Wow Starter: Through the key hole... what

victoria to visit- on way to

http://images.scholastic.co.uk/assets/a/38/b6

History-Local area study.

OS maps of local area.

Research Victorian era.

What was like like in Cambo in the past?

Life for children in Victorian times. School life.

Lord Shaftsbury-new laws to protect children

Link to law making in PSED and Citizenship

(what would Cambo School have been like?)

Jobs that children did-Chimney sweeps

working in factories and the mines

Try to explore through finding out about life in the past with a focus on Victorian Times

Working in factories. Down mines. Life in the workhouse.

Geography-mapping a walk in Cambo Village. Looking at signs/

can we see?

numbers up or down to the nearest 10, 100 or 1000 ue to add and subtract multiples of 10, 100 and 100

act 2-digit from 3-digit numbers using expanded or compact decomposition lerstand that multiplication is commutative and use it in mental calculations

Count in 7s and recall multiplication and division facts for the ×7 table

Multiply 3-digit by 1-digit numbers using the ladder method le measure and money problems involving fractions and decimals up to 2 decimal places imate, compare and calculate different measures, including money in pounds and pence ubling and halving to multiply and divide by 4 and 8 and solve correspondence problems

Double and halve 3-digit numbers by partitioning Find fractions of amounts and relate to division and multiplication

Double and halve 3-digit numbers by partitioning
Find fractions of amounts and relate to division and multiplication
Understand unit and non-unit fractions with denominators ≤ 12
Develop an understanding of equivalence in fractions; 1/2s, 1/3s, 1/4s, 1/5s, 1/6s, 1/8s, 1/10s

Identify the equivalent fraction for any given fraction
Use equivalence to reduce fractions to their simplest form
Solve simple measure and money problems involving fractions and decimals up to 2 decimal places
Estimate and measure angles, recognising that they are measured in degrees
Compare and classify acute and obtuse angles; order angles up to 180°
Draw horizontal, perpendicular and parallel lines of a given length
Identify line symmetry in 2D shapes presented in different orientations
Classify 2D shapes according to their properties: right angles, lines of symmetry,
parallel and perpendicular lines
Draw shapes with specified properties: a right angle, two perpendicular lines, two parallel lines
Complete a symmetric figure with a given line of symmetry
Identify factors and multiples, and begin to find common factors
Divide 2- and 3-digit by 1-digit numbers using a written method
drawn from mental strategies with integer remainders
and answers between 10 and 20
Subtract 4-digit from 4-digit multiples of 1000 by counting up
Use number facts to add to the next multiple of 100 or 1000
Find change from £5, £10 and £20 by counting up
Count up to find change from £10, £50 and £100

Word detectives week. Investigate spelling patterns such as prefixes/suffixes

Looking at poems that explore questions.
Discuss the structure and meaning of a poem with a riddle

Draft, write and edit a poem
Myths and Legends-explore features such as language and themes
George and the Dragon

Dragon Slayer
Explore powerful verbs and expanded noun phrases
Guided reading-The Spiderwick Chronicles
•drawing inferences such as inferring characters' feelings,
thoughts and motives from their actions, and justifying inferences

predicting what might happen from details stated and implied
 identifying main ideas drawn from more than one paragraph and summarising these
 identifying how language, structure, and presentation contribute to meaning

Christina Rosetti-poetry
What is Pink? Who has seen the wind?

Trevelyan

Photo Album

Project

Working

with Newcastle

University to

explore the

life of the

Trevelyan

Family

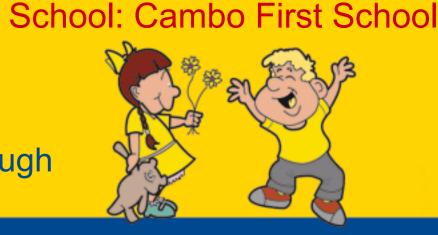
in particular

the children

Double riddle and flint

to and from 4-digit numbers
Count above 1000 in 1s and 100s
Count beyond 1000 in 10s
Count in 50s and 25s, using the 100s count
Describe, predict and explain patterns

