

Wider Curriculum Home Learning Matrix

Year 5 Term 3 and 4: The Victorians

| | Design | Create | Investigate | Explain/Perform |
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| Science and Computing | <p>In Science for terms 3 and 4 our topic is 'Properties and Changes in Materials'. Make a list of different objects and write down what they are made of. Group different objects into these categories: waterproof, magnetic, reversible change (when a material can return to its original state after being changed, for example water, as when frozen it becomes ice then can be melted and returns to water again), irreversible change (when a material is changed but cannot return back to its original state, for example, an egg because when you cook it cannot then go back to being an egg), a conductor (heat and electricity can travel through it), flammable, transparent, opaque, an insulator (keeps the cold and heat out)</p> <p style="color: blue;">Design a poster to show this information.</p> | <p>Think about the objects you have put into the categories and what material they are made of. Write down different ways in which you could find out the following:</p> <p>How can you test that an object is made of the most waterproof material?</p> <p>How can you test that a material that an object is made of is the best conductor?</p> <p>How can you test that a material an object is made of is the best insulator?</p> | <p>Choose one of these questions and find the answer by designing your own investigation. For example, to test for the best insulator you could find out which material will keep a hot drink the warmest for the longest. Maybe you might be able to conduct an experiment at home yourself. If so, write up your result and draw a labelled diagram explaining what you did and your results.</p> | <p>Explain to a member of your family the meanings of waterproof, magnetic, reversible and irreversible change, a conductor, flammable, transparent, opaque and an insulator.</p> |
| Time and Place | <p>Draw a line down the middle of a piece of paper. On one side write down anything that you already know about the</p> | <p>Create a 'fact file' about Queen Victoria through your own research. What do you know about this woman? Why did she</p> | <p>Find out about some important events that took place and inventions that were created during Queen Victoria's reign.</p> | <p>Present what you have learnt about Queen Victoria and the changes that took place in Great Britain during her reign to</p> |

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| | Victorians and on the other side write down all the things that you would like to find out about the Victorians. | become queen? What was her childhood like? What do you think it would have been like for Queen Victoria on the day she found out she had become queen? What did she do on a daily basis? What was her personality like? What facts can you find out about her marriage to Prince Albert and her nine children. | Design a timeline from 1837-1901. Write a project with illustrations about a famous Victorian. | someone in your family. Think about how would like to present your ideas. Do you want to say them? If so, how will you remember what to say? Do you want to write them? If so, how will you present your work? Do you want to use pictures or a digital presentation? For example, using a power point. It is totally up to you! |
| Design and the Arts | Find out as much as you can about the different landscape artists that lived during Queen Victoria's reign. What were their names? Why did they paint the countryside? Find out what was happening to the countryside and cities during her reign and why. | Find out about William Morris and the Arts and Crafts Movement. Choose one design that you particularly like and find interesting. Think about why you think that is? Carefully copy the design and colour in using either colouring pencils or felt tip pens. | Like William Morris, design your own repeated patterns based on the theme of nature. | Talk to your family about what you have learnt about William Morris, the Arts and Crafts Movement and tell them the names of some of the landscape artists. Give a speech about why you believe what is happening to the countryside in Victorian England was wrong. |
| Religion and Values | This term we are learning about Moses and our Big Question is 'How can following God bring freedom and justice?' Write down what you think the answer could be to this question. | Design a storyboard that describes the Ten Plagues of Egypt. | Find out about the story of Moses. Think carefully about the events and when they happen in the story. Can you see any similarities between Moses and Jesus? | Imagine that you are a Hebrew slave. Describe your thoughts and feelings to your family. Why do you want salvation? Why do you feel oppressed? To be oppressed is when someone who is in authority treats you cruelly and unjustly and you are not free to do what you want. |
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| Sport Exercise and Health | Create a sequence made up of at least 5 sets of different exercise – you can include star jumps, squats and use an invisible skipping rope. | See if you can measure your pulse rate. Then do 2 minutes of running on the spot or star jumps. Measure your pulse rate again. Record these. | What happens to your body when you exercise? Why is exercise so good for us? | Perform your exercise sequence to your family. Get them to copy you! |
| Outdoor Learning | Find a map of your local area. Plan a circular route that starts and finishes at your house. | Research some information about 4 different trees that grow in your area? What is their | Look carefully at these trees. Can you see any squirrels and birds? If you can see any birds | Design an information leaflet explaining why trees and parks are important to wildlife and |

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| | Follow the route with a grown up and time how long it takes you to complete. | bark like? Do some bark rubbings and label them. | what do they look like? Do you know what they are called? When you get home find out the names of these birds. | why. Write about the trees, birds and animals you found in your local area. |
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