

**Year 5 Term 3 – Street Child**

	<b>Activities</b>	<b>National Curriculum objectives/skills</b>
<b>Main subjects</b>	History	This topic takes the children back in time to the Victorian era where they will learn about life from the perspective of Berlie Doherty's street child, Jim. This will help them to develop a coherent knowledge and understanding of Britain's past. It should inspire pupils' curiosity to know more about the past. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement. History helps to understand the complexity of peoples' lives, the process of change, the diversities of societies and relationships between different groups, as well as their own. This is an extended period study of the Victorian era and will look at: - The changing power of monarchs - Significant turning points in British history - Crime & punishment - Leisure
<b>Hook for Learning</b>	Victorian classroom	Children will visit the Victorian Classroom in Sheffield where they will take on the roles of Victorian children. They will learn about the Victorian education system and compare and contrast the life experiences of children from different social classes.
<b>Authentic outcome</b>	Museum	Parents will be invited in to experience life in the Victorian classroom.
<b>Key texts/class reader</b>	Street Child by Berlie Doherty Cogheart by Peter Brunzl	Apply knowledge of morphology & etymology when reading new words Reading & discuss a broad range of genres & texts Identifying & discussing themes Make recommendations to others Learn poetry by heart Draw inference & make predictions Discuss authors' use of language Retrieve & present information from non-fiction texts. Formal presentations & debate
<b>Writing purpose</b>	To entertain – diary of a Victorian child To explain – information about Victorian life	Secure spelling, inc. homophones, prefixes, silent letters, etc. Use a thesaurus Legible, fluent handwriting Plan writing to suit audience & purpose Develop character, setting and atmosphere in narrative Use organisational & presentational features Use consistent appropriate tense Proof-reading Perform own compositions
<b>Art</b>	William Morris Cross-stitch samplers	Use sketchbooks to collect, record, review, revisit & evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials Learn about great artists, architects & designers
<b>Music</b>	Music hall	Perform with control & expression solo & in ensembles Listen to detail and recall aurally Develop an understanding of the history of music, including great musicians & composers
<b>PE and games</b>	Dance Hockey	Develop flexibility & control in gym, dance & athletics Play competitive games, applying basic principles
<b>RE</b>	Can religion help to build a fairer world? What is fairness and justice? What can we learn from religious teachings about how to treat others? How do I believe we should treat people fairly? What are the distinctive contributions of religions to issues like Fair Trade?	Children will be taught to: - describe some of the problems of poverty in the world today, and some ways that charities, including religious charities, respond and make a difference - ask and respond to questions about fairness and justice in the world - make connections between the teachings of Paul and Jesus and the work of one Christian agency today - make links between the teachings of another religion e.g. Islam and the work of Islamic Relief / Muslim Aid today - identify the qualities needed to take action to bring about what is right and good - reflect upon and express their own ideas and beliefs about treating others with justice and love in light of their learning, through story, art, drama, music and ICT
<b>JigsawPSHE</b>	Dreams and goals	I understand that I will need money to help me achieve some of my dreams I know about a range of jobs carried out by people I know and have explored how much people earn in different I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it I can describe the dreams and goals of young people in a culture different to me I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship I
<b>MFL</b>	French	Listen & engage Engage in conversations, expressing opinions Speak in simple language & be understood Develop appropriate pronunciation Present ideas & information orally
<b>Computing</b>		