

## History

### How did The Victorians help industry?

- What do 'industrial' and 'revolution' mean?
- What and when was the Industrial Revolution?
- Why did the Industrial Revolution happen?
- What changed during it?
- Who were Lord Shaftesbury and Dr Barnardo? How did they help?
- Compare living conditions between the rich and poor.
- What was life like for a child working in a factory/mine?
- How did the Industrial revolution change the lives of people in Newcastle / North East?

## Music

### Rock Anthems

Children will:

- know five songs from memory, who sang or wrote them, when they were written and, if possible, why?
- know the style of the five songs and to name other songs in those styles
- compare two songs in the same style
- talk about the music and how it makes them feel.

## Science

### Forces

Children will:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

## Computing

### E-Safety – Privacy and Security

#### Computer Systems and Networks

Children will:

- develop their understanding of computer systems and how information is transferred between systems and devices.
- explain the input, output, and process aspects of a variety of different real-world systems.
- discover how information is found on the World Wide Web, through learning how search engines work



## French

### Unit 8 - A manger et a boire (food and drink)

- learn vocabulary connected with food.
- discuss and give opinions of food and drink
- join in role play activities.

## PE

### Gymnastics

Children will focus on:

- creating longer and more complex sequences and adapting performances
- taking the lead in a group when preparing a sequence
- developing symmetry individually, as a pair and in a small group
- comparing performances and judge strengths and areas for improvement
- selecting a component for improvement.
- performing more complex actions, shapes and balances with consistency
- using information given by others to improve performance
- Remembering and repeating longer sequences with more difficult actions

## RE

### Judaism

Children will discuss:

- Why is Moses important to Jewish people?
- The significance of Moses in Judaism: chosen by God (Burning bush), leading Israelites out of Egypt, the giving of the Torah to Moses on Mount Sinai, the beginnings of Judaism.
- Why do Jewish people go to the synagogue?
- The importance of the Torah; its place, use and significance in the synagogue, importance for Jewish people today.
- Sefer Torah and the work of the scribe.
- The Ten Commandments, 613 Commandments.
- The role of the Rabbi as teacher.
- The synagogue as a place of worship and prayer, education, community. The main features of the synagogue and their significance. devotion.

## PSHE

Children will:

- experience and explore how it feels to belong to and be valued in a group.
- focus on the conditions that promote or inhibit learning and motivation and put their ideas into practice in the classroom, through the development of the class charter.
- continue to build on their capacity for empathy and on their awareness and management of feelings, particularly fearfulness in relation to meeting new challenges (both work-related and social).
- Visions and Values
- Learning
- Teamwork
- Resilience

### Swimming

## DT

### Cam Toys

Children will:

- discover what a 'cam mechanism is.
- use a cam mechanism to create a moving toy.
- use the 'design, make evaluate' process.
- link designs to Victorian toys and Science knowledge.