

# Victorians -Planning overview/sequential learning grid

IRE



Teacher reads



**Big Question:** What have the Victorians done for us?

	01.09.25 4 day week	08.09.25 Northumberland - GPS	15.09.25 First Aid Week - PSHE	22.09.25 Assessment Week	29.09.25 Northumberland - HJS/RPS	06.10.25	13.10.25	20.10.25 ROA Day	03.11.25 4 day week Parents Evening	10.11.25 Friendship week/Anti Bullying Week - PSHE	17.11.25 Road Safety Week - PSHE	24.11.25 Assessment Week Parliament Weekend - PSHE	01.12.25	08.12.25 Christmas Play	15.12.25 Talent Show / Parties
Literacy	Narrative Character description	Narrative INCIDENTAL Character description	Narrative Outcome: Alternative ending - T4W -	Narrative Independent write (Oliver/street child scene) (publish)	Persuasive letter Independent write (Oliver/street child scene) (publish)	Persuasive letter Independent Write - Alternative viewpoint persuasive letter	Persuasive letter Independent Write - Alternative viewpoint persuasive letter	Non chronological report Non fiction - Victorian jobs	Non chronological report Outcome: Children's jobs in the Victorian Era - comparison rich and poor (links to History)	Non chronological report Independent write Final section of report	Instructions Outcome How to make a Victorian Christmas tree decoration	Instructions Outcome How to make a Christmas decoration	Performance poetry - Little Matchgirl Oracy	Performance poetry - Little Matchgirl Outcome - QR code of performance	Performance poetry - Little Matchgirl Outcome Own poem based on Little Match Girl
Maths	Number: Place Value	Number: Place Value	Number: Place Value	Number: Place Value	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Multiplication and Division including tables focus	Number: Multiplication and Division including tables focus	Number: Multiplication and Division including tables focus	Number: Multiplication and Division including tables focus	Number: Multiplication and Division including tables focus	Number: Multiplication and Division including tables focus	Number: Multiplication and Division including tables focus	Number: Multiplication and Division including tables focus
Science (Light)	LO: to explore a famous Victorian scientist  Who was Thomas Edison? How did he contribute to science?  Outcome Guided read text	LO: to identify a variety of different light sources  Outcome idea - spider diagram with illustrations of light sources, man made and natural	LO: Recognise that light is needed in order to see things and that dark is the absence of light  Outcome: Ogden Trust box resources/Science enquiry booklet			LO: to identify reflective surfaces  What is reflection?	LO: to distinguish between opaque, transparent and translucent objects  Outcome - Sorting diagram		LO: Find patterns in the way that the size and shape of shadows change.  Outcome: Science enquiry A3 paper - shadow puppet	LO: Find patterns in the way that the size and shape of shadows change.  Outcome - Reflection sheet with pic collage, QR code and reflection speech bubble.	Predictions Investigation  Draw conclusions from results  Outcome - Safety poster	LO: Recognise that light from the sun can be dangerous and that there are ways to protect their eyes  Outcome - Safety poster			
ICT	E-Safety LO: To understand how the internet can be used to share beliefs, opinions and facts  Outcome Facts, beliefs or opinions quiz		Computer Systems and key skills  LO: To recognise what a network is.  Outcome Network safari around school	Computer Systems and key skills  LO: To demonstrate how information moves around a network	Computer Systems and key skills  LO: To demonstrate how a website works.	Computer Systems and key skills  LO: To explore the role of a router.	Computer Systems and key skills  LO: To identify the role of packet data.	Computer Systems and key skills  LO: To identify the role of packet data.	E-Safety  LO: Explain what should be done before sharing information online.  Outcome Drama - scenario cards	Programming and algorithms  LO: Explore a programming application.  Outcome PRIMM - Label and predict what their code will do	Programming and algorithms  LO: Use repetition (a loop) in a program.  Outcome Pic collage and screen shot of completed code.	Programming and algorithms  LO: Program an animation.  Outcome PRIMM - Label and predict what their code will do	Programming and algorithms  LO: Program a story.  Outcome Annotated screen shot of code	Programming and algorithms  LO: Program a game.  Outcome Screenshot of game code and reflection of their game	

