

As writers we will be writing: an alternative ending to a historical story (set in Victorian times); non-chronological reports on the lives of children in Victorian times; and a recount in the form of a news report of a significant Victorian event.

To write with purpose

- plan, draft, write, edit and improve

To use imaginative description

- Create vivid images by using alliteration, similes, metaphors and personification.
- Interweave descriptions of characters, settings and atmosphere with dialogue

To organise writing appropriately

- Choose effective grammar and punctuation

To use paragraphs

- Write paragraphs that give the reader a sense of clarity

To use sentences appropriately

- Write sentences that include: relative clauses, modal verbs, relative pronouns, brackets, parenthesis, a mixture of active and passive voice, a clear subject and object, hyphens, colons and semi colons, bullet points.

As historians we will be exploring the Victorian era, comparing the lives of children now and then as well as researching key Victorian events and inventions.

To investigate and interpret the past

- Select suitable sources of evidence, giving reasons for choices, to deduce information about the past
- Seek out and analyse a wide range of evidence in order to justify claims about the past.

To build an overview of world history

- Describe the social, ethnic, cultural or religious diversity of past society
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

To understand chronology

- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.

First hand experiences – to bring our learning alive we will: visit the Foundling Museum, explore a Victorian artefact box; and work with the library on our book art.

As readers we will be using our guided reading sessions to develop our reading skills:

- Identify and discuss themes and conventions in and across a wide range of writing
- Make comparisons within and across books
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying with evidence
- Predict what might happen from details stated and implied
- Discuss and evaluate use of language, including figurative language
- Summarise the main ideas drawn from more than one paragraph
- Retrieve and record information from non-fiction
- Distinguish between statements of fact and opinion

The Victorians

As scientists we will be investigating light and how we see, linking to important inventions in the field of light in Victorian times:

To work scientifically

- Plan enquiries, including recognising and controlling variables where necessary.
- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.

Physics – to understand light and seeing

- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

As geographers we will be exploring the British Empire in Victorian times

To investigate patterns and places

- Describe how countries and geographical regions are interconnected and interdependent.
- Name and locate some of the countries and cities of the world

As Religious Educators we will explore Buddhism, comparing the religion to the strict Christianity of Victorian times

- Explain how some teachings and beliefs are shared between religions
- Explain how religious beliefs shape the lives of individuals and communities.
- Show an understanding of the role of a spiritual leader

As artists we will be designing and creating book art linked to Victorian scenes from our class book *Cogheart*. In addition we will be creating our own version of William Morris patterns.

To master techniques – sculpture (Victorian scenes book art)

- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern.
- Combine visual and tactile qualities.
- Use frameworks (such as wire or moulds) to provide stability and form.
- To master techniques – collage (William Morris)
- Mix textures (rough and smooth, plain and patterned).
- Combine visual and tactile qualities.
- To take inspiration from the greats (William Morris)
- Give details (including own sketches) about the style of some notable artists, artisans and designers.
- Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.

As computer scientists we will use technology to research questions about Victorian times

To connect

- Collaborate with others online on sites approved and moderated by teachers.
- Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.
- Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.
- Understand the effect of online comments and show responsibility and sensitivity when online.
- Understand how simple networks are set up and used.