

Y1/2 Cycle B Summer Term 1 MTP: Victorian Children

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
History	<b>What was the Victorian era?</b>	<b>What was life like in the Victorian era?</b> <b>SESSION 2A</b>	<b>What jobs did children have in the Victorian era?</b> <b>SESSION 3A</b>	<b>What jobs did children have in the Victorian era?</b> <b>SESSION 3B</b>	<b>How were Victorian schools different to modern day?</b> <b>SESSION 4A</b>	<b>How different was the life of a Victorian child?</b> <b>ASSESSMENT</b>
	<ul style="list-style-type: none"> <li>✓ To know that the Victorian era came after the Great Fire of London.</li> <li>✓ To know who Queen Victoria was.</li> <li>✓ To use knowledge gained from stories and historical sources to ask questions about the Victorians.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know some features of Victorian life.</li> <li>✓ To compare pictures or photograph sources to gain knowledge of the Victorians.</li> <li>✓ To understand why one source is more useful than another.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that working class children had jobs during the Victorian era.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that rich and poor people lived differently in the Victorian era.</li> <li>✓ To know and describe some similarities and differences between Victorian and modern-day domestic jobs.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that That Thomas Barnardo introduced free schools for all children.</li> <li>✓ To know and describe some similarities and differences between Victorian schools and modern-day schools</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know and describe some similarities and differences between Victorian and modern-day life.</li> <li>✓ [To know some features of Victorian life.]</li> <li>✓ [To know that rich and poor people lived differently in the Victorian era.]</li> </ul>
		<b>What was life like in the Victorian era?</b> <b>SESSION 2B</b>				<b>How were Victorian schools different to modern day?</b> <b>SESSION 4B</b>
		<ul style="list-style-type: none"> <li>✓ To know that rich and poor people lived differently in the Victorian era.</li> </ul>			<ul style="list-style-type: none"> <li>✓ To know and describe some similarities and differences between Victorian and modern-day playtimes.</li> </ul>	
Science	<b>What does a plant need to grow?</b>		<b>What happens to a plant if it doesn't get what it needs?</b>	<b>What happens when a seed germinates?</b>		
	<ul style="list-style-type: none"> <li>✓ To describe what a plant needs to grow - water, sunlight, nutrients, and a suitable temperature.</li> <li>✓ To observe simple changes over time. (WS)</li> <li>✓ To carry out simple tests. (WS)</li> <li>✓ To recognise that simple questions can be answered in different ways. (WS)</li> <li>✓ To record scientific enquiry data and observations using structured templates and frames e.g., simple table, pictograms, tally charts, block diagrams and labelled diagrams. (WS)</li> </ul>		<ul style="list-style-type: none"> <li>✓ To describe what a plant needs to grow - water, sunlight, nutrients, and a suitable temperature.</li> <li>✓ To use observations to begin to suggest answers to questions. (WS)</li> <li>✓ To begin to report findings from scientific enquiries in a range of ways: orally, written, labelled diagrams. (WS)</li> <li>✓ To begin to use simple scientific language, and vocabulary. (WS)</li> <li>✓ To use everyday units of measurements e.g., cm, metres, seconds, minutes, grams and kg, to record data, with support (WS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ To describe what happens when a seed germinates.</li> <li>✓ To explain what conditions a seed needs to grow or germinate - water and nutrients.</li> <li>✓ To know that seeds and bulbs like different conditions and may grow at different rates.</li> <li>✓ To begin to explain what the data gathered shows and how it can help answer questions. (WS)</li> <li>✓ To begin to use simple scientific language, and vocabulary. (WS)</li> <li>✓ To use simple secondary sources to find answers to questions. (WS)</li> </ul>		
	<b>What are seeds and bulbs?</b>					
	<ul style="list-style-type: none"> <li>✓ To know that mature plants grow from either seeds or bulbs.</li> <li>✓ To group and sort materials, objects or living things based on their properties or features. (WS)</li> <li>✓ To know that seeds and bulbs like different conditions and may grow at different rates.</li> </ul>					

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	<ul style="list-style-type: none"> <li>✓ To know that when a seed germinates it begins to grow into an adult plant.</li> <li>✓ To use simple measurements e.g., cm, metres, seconds, and grams when recording data. (WS)</li> <li>✓ To begin to describe how a test was carried out to find answers to questions. (WS)</li> </ul>					
		<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Art</b>		<b>How do we make secondary colours with paint?</b>	<b>Which colours are warm and which are cold?</b>	<b>How does Kazimir Malevich use colour and shape?</b>	<b>How can I use colour to show difference?</b> <b>SESSION 5A</b>	<b>How can I use colour to show difference?</b> <b>SESSION 5B</b>
		<ul style="list-style-type: none"> <li>✓ To recognise and name secondary colours.</li> <li>✓ To know how to mix primary colours to create secondary colours.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To use the words warm and cold accurately to describe colour.</li> <li>✓ To control different paintbrushes effectively to create lines.</li> <li>✓ To know how to mix primary colours to create secondary colours.</li> <li>✓ To add black to a colour effectively to make a different shade.</li> <li>✓ To add white to a colour effectively to make a different tint.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that Kazimir Malevich was an artist who created abstract paintings.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To select warm and cold colours effectively to give impressions of rich and poor.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know how to mix primary colours to create secondary colours.</li> <li>✓ To add black to a colour effectively to make a different shade.</li> <li>✓ To add white to a colour effectively to make a different tint.</li> <li>✓ To control different paintbrushes effectively to create lines.</li> <li>✓ To identify and understand the similarities and differences between the colours and shapes they have chosen compared to the work of Kazimir Malevich.</li> </ul>
		<b>How do we make tints and shades?</b>				
<ul style="list-style-type: none"> <li>✓ To add black to a colour effectively to make a different shade.</li> <li>✓ To add white to a colour effectively to make a different tint.</li> </ul>						