			<p><b>HJS</b></p> <p><b>Computer Systems and key skills</b></p> <p><b>LO:</b> Name some computer peripherals and their functions.</p> <p><b>Outcome</b> Labelled diagram of computer/ chromebook</p>	<p>network to demonstrate how information moves around. Pic collage and reflection</p> <p><b>HJS</b></p> <p><b>Computer Systems and key skills</b></p> <p><b>LO:</b> Drag, drop, click and control a cursor using a mouse</p> <p><b>Outcome</b> Pic collage of skills alongside digital art created</p>	<p><b>Computer Systems and key skills</b></p> <p><b>LO:</b> Explain which the home row keys are and how to find them when typing.</p> <p><b>LO:</b> Use the spacebar and backspace correctly.</p> <p><b>LO:</b> Type and make simple alterations to text using buttons on a word processor.</p> <p><b>Outcome</b> Written paragraph linked to topic on word processor</p>	<p>home</p> <p><b>Computer Systems and key skills</b></p> <p><b>LO:</b> Search for, import and alter appropriate images for a text document.</p> <p><b>LO:</b> Modify text in a document.</p> <p><b>Outcome</b> Labelled image from victorians using skills taught</p>							
<b>History</b>	<p><b>Immersive experience day</b></p> <p>L.O. To use a timeline within a specific period of history to set out the order that things may have happened</p> <p>L.O. - To use dates to order historical events, artefacts and historical figures</p> <p>Outcome: Timeline using dates from KS1 and Victorians</p>	<p>L.O. To use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>LO: Explore the impact of social class in the Victorian era</p> <p><b>Outcome:</b> Rich and poor Victorians Art outcome - clothes - Lowry - thought bubbles</p> <p>Transport</p>	<p>L.O. To use evidence to describe the culture and leisure activities from the past.</p> <p>LO: Compare and contrast jobs in History</p> <p><b>Outcome:</b> Non-chron report explaining different children's jobs - literacy link</p>	<p>L.O. To use evidence to describe the clothes, way of life and actions of people in the past</p> <p>LO: Identify what life was like for working children</p> <p><b>Outcome:</b> Create working laws for different jobs for children - old fashioned scroll</p>	<p>L.O. To select and record information relevant to the study.</p> <p>LO: Identify a key figure in history (Queen Victoria)</p> <p><b>Outcome:</b> Ranking activity (Diamond 9) of impact of her impact on modern life</p>	<p>L.O. To compare time studied with our lives today.</p> <p>LO: To explain Victorian inventions and their impact</p> <p><b>Outcome:</b> Timeline - when and who invented them</p>			<p>L.O. To compare time studied with our lives today.</p> <p>LO: To consider the perspective of someone from a different era (Victorian toys)</p> <p><b>Outcome</b> - Christmas wishlist in role as rich/poor Victorian child</p>		<p>L.O. To begin to use the library, internet and other sources for research.</p> <p>LO: Identify a key figure in Victorian Britain</p> <p><b>Outcome:</b> Poster/leaflet linked to Dr Barnado</p>		
<b>Geog</b>		<p>LO: To use the four points of a compass to follow/ give directions</p> <p>Away from the desk geography</p> <p>Use maps of school site (aerial map of school) to locate markers</p> <p>E.g. north of the playground is the beach</p> <p>Outcome - Photo collage of use of compass</p>			<p>L.O. To begin to identify locations using large scale OS maps, map sites on internet and junior atlases.</p> <p>LO: Use maps and atlases to locate countries</p> <p>Map of the world - teacher shares map of british</p>			<p>L.O. - To locate places on larger scale maps</p> <p>LO: to identify topographical features</p> <p>Use a range of secondary sources (e.g. photos, google earth, internet) to identify key topographical features (cities/ coastal areas)</p> <p>Task : to locate popular Victorian holiday destinations and important cities on a map of the UK.</p> <p><b>Outcome:</b> A3 outcome - Popular holiday destinations labelled on map of the UK - explanation of what they did and how they got there (digimaps)</p>					

