

# Great Oaks: Curriculum Information Letter



**TEACHER:** Mrs K Morris and Mrs S Ghaffar

**P.E. LESSON:** Thursday

**LSA:** Mrs Howard and Miss James

**GAMES LESSON:** Monday

**HOME LEARNING:** Given: Friday Return: Thursday

**READING HOMEWORK:** Regular personal reading including reading with an adult. Please sign your child's Reading Record once a week (to be handed in every Monday).

## Spring Curriculum

**Topic: The Victorians** This half term the Year 6 pupils will become immersed in the world of the Victorians! We will be learning about this fascinating era in both our Topic and Literacy time, and our class Guided reader will be 'Street Child', based in Victorian times. Our learning will culminate in a Victorian Day, where children and staff will dress up and experience what school life was like for a Victorian child.

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| <b>English</b>                               | The pupils will have opportunities to write in a variety of genres, building on last term's learning. The focus will be on a range of fiction and non-fiction, as well as drama, based on our Victorian topic. We will also create our own play based on the book 'Street Child'. Daily reading for pleasure and in-depth comprehension and discussion in guided reading (based on the book 'Street Child') will remain an important focus. SPaG will be taught, practised and applied in contexts regularly. We will start to practise for the SATs tests at the end of the year in a low key and manageable way, to help the pupils to gain confidence in the relevant skills.   |
| <b>Mathematics</b>                           | We will continue with our practice of number skills, becoming adept at choosing the correct operation to solve multi-step problems. We will consolidate last term's learning, and cover new topics of data handling, algebra and measures. We will practise SATs style questions weekly to become confident with the different thinking skills and knowledge required to prepare us for the next stage of our learning journey.  |
| <b>Science</b>                               | Living Things and their habitats: We will be describing how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals and giving reasons for classifying plants and animals based on specific characteristics.  |
| <b>Computing</b>                             | The children will use search technologies safely to learn about the work of William Morris, an English textile designer, artist and writer. In addition to this, the children will be introduced to a coding software whereby they will create their own online game.  |
| <b>Religious Education</b>                   | We will be considering: Do clothes express beliefs?<br>We will seek to understand the nature, role and influence of religion in the world, and consolidate our understanding of the world's key religions in order to make comparisons between their practices.  |
| <b>Physical Education</b>                    | Two hours of PE weekly will be split equally between Games and 'Real PE'. Games will be taught by a PE specialist. We will seek to spend as much time in nature as possible so please ensure that wellies are in school every day.   |
| <b>Art – D.T.</b>                            | Exploring the work of William Morris.  |
| <b>Music</b>                                 | Linked to our topic of the Victorians, we will be considering the music of the Victorian era – expansion of the Empire, the explosion of the music hall and the music of British composers from that era.  |
| <b>Personal, Social and Health Education</b> | We will be covering the topic of 'Relationships': For example, the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'; how to work collaboratively towards shared goals; how to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyber bullying, use of prejudice-based language, how to respond and ask for help); how to recognise and challenge stereotypes as well as the topic of Living in the wider world: Economic wellbeing and being a responsible citizen. |
| <b>French</b>                                | We will be covering the topics of 'Where we live' and 'My Day' from the Bucks syllabus.  |

### Possible family visits/ activities which would enrich your child's learning:

- Visit Buckinghamshire Railway centre or Hughenden Manor locally
- Visit the Victoria and Albert Museum in London
- Watch out for any relevant documentaries or TV programmes
- Look online for fun Victorian websites aimed at KS2 pupils

### Practical ways to support your child's learning:

Please encourage your child to read daily. You could get books from the library and read about Victorian times or choose relevant stories. Ask their opinions about the books and encourage analytical thought and the collection of adventurous vocabulary. Access to high quality national and local press and watching relevant TV documentaries to aid language development. Make sure home learning tasks are completed well and on time: they may reinforce learnt concepts or encourage independent research. Keep mental calculation skills sharp. Help your child learn their weekly spellings.

