

Year 5/6 Spring 2022

The Victorians

Grampound Road  
Curriculum maps



Inspire

Who were the Victorians?

Discover

What is out there?

How did the Victorians change Great Britain  
for the better?

Thrive

How can you change the land like the  
Victorian's did?

What little change will you make?

## Literacy (including reading)

Intent: We will explore writing for  
different purposes.

### Fiction: One Chance:

Learn and **innovate** the story of 'One Chance'  
by Pie Corbett:

- Dramatising the story
- Creating emotion graphs
- Write letters to explain the experience  
had by the main character.

### Imitate the story by:

- Completing short bursts of writing,  
changing characters, time, plot and  
prequels.

### Invent a story by:

- Planning, drafting and editing.
- Boxing up text.

### Non-fiction: Poetry writing using 'What I Love About' as a stimulus.

Learn and **innovate** a poem by:

- Dramatising the text
- Hot seating
- Comparing to other similar texts.

### Imitate the text by:

- Identifying the features.

### Invent a poem by:

- Using the key features to create a new,  
personalised poem.

### Class read: Street Child by Berlie Doherty.

Key vocabulary: wish, sentence  
structure, show not tell,  
descriptive, simile and  
metaphor.

Impact: we will know the structure  
and features of a wishing story and  
we will write for different purposes.

## Maths

Intent: we will use exploration and manipulation  
to develop our confidence and understanding  
when working with fractions.

- What is a fraction (Y5 recap)
- Equivalent fractions (Y5 and Y6)
- Simplifying fractions (Y6)
- Fractions greater than 1 (Y5)
- Improper to mixed number fractions (Y5  
and Y6)
- Mixed number to improper fractions (Y5  
and Y6)
- Number sequences (Y5)
- Fractions on a number line (Y6)
- Comparing and ordering fractions less  
than 1 (Y5)
- Compare and order fractions greater  
than 1 (Y5)
- Compare and order the denominator  
(Y6)
- Compare and order the Numerator (Y6)
- Add and subtract fractions (Y5 and Y6)
- Add mixed number fractions (Y5 and Y6  
recap)
- Subtract mixed number fractions (Y5 and  
Y6 recap)
- Subtraction – breaking the whole (Y5)
- Multiply fractions by an integer (Y5 and  
Y6)
- Multiply non-unit fractions by an  
integer.
- Divide by integers (Y6)
- Four rules with fractions (Y6)
- Calculate fractions of a quantity.
- Fractions of an amount.
- Fractions of an amount – find the whole  
(Y6)
- Using fractions as operators.

Key vocabulary: numerator, denominator, part  
of, parts, whole, operation,  
mixed fraction, improper  
fraction, integer, quantity,  
number line

Impact: we will be able to use different  
methods to efficiently work out  
problems linked to fractions.

## R.E.

Intent: we will explore Judaism and

### Why is the Torah so important for Jewish people?

Making sense of belief:

- Identify and explain Jewish beliefs about  
God
- Give examples of some texts that say  
what God is like and explain how Jewish  
people interpret them.

Understand the impact:

- Make clear connections between Jewish  
beliefs about the Torah and how Jews  
use and treat it
- Make clear connections between Jewish  
commandments and how Jews live (e.g.  
in relation to kosher laws)
- Give evidence and examples to show  
how Jewish people put their beliefs into  
practice in different ways (e.g. some  
differences between Orthodox and  
Progressive Jewish practice)

Make connections:

- Make connections between Jewish  
beliefs studied and explain how and  
why they are important to Jewish  
people today.
- Consider and weigh up the value of e.g.  
tradition, ritual, community, study and  
worship in the lives of Jews today, and  
articulate responses on how far they  
are valuable to people who are not  
Jewish.

Key vocabulary: Torah, scriptures,  
sacred, orthodox,  
reformed, kosher.

Impact: We will be able to talk about why the  
Torah is so specially treated and have some  
knowledge about reformed and orthodox  
practices.

## Science

Intent: we will explore classification and how  
it helps scientists to categorise plants and  
animals.

### Classification

- To sort and group animals based on  
their features, using examples as a  
guide.
- To describe Carl Linnaeus and his  
development of his classification  
system.
- To place animals into given groups  
based on certain characteristics.
- To design a creature with a specific  
set of characteristics, using prompts  
and a word grid.
- To name types of microorganism.
- To set up an investigation into  
harmful microorganisms.
- To design a microorganism using  
given characteristics.
- To complete descriptions on the  
characteristics of groups of  
organisms, using images as  
prompts.