Final Event: Empire Day
Ragged Schools Day (part way through project)



Teacher: MRSPAULACUMMINGS

MATHEMATICS AND COMPUTING

Number - number and place value LK52 m116 count in multiples of 6, 7, 9, 25 and 1000 • m118 count backwards through zero to include negative numbers

m119 recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and

m120 order and compare numbers beyond 1000

m122 round any number to the nearest 10, 100 or

• m123 solve number and practical problems that involve all of the above and with increasingly large positive numbers

1000

Number - addition and subtraction LK52 • m125 add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate m127 solve addition and subtraction two-step problems in contexts, deciding which operations and

methods to use and why.

Number - multiplication and division LKS2 m128 recall multiplication and division facts for multiplication tables up to 12×12 · m129 use place value, known and derived facts to multiply and divide mentally, including: multiplying by O and 1; dividing by 1; multiplying together three

• m130 recognise and use factor pairs and commutativity in mental calculations · m132 solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m

Number - fractions (including decimals) LKS2 • m133 recognise and show, using diagrams, families of common equivalent fractions

· m135 solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

m136 add and subtract fractions with the same

• m137 recognise and write decimal equivalents of any number of tenths or hundredths

· m138 recognise and write decimal equivalents to

1/4, 1/2, 3/4 · m139 find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and

· m140 round decimals with one decimal place to the

· m141 compare numbers with the same number of

Geometry - properties of shapes LKS2 · m149 compare and classify geometric shapes, including quadrilaterals and triangles, based on their

· m150 identify acute and obtuse angles and compare and order angles up to two right angles by

· m151 identify lines of symmetry in 2-D shapes presented in different orientations · m152 complete a simple symmetric figure with

Statistics LKS2

· m157 solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

· co14 I can design, write and debug simple programs to control or simulate physical systems · co16 I am aware that programs follow a sequence from one instruction to the next

· co20 I can use a variety of inputs (keyboards/keypads/switches) to enter data into a

outputs (screen displays/wheel movements/lights) · co22 I can use logical reasoning to interpret how an algorithm works and thus rectify any errors · co29 I know the rules for keeping safe on the internet and how to be a responsible internet user · co30 I know what is acceptable content and behaviour on the internet and what to do if I am, or any of my friends are, a victim of any inappropriate

nearest whole number

decimal places up to two decimal places · m142 solve simple measure and money problems involving fractions and decimals to two decimal

properties and sizes

respect to a specific line of symmetry

· co21 I can write a program to produce a variety of

William Morris printing. Looking at use of nature and pattern. Charles Rennie Macintosh 10 pieces Classical music from the Victorian era Looking at Light and Shade in Victorian art.

Local Area Study/Vict orians

> Epiphany journey of The Three Kings Easter-Festivals. How we celebrate/ how Easter is celebrated around the World Relationships and Citizenship

Democracy and law making to build up to our visit to Parliament and

Where would I like to live unit Comparing life as a child in different countries around the world What is it like to go to school there/compare daily life. Compare similarities and differences. Ask questions and discuss Build an opinion of which country I would like to live in and why. Read for information Plan and discuss ideas for writing a non-chronological report.

Science

Electricity

Investigating

circuits

Safety

Famous

scientists

associated

electricity

Draft and write a report.

Gymnastics on Friday morning building on skills

Swimming-Tuesday pm

Skipping sessions developing skills for skipping festival

LITERACY

Reading - word reading LKS2

• e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they

Reading - comprehension LK52

- e137 develop positive attitudes to reading and understanding of what they read by: • e138 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference
- books or textbooks • e139 reading books that are structured in different ways and reading for a range of purposes • e140 using dictionaries to check the meaning of
- words that they have read • e141 increasing their familiarity with a wide range of books, including fairy stories, myths and legends,
- and retelling some of these orally • e142 identifying themes and conventions in a wide range of books
- e143 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • e144 discussing words and phrases that capture
- the reader's interest and imagination • e145 recognising some different forms of poetry [for example, free verse, narrative poetry] • e146 understand what they read, in books they can read independently, by:
- · e147 checking that the text makes sense to them, discussing their understanding and explaining the
- meaning of words in context • e148 asking questions to improve their

• e160 write from memory simple sentences. dictated by the teacher, that include words and punctuation taught so far.