## **Suggested books to order from the library for home reading this term:**

*(This is a tiny fraction of what is out there – you could try some classics, such as Little Lord Fauntleroy or A Little Princess by Francis Hodgkinson Burnett or Alice in Wonderland by Lewis Carroll)*

**Victorian Workhouse (My Story)** by [Pamela Oldfield](#) (Author)

**Mill Girl (My Story): A Victorian Girl's Diary, 1842-1843 (My Story)** by [Sue Reid](#) (Author)  
In spring 1842, Eliza is shocked when she is sent to work in the Manchester cotton mills - the noisy, suffocating mills. The work is backbreaking and dangerous - and when she sees her friends' lives wrecked by poverty, sickness and unrest, Eliza realizes she must fight to escape the fate of a mill girl.

**Mansion and the Mill: A Story of Two Victorian Families (History Key Stage 2)** by [Jennifer Burnap](#) (Author), [Edward Blake](#) (Illustrator)

**Chimney Child: A Victorian Story (Key Stage Two historical fiction)** by [Laurie Sheehan](#) (Author)

**Oliver Twist (Paperback)** by [Gill Tavner](#) (Adapter), [Charles Dickens](#) (Author), [Karen Donnelly](#) (Illustrator)  
Real Reads -- the classics retold and beautifully illustrated.

**Annie: The Story of a Victorian Mill Girl (Historical Storybooks)** by [Margaret Nash](#) (Author)  
This story - set in Victorian times - is about Annie, who has a job at a mill in the mornings before she goes to school. The story gives a good feel for the period and the place, glances into homes and schools, and gives a strong insight into the life of child workers in the mills of Victorian Britain - how they were treated and the dangers inherent in the job. A strong theme is the reform movement, and there is an appearance by the great mill owner and reformer Titus Salt.

**Out of the Shadow (Victorian Flashbacks)** by [Margaret Nash](#) (Author)  
Victorian Flashbacks is another mini-series of four themed books building on the popularity of the established Flashbacks series, this time about the Victorian age.

**A Slip in Time (Victorian Flashbacks)** by [Maggie Pearson](#) (Author)  
This is a fast-paced action story set in Victorian London, where a modern boy is caught in a time-slip with a young street urchin and finds a gang of thieves is out to get him. This tale supports the Victorian Britain study of Key Stage 2 History.

**The Voyage of the "Silver Bream" (Victorian Flashbacks)** by [Theresa Tomlinson](#) (Author)  
A fast-paced action story based around life on the Yorkshire canals in Victorian times. The tale supports the Victorian Britain study of Key Stage 2 History, and is designed for children between the ages of nine and twelve.

**Chimney Charlie: A Tale of Victorian Chimney Sweeps (Sparks)** by [Roy Apps](#) (Author)  
Charlie is forced by hard-hearted Jeremiah Scroat to clean chimneys against his will. Hungry and cold, he is sent up narrow flues - until one day he gets stuck! Chimney Charlie is an exciting tale about the harsh life of Victorian chimney sweeps.

**Stop, Thief!: A Tale of the Victorian Police (Sparks)** by [Karen Wallace](#) (Author)  
Aimed at 7-11 year olds, each book in the Sparks series looks at a major event in British history through the eyes of fictional and real-life characters. This story looks at the first police force, set up by Robert Peel, during the Victorian era.

**Down the Drain: Victorian Sewers (Sparks)** by [J Blake](#) (Author)

**The Sewer Sleuth: A Tale of Victorian Cholera (Sparks)** by [Julia Jarman](#) (Author), [Liz Minichiello](#) (Author)  
Cholera rages across London and no one knows how to prevent the people from dying - until Tom Cracknell decides to investigate and solve the mystery.

**A School for Girls!: A Tale of Victorian Schools (Sparks)** by [Natalie Grice](#) (Author)

**Dr. Barnardo's Boys: A Tale of a Victorian Charity (Sparks) (Paperback)**  
by [Karen Wallace](#) (Author)