



Street Child charts the story of Jim Jarvis – a runaway. When his mother dies, Jim is all alone in the workhouse and is desperate to escape.

London during the 1860s is a dangerous and lonely place for a small boy and for him life is a constant battle for survival. The moment Jim made friends, he is snatched away to work for the remorselessly cruel Grimy Nick and is constantly guarded by his vicious dog, Snipe.

Will Jim ever be free?

Jim’s adventure is based on a true story of the orphan whose plight inspired Doctor Barnardo to set up his famous children’s refuge.

**The Big Ideas:**

To ensure that human beings belong to a single race, the human race and all should be treated fairly and all should have the same basic human rights

**Social Justice:** Charity or sustainability: which has a bigger impact?  
The role of charity in Religion

**Memorable Experiences:**

Bruce Castle Museum

**English**

**Written outcome: Biography** – Record of the individual’s life: Queen Victoria, Dr Barnardo (Hot Task) and one inspirational figure ( research an individual who inspires you. (3 weeks)

**Written outcome: Instructional Writing** – How to make Victorian cake (Hot Task); How to make a Cup and Ball Victorian Toy (2.3 weeks)

**Written outcome: Recount (Diary Entry)** – Write up a diary entry of the modern version of Street Child: Three accounts of different periods in Jim’s life. Home Alone (Hot Task )(2 weeks)

**Written outcome: Narrative:** Write in role as Jim Jarvis in modern times as a prisoner and a slave (3 weeks)

**Spelling:** No-Nonsense Spelling – apostrophe for possession; rare GPCs ( yacht, vehicle, bruise, guarantee, immediately); etymology; words ending in ‘-ably’ and ‘-ibly’; homophones;

**Grammar:** Dashes or commas to indicate parenthesis; Converting nouns or adjectives into verbs using suffixes; Verb prefixes ( dis-, de-, mis-, over-, and re-); Devices to build cohesion within a paragraph (then, after, that, this, firstly); Use of commas to clarify meaning or avoid ambiguity

**Handwriting:** Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task.  
“Letterjoin”: Revision of main letter families.

**Maths**

**Abacus Spring 1 & 2:** including word problems about flooding and global warming.

**Number and Place Value:** Read, write, order and compare numbers 6-digit numbers, and numbers up to two decimal places, and determine the value of each digit; understand place value in decimals; rounding numbers to the nearest 10, 100 and 1000 and decimals up to two places to the nearest whole number.

**Addition and Subtraction:** Add and subtract whole numbers with 4- and 5-digits, including using formal written methods (expanded and column methods) and mental strategies; find totals and give change; add and subtract 0.1 and 0.01.

**Multiplication and Division:** Multiply and divide 3- and 4-digit numbers by 1-digit using mental strategies and written methods; multiply and divide numbers with up to two decimal places by 10, 100 and 1000; identify multiples and find factors.

**Shape, Data and Measurement:** Measure and convert lengths; find perimeters; identify and name parts of a circle; know properties of equilateral, isosceles, scalene and right-angled triangles; sort triangles according to their properties; use scales to weigh amounts to the nearest half intervals; convert from grams to kilograms and vice versa; convert from millilitres to litres and vice versa; convert from metres to kilometres and vice versa; read scales to the nearest division;

**Fractions and Decimals:** Compare fractions; finding equivalents and reducing them to their simplest form.

**Mixed Operation:** Identify operations; number puzzles.

**Word Problems:** Solve number and practical problems that involve all the above.

**Science**

**Animals including Humans:**

- Describe the changes as humans develop to old age.
- Know the stages in the gestation period of humans and compare them to other animals.
- Understand the needs of humans at the different developmental stages.
- Understand the changes that occur to the body during puberty, and the differences between boys and girls.
- Record data and results using bar and line graphs.

**Living things and their habitats:**

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Study and raise questions about their local environment throughout the year.
- Grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. Plan and conduct investigations, recording results and conclusions.
- Observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.
- Research the work of naturalists.

**Humanities – History, Geography and RE**

**Geography: Global Warming,** including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

- Learn the causes and effects of global warming, and terminology surrounding the topic.
- Understand the topic well enough to suggest possible solutions.
- Understand that in societies there are often conflicts of interest and disagreements, which will relate to our Learning to Live Together focus.

**History: Victorians, and The Work of Dr Barnardo**

- Victorian Bake Off
- The life of Queen Victoria
- The Maid’s story: Who were they?
- The life and work of Dr Barnardo
- Artefacts from the Victorian period

**RE: Judaism: Passover**

- Discuss what they know about the Jewish religion.
- Understand that everyday objects can have symbolic meaning.
- Explore the Jewish festival of 'Passover'.
- Understand how symbolic food can be used to remember important events and festivals.

**Buddhism: The Buddha and his Teachings**

- Learn the key events in the life of Siddhartha Gotama.
- Learn about the 'four sights' and how they represent a spiritual turning point in the life of Siddhartha Gotama.
- Explore greed.
- Explore how Buddhists try to live their lives by following the teachings of the Buddha – the rights and wrongs in Buddhism.

**The Arts****Art: Fashion and Textiles:**

- Experiment with a range of tools and of materials.
- Develop their drawing techniques.
- Discuss and evaluate the work of William Morris, their own and Victorian paintings.

**D&T: Moving Toys:**

- Investigate cam mechanisms and toys.
- Design, make and evaluate their own moving toy with a cam mechanism.

**Computing****Unit 5.3: We are artists.**

- Fusing geometry with art.
- Develop creativity skills.

**Unit 5.4: We are web developers.**

- Creating a web page about cyber safety.
- Develop knowledge of computer networks.

**Learning to Live Together**

Identity, Belonging and Difference: that humans are different based on when they come from and where they come from; these differences are to do with age, class, culture, disability, ethnicity, gender, language, nation, race, religion, sexuality and status.

**PE****Gymnastics: Bridges**

- Create and perform a partner sequence.
- Practise and refine contrasting actions, shapes and balances.
- Compare and contrast others' performances.

**Invasion Games – Shooting and Keeping:**

- Learn a range of ways to shoot and keep possession of the ball.
- Develop attacking and defending skills.
- Develop their skills, strategies and tactics to outwit the opposition.
- Develop their strategies in team games.