Writing - handwriting LKS2

• e161 use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left

• e162 increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing - composition LKS2

and plot

- e163 plan their writing by: • e164 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • e166 draft and write by:
- · e167 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of
- sentence structures (English Appendix 2) • e168 organising paragraphs around a theme • e169 in narratives, creating settings, characters
- e171 evaluate and edit by: • e172 assessing the effectiveness of their own and others' writing and suggesting improvements • e174 proof-read for spelling and punctuation
- e175 read aloud their own writing, to a group or the whole class using appropriate intenation and

OUTDOOR LEARNING

Mapping Cambo through a walk Looking at nature garden/pond to explore patterns in William Morris's

work

Visit to London and Parliament to explore how laws are made in this country

Laing Art Gallery with study focus of sculpture Henry Moore

Visit to

Pantomime.

Visit to

UNDERSTANDING THE WORLD

LKS2

· hi18 I can place events, people and changes into correct periods of time (British, local and world

· hi19 I can describe key features and events in the periods and societies I have studied

· hi20 I can recognise similarities and differences between periods of time • hi21 I can use a range of appropriate historical

vocabulary including abstract terms such as 'empire' or peasantry'

range of research skills · hi26 can use sources of information, including ICT,

to find out about events, people and changes in the

· hi24 I can draw informed conclusions by using a

· hi27 I understand that the same event in the past can be interpreted or represented differently by different people

· hi28 I can describe reasons for the different interpretations of historical events, significance of individuals or changes in the periods and societies I

• hi55 I have studied an historical theme beyond 1066 and show some understanding of the causes of change over time and the impact it had on the lives of people in Britain

EXPRESSIVE ARTS AND DESIGN

· ad10 I can show in my sketch book how I have developed techniques and ideas · ad15 I can talk about some famous artists, architects and designers from the past

· dt25 I can talk about my product and explain my

design ideas and where they came from • dt31 I can use a computer design program

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens

• pa21 Begin to develop negotiating strategies. · pa23 Participate in making and changing rules.

PSED Developing confidence and responsibility and making the most of their abilities LKS2 • pc25 Be able to talk about their views on issues that effect themselves and their class.

PSED Developing good relationships and respecting the differences between people LKS2 • pr25 Understand that their actions affect themselves and others.

• pr26 Able to empathise with another viewpoint. • pr27 Consolidate understanding of differences and similarities between people.

RE - Learning From Religion LKS2 · rf23 Identify how commitment to a religion is

Learning About Religion LKS2 · ra19 Begin to describe the key aspects of

religions, especially the people, stories and traditions that influence the beliefs and values of · ra20 Begin to describe the variety of practices

and ways of life in religions. PSED Preparing to play an active role as citizens PSED Developing confidence and responsibility and making the most of their abilities LKS2

• pa24 To continue to develop skills to take part in

• pa25 Continue to value contributions of others in

• pa26 Continue to develop negotiating strategies.

• pa29 Understand there are consequences when

• pa31 Understand that there are responsibilities

• pa32 To realise the consequences of anti social

and aggressive behaviours, such as bullying and

• pa28 Identify reasons about why rules are

small discussions about community issues.

· pa27 Know when to compromise.

discussion.

rules are broken.

as well as rights.

• pc29 Able to explain their views on issues that affect the school environment. • pc31 Begin to make responsible choices and

racism, on individuals and communities.

consider consequences.

Learning About Religion LKS2

· ra26 Describe aspects of religion, especially the people, stories and traditions that influence the beliefs and values of others.

· ra27 Describe the variety of practices and ways of life in religions.

· ra32 Develop a greater vocabulary to communicate their knowledge and understanding.

