

As part of our cross-curricular learning this half-term, children will explore and answer their Main Driver Question (MDQ) - **'What were the triumphs and tragedies of the Victorian Era?'** This will be taught, not just through Geography and History, but intertwined through all subjects within our curriculum, and in your child's research homework.

### Reading: Twelve Minutes to Midnight by Christopher Edge

Step into Victorian Britain to discover a thrilling mystery about a sinister plot to shape and control the future. This spine-tingling historical adventure is definitely worth a read!

We learn how to effectively discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way, thus developing our summarising reading skill. **Children should be reading for a minimum of 45 minutes a day, at home, in order to progress in learning.**



### Writing

This half-term, children will write **newspaper articles** about the working conditions in a Victorian Match Stick Factory. After this, children will use their research skills to write a **persuasive text** about joining a modern workhouse. This provides opportunity to develop speaking and listening skills as we learn to debate clearly with confidence.

### PSHE



In PSHE, our topic is 'Healthy Me'. We will look at respecting and valuing our own bodies, making positive informed decisions and identifying how to remain calm in emergencies.

### Maths



Children will be starting with 'Shape', then progressing onto 'Measures'. In Year 5, children should be able to identify 3-D shapes and know angles are measured in degrees. They must be able to estimate, compare, measure and draw acute, obtuse and reflex angles.

### History



We will be exploring the triumphs and tragedies of Victorian Britain, including the Industrial Revolution. Children will research and explore primary and secondary sources in order to compare their lives today, to the life of a Victorian child. We will explore chronology and the harsh conditions in workhouses.

- Britain in 1837. What sort of country did Queen Victoria inherit?
- How did the wealth of industrialisation change Britain?
- What effect did transportation have on British globalisation?
- What was it like to work in a Victorian school and workhouse? How did Britain and its Empire influence the world?

### Computing



Learners will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion.

### Religious Education

Our main driver question for this term is **'Why do we sometimes get it wrong?'** We will continue to learn about this through all faiths in particularly Buddhism and Zoroastrianism. lo

### Languages – French



Our topic is 'My House.' We will learn conversational language to be able to talk about our homes. We will also use interesting adjectives and adverbial phrases.

### Music



Children will study 'Music Notation'. We will learn about crotchets, minims and semibreves. Children should be able to follow a music score using music notation and use this to write a piece of music using music notation.

### Physical Education



### Art/DT



In DT, we will be making a famous Victorian game – Zoetrope. Children will begin by identifying a purpose for their product. Then, they move to comparing ideas to adapt their work with improvements. Children will be given the opportunity to research information sources, including ICT when developing design ideas. When making their Zoetrope, children will select materials, tools and techniques. Finally, we will evaluate and improve our designs.

### Science



This half term we will be studying Biology and our MDQ is 'How does the reproduction in plants and animals vary?'

- How do flowering plants reproduce?
- Are all flowers on all plants the same?
- Do all plants reproduce by producing seeds?
- How do amphibians, insects, fish, birds and mammals reproduce?

This half-term our unit is 'Athletics'. We will develop our handling skills, throwing consistency and control.

- How does the human life cycle compare with that of other mammals?



**Useful websites:**

<https://www.activelearnprimary.co.uk/login?c=0>

[www.mymaths.co.uk](http://www.mymaths.co.uk)

[www.nrich.maths.org](http://www.nrich.maths.org)

[www.nparenttoolkit.org.uk](http://www.nparenttoolkit.org.uk)

<https://trockstars.com/login>

<https://www.youtube.com/watch?v=j-S5ui9Us7U>

<https://www.bbc.co.uk/bitesize/topics/zgssgk7>

<https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/z9xb39q>