Key vocabulary: life process, vertebrae,  
invertebrate, classification,  
habit/microhabitat, micro-  
organism, taxonomy, virus,  
bacteria, fungi, food chain.

Impact: we can show our  
understanding of classification by  
categorising a brand new creature.

## PSHE

Intent: We will investigate the opportunities  
available to us when we get older and they  
types of jobs that may be on offer.

### Dreams and Goals

- To understand that I will need  
money to help me achieve some  
of my dreams.
- TO know about a range of jobs  
carried out by people and how  
much people earn doing  
different jobs.
- To identify a job I would like to  
do and understand what  
motivates me.
- To describe the dreams of  
people in a different culture to  
mine.
- To 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 other.
- To encourage my peers support  
young people abroad to meet  
their aspirations.

Key vocabulary: dream, ambition,  
aspirations, vocation,  
job, income,  
expenditure, earn,  
career, motivation,  
drive,

Impact: we will have a better  
understanding of the job market and an  
appreciation of how we will achieve our  
goals.

Year 5/6 Spring 2022

The Victorians

Grampound Road  
Curriculum maps



Inspire

Who were the Victorians?

Discover

What is out there?

How did the Victorians change Great Britain  
for the better?

Thrive

How can you change the land like the  
Victorian's did?

What little change will you make?

## Computing

Intent: Understand how  
spreadsheets are used to efficiently  
manipulate data.

### Spreadsheets

#### Conversion of Measurement:

- Create a formula to convert m in cm.
- Apply the formula by creating a spreadsheet that converts miles into km and vice versa.

#### The Count Tool:

- Identify which letters appear most often.
- To successfully be able to use the 'how many' tool.

#### Advanced Mode Formulae:

- Use a spreadsheet to calculate perimeter and area.
- Apply this knowledge to real life problems.

#### Use text variables to perform calculations:

- Create simple formulae which use different variables.
- Use formula that will work out how many days there are in 'x' number of years.

#### Event planning with a spreadsheet:

- Use a spreadsheet to model real life situations and come up with solutions which can be practically applied.

Key vocabulary: cell, row, column,  
function, formula,  
formulae, equals,  
product, enter.

Impact: we will know how to create more  
complex programs and understand that  
there are ways to simplify code to make their  
programming more efficient.

## History

Intent: We will investigate the  
Victorians and evaluate their legacy.

### The Victorians

- Who were the Victorians?
- Who was Queen Victoria?
- What was the Industrial Revolution?
- How did the Victorians respond to the railways?
- What was life like for working children?
- How did Lord Shaftesbury improve the lives of working children?
- What were Victorian schools like to attend?

Key vocabulary: 1800s, factories, smog,  
fields, railways, canals,  
trade, export, import,  
cotton, chimneys, steam,

Impact: we will be able to talk about  
the Industrial Revolution, some of the  
Victorian inventions and how Britain  
has changed since.

## D.T./Art

Intent: We will investigate William  
Morris and Victorian toy theatres.

### William Morris

- Identify the significance of William Morris' work.
- Art from the Victorian era.
- Design a wall paper square based on Morris' work.

### Victorian Toys

- Explore toys used by children from the Victorian era.
- Design and build a Victorian toy theatre.
- Create the props and characters for a performance.

Key vocabulary: design, floral, pattern,  
repeat, colour, stage,  
wings, curtain, front of  
stage, gold/red, regal.

Impact: we will design a William Morris  
inspired wall paper sample.

## P.E

Intent: Gymnastics

### Gymnastics

- Work with a partner to show a variety of balances on the floor and on apparatus using good body tension, matching, mirroring and contrast.
- Work with a partner to develop full body weight partner balances linking ideas together within a short sequence.
- Work with a partner to practice jumping and rolling in unison and canon with good body tension.
- Work with a partner to practice meeting and parting using different gymnastic elements including different levels.
- Use all taught content to create a partnered sequence.
- Evaluate peers' sequences and outline where improvements can be made.

Key vocabulary: body tension, levels,  
mirror, contrast, unison,  
canon balance, body  
weight, sequence.

Impact: we will be able to create a  
gymnastic sequence and perform using  
good body tension.

## Music

Intent: explore a range of different  
sounds and songs that

### Fresh Prince of Bel Air

#### Listen and Appraise:

Listen and Appraise the Fresh Prince of Bel Air and other Hip Hop tunes.

#### Musical Activities –

Learn and/or build on knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities)

#### Compose with the Song

Key vocabulary: pulse, rhythm, pitch,  
tempo, dynamics,  
texture, structure,  
notation.

Impact: we will be able to create and  
perform, by heart, the song Fresh  
Prince of Bel Air.