PHYSICAL EDUCATION

• pe6.1 I can perform fluent gymnastics sequences to demonstrate my control and balance • pe9.1 I can show you how I have improved in different activities over time

Swimming and water safety LKS2 • pe10 I can swim unaided in a recognised style over a distance of 25m

• pe10.1 I can swim at least two strokes in a recognised style

Local Area Study/Victorians - Stage Coverage UNDERSTANDING THE WORLD MATHEMATICS AND COMPUTING LKS2 Number - number and place value LKS2 • hi18 Pupils should continue to develop a • m116 count in multiples of 6, 7, 9, 25 and 1000 • m118 count backwards through zero to include

- chronologically secure knowledge and understanding of British, local and world history
- hi19 Pupils should continue to establish clear narratives within and across the periods they study. hi20 They should note connections, contrasts and trends over time
- hi21 They should develop the appropriate use of historical terms.
- hi24 They should construct informed responses that involve thoughtful selection
- the past is constructed from a range of sources hi27 They should understand that different versions of past events may exist

• hi26 They should understand how our knowledge of

- hi28 They should understand that different versions of past events may exist, giving some reasons for
- hi55 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 For example:

- negative numbers • m119 recognise the place value of each digit in a
- four-digit number (thousands, hundreds, tens, and • m120 order and compare numbers beyond 1000
- m122 round any number to the nearest 10, 100 or
- m123 solve number and practical problems that involve all of the above and with increasingly large positive numbers

Number - addition and subtraction LKS2

- m125 add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- m127 solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Number - multiplication and division LKS2

- m128 recall multiplication and division facts for multiplication tables up to 12 × 12
- m129 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three
- m130 recognise and use factor pairs and commutativity in mental calculations
- m132 solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Number - fractions (including decimals) LKS2

- m133 recognise and show, using diagrams, families of common equivalent fractions
- m135 solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- m136 add and subtract fractions with the same denominator
- m137 recognise and write decimal equivalents of any number of tenths or hundredths
- m138 recognise and write decimal equivalents to 1/4, 1/2, 3/4
- m139 find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • m140 round decimals with one decimal place to the nearest whole number
- m141 compare numbers with the same number of decimal places up to two decimal places
- m142 solve simple measure and money problems involving fractions and decimals to two decimal places.

Geometry - properties of shapes LKS2

- m149 compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- m150 identify acute and obtuse angles and compare and order angles up to two right angles by
- m151 identify lines of symmetry in 2-D shapes presented in different orientations
- m152 complete a simple symmetric figure with respect to a specific line of symmetry.

Statistics LKS2

• m157 solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

- co14 design, write and debug programs, controlling or simulating physical systems
- co16 use sequence in programs
- co20 use various forms of input co21 use various forms of output

errors in algorithms and programs

• co22 use logical reasoning to explain how some simple algorithms work and to detect and correct

PHYSICAL EDUCATION

- **pe6.1** develop flexibility, strength, technique, control and balance, for example gymnastics
- **pe9.1** demonstrate improvement
- **pe9.2** demonstrate their personal best.

Swimming and water safety LKS2

- pe10 swim competently, confidently and proficiently over a distance of at least 25 metres
- pe10.1 use a range of strokes effectively such as front crawl, backstroke and breaststroke
- pe10.2 perform safe self-rescue in different water-based situations.

EXPRESSIVE ARTS AND DESIGN

- LKS2 ad10 to create sketch books to record their observations and use them to review and revisit
- ad15 about great artists, architects and designers in history.

Design LKS2

- dt25 use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- dt31 generate, develop, model and communicate their ideas through computer-aided design

Reading - word reading LKS2

• e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

LITERACY

Reading - comprehension LKS2

- e137 develop positive attitudes to reading and understanding of what they read by:
- e138 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- e139 reading books that are structured in different ways and reading for a range of purposes
- e140 using dictionaries to check the meaning of words that they have read • e141 increasing their familiarity with a wide range of
- books, including fairy stories, myths and legends, and retelling some of these orally
- e142 identifying themes and conventions in a wide range of books
- e143 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- e144 discussing words and phrases that capture the reader's interest and imagination
- e145 recognising some different forms of poetry [for example, free verse, narrative poetry]
- e146 understand what they read, in books they can read independently, by:
- e147 checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- e148 asking questions to improve their understanding of a text
- e149 drawing inferences such as inferring characters' feelings, thoughts and motives from their
- actions, and justifying inferences with evidence e150 predicting what might happen from details stated and implied
- e151 identifying main ideas drawn from more than one paragraph and summarising these
- e152 identifying how language, structure, and presentation contribute to meaning
- e154 participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others

