculum Principle:**  High quality outcomes, deep learning  Challenging, engaging and motivating.  Opportunities for memorable experiences. | |
| **Main Subjects Covered:**  **History-** of places studied and how they have changed  **Art-** Portraits and landscapes – artists and techniques.  **World Geography** – British Empire | **PSHE/SMSC:**  P.H.S.E: Seal- Going For Goals – Recognising our own self worth  British values- Individual liberty  Link to the Value: Relationships |
| **Maths:**  Addition and Subtraction  Multiplication and Division | **English:**  **Text driver –**  **The Houdini Box** |
| **Science:**  Simple forces, including magnetism (building structures) | **R.E.**  Good and evil - Holi |
| **Global/Cultural Link:**  Looking at the impact the Victorians had on Britain and the world. | **Trips/Events/Visitors/Risk Day:**  Visit to Osborne house and workshop. |
| **Optional Home Task:**  To choose a famous Victorian to study and present your research in an imaginative way – a fact file, booklet, power point, pictures, paintings etc. When you have done your research, you will present your work to the class at the end of the topic. | **Homework:**  Daily reading  Times Tables 2x, 5x, 10x, 3x, 4x, 8x  Spelling focus |

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| **Subject** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Science | Assessment from last half term  Relook at our long study question.  Do we see Pollinating insects all year round? | Compare how things move on different surfaces | To notice that some forces need contact between two objects, but magnetic forces can act at a distance. | Observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two pole. Predict whether two magnets will attract or repel | 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 | The strength of magnetic forces are affected by the strength of the magnet. The distance between the magnet and the object. The material the object is made from. |  |
| History | Timeline  British Empire | Queen Victoria | Osborne House  Family life | Life in Britain  Home /children | Life in Britain  Work/ industry |  |  |
| Geography | Look at the world map and locate the British Empire and how things have subsequently changed |  |  |  |  | Identify physical features form Victorian Britain around the country |  |
| Art | Research portrait and landscape artists | Portrait sketches of each other | Portraits painting | Queen Victoria and prince Albert |  |  |  |
| Design and Technology |  |  |  |  | Victorian bridge design Create own design | Construct and evaluate  Presentation |  |
| Music | Victorian music hall | Victorian music hall | Listen to pieces of music discuss and describe how/what it makes you feel.. | Explore instruments and the sounds they can produce – consider pitch/duration etc | From a visual stimulus compose and create own piece of music | Perform and review compositions. |  |
| Computing  Mr Roberts | E Safety  Desktop Publishing - Word | E Safety  Desktop Publishing - Word | E Safety  Digital Literacy – My Online Community + video | E Safety  Barefoot Coding – Scratch Tinkering Activity | E Safety  Barefoot Coding – Scratch | E Safety  Coding –Magic Carpet |  |
| PE  Mr McCormack | Gymnastics  Invasion Games | Gymnastics  Invasion Games | Gymnastics  Invasion Games | Gymnastics  Invasion Games | Gymnastics  Invasion Games | Gymnastics  Invasion Games |  |
| RE | Relationships - individual | Relationships – found in the Bible | Relationships – found in the Bible | Relationships – found in other cultures | Good and Evil - Holi | Good and Evil - Holi |  |
| SMSC/PSHE Democracy. | Looking at How New Year is celebrated around the world. | Chinese New Year | Recognising their worth as individuals, by identifying positive things about themselves | Recognising their achievements, seeing their mistakes, making amends and setting personal goals; | Resolving differences by looking at alternatives, making decisions and explaining choices; | Recognising the different risks in different situations and then decide how to behave responsibly. |  |