Autumn Term 2019 – Planning for 5 CNJ/ ERE / SC
Theme – The Victorians / Working Whispers



What is the 'Victorian Era'? *What do we know about the Victorian era? Develop a chronological understanding of the period using timelines, including significant events and individuals. Use their addition and subtraction skills to calculate the time difference between events. Research significant events in greater detail such as Queen Victoria's coronation, her marriage to Prince Albert, her death, the introduction of important laws, social and industrial changes during the period. Create a fact file for Queen Victoria. Pupils will role play and hot-seat Queen Victoria so that she can respond to the issues presented to her. Read a range of current and historical reports including those from newspapers past and present. Analyse their features and use these when reporting and recording their findings. Create newspaper report about Queen Victoria's coronation.*



How was school different in the Victorian era? *Study photographs and Victorian artefacts to make deductions and generate questions about the period. Draw artefacts linked to schooling from first and second-hand sources. Let the children experience a lesson in the life of a Victorian child. Use photographs and drawings for illustrations. Research many aspects of the Victorian era such as Victorian art. Learn the skills of drawing and print making to develop patterns and prints. Study the developments of print making and the impact of significant artists such as William Morris. Listen to children's stories and poems ('If' by Rudyard Kipling) and rhymes from the time. Listen to and read the class novel based on the Victorian era. Explore and discuss the issues that arise from the plots. Play Victorian games and observe toys from the Victorian era.*



Did the Rebecca Riots have an impact on Pontarddulais? *How has my local area changed since the Victorian era? Investigate how the local area has changed, including how land use, homes and amenities have altered over the years. Use the internet, archives, maps, photographs and non-fiction books to compare the changes. What were the Rebecca Riots? Why did the Rebecca Riots start? Who were the daughters of Rebecca and how did they act? Research using their preferred method. Read and act out significant events such as the Rebecca Riots. Watch relevant archive film, footage and documentaries, making notes and collecting information as they glean information. Record the events of the Rebecca Riots in newspaper reports, collectively creating a Victorian Newspaper, using ICT to support design and layout. Visit the Rebecca Stone in Pontarddulais and research the events that happened. Discussion text – Were the Rebecca Rioters justified in their actions? Who was Dic Penderyn/Daniel Lewis?* ***Four Core Purposes- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.***



Industrial Changes: *Develop a timeline showing the changes in industry and mining during the Victorian Period. Find out about the detail of industrial change and the impact that this had on trade and people's lives. Collaboratively create a learning log / PowerPoint focusing on elements of the Victorian era: homes of the rich and poor, the workhouse, jobs, food, law, crime, farming and mining. Visit 'The Big Pit' to experience life in the mine. Develop a deeper understanding of issues for children and compare how their lives differ from that of a Victorian child, compare the aspects of everyday life. Through Philosophy for Children sessions we will discuss social issues such as child labour and develop their own thoughts and opinions on them through a structured debate. Who was Doctor Barnardo and how did he make the lives of children so much better? Write a letter to Dr. Barnardo, thanking him for his devotion to supporting children and expressing what they have learnt about the origin of the foundation.*



Victorian Assembly *– Pupils will have an opportunity to express and evaluate their knowledge, skills and understanding through a performance involving drama, song and creativity. They will share some of their work from the theme in an exhibition where pupils will read their reports aloud to the audience, show their prints and projects.*
Four Core Purposes-Enterprising, creative contributors, ready to play a full part in life and work



Science: Healthy Living – *Children to research and gain an understanding of where and the functions of the main organs in the body. Pupils will compare the differences between the human bodies of males and females (length of bones, shape of body etc.) Pupils will learn about the heart and investigate how exercise effects heart rate. Children will record and graph heart rate over time. Pupils will work in groups and act out how the respiratory works in the body. Children to write an explanation of the circulatory system following this. Pupils to research and discuss facts about the impact of smoking. Community police officer to run a session about the effects of legal and illegal drugs on the body.*
Four Core Purposes-Enterprising, creative contributors, ready to play a full part in life and work