Writing - transcription - Spelling LKS2

- e155 use further prefixes and suffixes and
- understand how to add them (English Appendix 1) • e157 spell words that are often misspelt (English Appendix 1)
- e158 place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example,
- e160 write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing - handwriting LKS2

- e161 use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left
- e162 increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing - composition LKS2

- e163 plan their writing by:
- e164 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- e166 draft and write by:
- e167 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- e168 organising paragraphs around a theme e169 in narratives, creating settings, characters and
- e171 evaluate and edit by:

COMMUNICATION AND LANGUAGE

- fl1 listen attentively to spoken language and show
- understanding by joining in and responding
- fl3 engage in conversations; ask and answer
- fl3.1 engage in conversations and express opinions
- and respond to those of others
- and help
- fl5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- phrases and simple writing • fl8 appreciate stories, songs, poems and rhymes in
- the language
- create new sentences, to express ideas clearly
- orallyand in writing
- their peers • sl14 ask relevant questions to extend their
- sl16 articulate and justify answers, arguments and
- sI17 give well-structured descriptions, explanations
- sl19 use spoken language to develop
- imagining and exploring ideas sl20 speak audibly and fluently with an increasing
- sl21 participate in discussions, presentations,
- listener(s) sl23 consider and evaluate different viewpoints,

- fl2.1 link the spelling, sound and meaning of words
- questions
- fl3.2 engage in conversations and seek clarification
- fl4 peak in sentences, using familiar vocabulary, phrases and basic language structures
- fI7 read carefully and show understanding of words
- fl10 write phrases from memory, and adapt these t
- fl11 describe people, places, things and actions
- sl13 listen and respond appropriately to adults and
- understanding and knowledge
- and narratives for different purposes, including for expressing feelings
- understanding through speculating, hypothesising,
- command of Standard English
- performances, role play, improvisations and debates • sl22 gain, maintain and monitor the interest of the
- attending to and building on the contributions of racism, on individuals and communities.

PSED Preparing to play an active role as citizens

PSED & RELIGIOUS EDUCATION

- pa21 Begin to develop negotiating strategies. pa23 Participate in making and changing rules.
- PSED Developing confidence and responsibility
- and making the most of their abilities LKS2 pc25 Be able to talk about their views on issues
- PSED Developing good relationships and respecting the differences between people LKS2 pr25 Understand that their actions affect
- themselves and others. pr26 Able to empathise with another viewpoint. pr27 Consolidate understanding of differences and

RE - Learning From Religion LKS2

that effect themselves and their class.

rf23 Identify how commitment to a religion is shown.

Learning About Religion LKS2

similarities between people.

- ra19 Begin to describe the key aspects of religions, especially the people, stories and traditions that
- influence the beliefs and values of others. ra20 Begin to describe the variety of practices and ways of life in religions.

PSED Preparing to play an active role as citizens

- pa24 To continue to develop skills to take part in small discussions about community issues.
- pa25 Continue to value contributions of others in discussion.
- pa26 Continue to develop negotiating strategies.
- pa27 Know when to compromise. pa28 Identify reasons about why rules are needed. • pa29 Understand there are consequences when
- rules are broken. pa31 Understand that there are responsibilities as
- well as rights. pa32 To realise the consequences of anti social and aggressive behaviours, such as bullying and

PSED Developing confidence and responsibility and making the most of their abilities LKS2

• pc29 Able to explain their views on issues that affect the school environment. pc31 Begin to make responsible choices and

beliefs and values of others.

consider consequences

- Learning About Religion LKS2 ra26 Describe aspects of religion, especially the people, stories and traditions that influence the
- life in religions.

ra27 Describe the variety of practices and ways of

 ra32 Develop a greater vocabulary to communicate their knowledge and understanding.