Working Whispers: *Year 5 will be working with the artist Dr Julian Lewis and other talented artists over the forthcoming months on a collaborative project with St Joseph's Catholic Primary School that will incorporate a multi-sensory discipline approach to materials and media. Focusing on the work of Josef Herman and the mining history of the South Wales Valleys. Pupils will explore the skills of drawing through line, tone and texture upon a wide variety of surfaces. This work will progress to branch out into large paintings, 3D sculptures, illustration and slate etching.*

PASS Survey: *Pupils will complete the Pontarddulais Primary PASS survey sharing their views on different aspects of the school. Children will write a poem about the attributes of a good learner. The children will analyse the results of the Year 5 part of the PASS survey and represent these results in different types of graphs. The children will discuss the question; Are too many subjects taught in school? The children will write a piece of discussion text on this topic.*

These activities will take place weekly/fortnightly and may/may not be thematic:

Guided Reading, Pie Corbett literacy approach, Abacus Mathematics Scheme, Philosophy for Children, PE/Games, Welsh

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** A note for parents:

This theme has a history focus and teaches children about the Victorian era including the lives of the rich and poor and other significant social and moral changes of the 19th century. At the heart of this project children learn how to write newspaper and other reports on an historical theme and learn additional skills of explanation writing. Children will learn about the Victorian era, the social, moral and technological issues of the day, the important people of the day including those who influenced and changed things. It will also enable children to reflect on the life of children in the Victorian era and compare this to their lives today. The topic is rich in local history and children will get a flavor of what life was like socially for people who lived in Pontarddulais during this time.

Working Whispers is a Creative Project where we will collaborate with St Joseph's Catholic Primary School to look at the culture and heritage of our local area and represent it through the expressive arts. It will focus on the lives of the miners and the copper industry that supported the people of the area. Children will experience, collaborate and produce work using a variety of materials that will stand the test of time and provide them with a deeper and understanding of their heritage and culture.

You may be able to help, support and encourage your child in some or many of the activities that have been planned for them during the term. Here are just a few ways you could achieve this:

- If your child can access any information on the topic, maybe through books, television documentaries, internet research etc., this will be of great benefit to them during the course of the term.
- As part of our literacy, we will be studying and producing newspapers and letters. If possible, encourage your child to read a variety of newspapers and letters. The more experience they have of this, the greater impact this will have in the classroom.
- Your child will be required to complete tasks outside of school, many of which will be based on what we are covering in class that week in Mathematics, Language and our topic. Please ensure your child completes these tasks and, where applicable, to the standard that we expect of them in their class work (i.e. handwriting, overall presentation of work).
- As reading will be at the heart of all lessons, please ensure your child continues to practice their reading at home. While some children may have a school reading-scheme book to read at home, in addition ***all*** children can read books, comics, magazines or any other suitable texts of their choice. Your child has been given a reading record book, where parents are encouraged to make a note of what was read, plus any additional comments you may wish to make about your child's reading. The reading record book will be checked regularly. We hope that all children manage to read at home with adult supervision at least three times a week.
- In class your child will be working hard to learn their times tables by heart, and also ensuring they improve their handwriting and general presentation. Please work with your child to ensure they achieve these standards – these elements contribute to your child's overall levels at the end of the academic year.
- Our class has P.E once a week – this term it will be on a ***Tuesday*** afternoon. Please make sure your child brings their full kit to school on those days. Pupils' attendance in PE sessions is compulsory and will be recorded and monitored.
- The Year 5 ***trip*** to watch a theatre production called 'The Butterfly Hunter' based on Victorian Times which will be on Thursday, 26th September. There will also be an extra trip to 'The Big Pit' to support the work covered during the Creative Arts Project Working Whispers which will be on November 8th.

May we thank you in advance for your support and co-operation during the term.

Mrs C N Jones, Mrs E Rees Evans & Mr S Cresser