		(key words : aerial/symbol/ compass)				empire and discusses countries  Task Using atlas pupils locate the following and plot on a world map  -Recap from KS1 continents/oceans  Locate countries within the empire			Key vocabulary - OS Maps / Topographical features				
<b>DT/Art Textiles (objectives from both schemes)</b>		LO: Begin to thread a needle independently. To use running stitch  <b>Outcome:</b> Binca for sketchbook		LO: To use back stitch  <b>Outcome:</b> Binca for sketchbook		LO: To use cross stitch  <b>Outcome:</b> Binca for sketchbook		LO: To evaluate products on the market and design a new product  <b>Outcome:</b> Decoration design (A3 outcome)	<b>Key DT skills to be taught</b> Follow design criteria to create a product • Select and cut fabrics with ease using fabric scissors. • Sew cross stitch to join fabric. • Decorate fabric using appliqué. • Complete design ideas with stuffing and sewing the edges.	LO: Use correct stitch to join materials (Applique)  <b>Outcome:</b> Victorian Christmas decoration	LO: Apply decoration using beads, buttons, feathers etc.  <b>Outcome:</b> Victorian Christmas decoration	LO: Begin to modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, Plaiting.  <b>Outcome:</b> Hanging element of Victorian Christmas decoration	LO: To evaluate a product  <b>Outcome:</b> Written evaluation
<b>Art</b>	LO: To compare and contrast two artists from Victorian times, expressing preferences  <b>Outcome:</b> Artist study comparing William Morris and LS Lowry		<b>LO: To begin to show experience in different grades of pencil and other implements (pen and ink) to draw different forms and shapes.</b>  <b>Outcome:</b> Martin Harvey style pencil control/ line use	<b>LO: To develop intricate patterns/ marks with a variety of media</b>  LO: To practise a range of techniques using Indian ink  <b>Outcome:</b> pen and ink skills in sketchbook (LS Lowry)	<b>LO: To begin to indicate facial expressions in drawings</b>  ?	LO: To create a published outcome inspired by LS Lowry  <b>Outcome:</b> Pen and ink picture, adding watercolour to add detail	LO: To create a simple pencil design from a range of stimulus  <b>Outcome:</b> Sketchbook design (William Morris)	<b>LO: To mix hues, shades and tones with increasing confidence.</b>  <b>LO: Use light and dark within painting and begin to explore complimentary colours.</b>  <b>Outcome:</b> Colour wheel	<b>LO: To use a range of brushes to demonstrate increasing control over the types of marks made and experiment with different effects and textures including blocking in colour and thickened paint to create textural effects.</b>  <b>Outcome:</b> Skills practice (paint techniques)	LO: To practise a range of techniques using pastel or watercolour  <b>Outcome:</b> Sketchbook (William Morris)	LO: To create a published outcome inspired by William Morris  <b>Outcome:</b> Pastel or watercolour William Morris inspired outcome		
<b>PE</b> <b>Hockey</b> <b>Gymnastics</b>	LO: To develop sending and receiving the ball with accuracy	LO: To develop the attacking skill of dribbling	LO: To develop dribbling to beat a defender	LO: To use defending skills to delay an opponent and gain possession	LO: To apply attacking skills to move towards goal and find	LO: To apply skills and knowledge to compete in a tournament	LO: To be able to create interesting point and patch balances	LO: To develop stepping into shape jumps with control  <a href="https://pe.getset4education.com/">https://pe.getset4education.com/</a>	LO: To develop the straight, barrel, and forward roll  <a href="https://pe.getset4education.com/">https://pe.getset4education.com/</a>	LO: To be able to transition smoothly into and out of balances	LO: To create a sequence with matching and contrasting actions and shapes	LO: To create a partner sequence using the skills I have learnt and including a hoop	

	and control. <a href="https://pe.getset4education.co.uk/lesson/ks2/hockey/schemeofwork?years=1002,1003">https://pe.getset4education.co.uk/lesson/ks2/hockey/schemeofwork?years=1002,1003</a>	<a href="https://pe.getset4education.co.uk/lesson/ks2/hockey/schemeofwork?years=1002,1003">https://pe.getset4education.co.uk/lesson/ks2/hockey/schemeofwork?years=1002,1003</a>	<a href="https://pe.getset4education.co.uk/lesson/ks2/hockey/schemeofwork?years=1002,1003">https://pe.getset4education.co.uk/lesson/ks2/hockey/schemeofwork?years=1002,1003</a>	space	<b>Outcome:</b> PE assessment sheet for topic file <a href="https://pe.getset4education.co.uk/lesson/ks2/hockey/schemeofwork?years=1002,1003">https://pe.getset4education.co.uk/lesson/ks2/hockey/schemeofwork?years=1002,1003</a>		<a href="https://pe.getset4education.co.uk/lesson/ks2/gymnastics/schemeofwork?years=1002">https://pe.getset4education.co.uk/lesson/ks2/gymnastics/schemeofwork?years=1002</a>	<a href="https://on.co.uk/lesson/ks2/gymnastics/schemeofwork?years=1002">on.co.uk/lesson/ks2/gymnastics/schemeofwork?years=1002</a>	<a href="https://t4education.co.uk/lesson/ks2/gymnastics/schemeofwork?years=1002">t4education.co.uk/lesson/ks2/gymnastics/schemeofwork?years=1002</a>	<a href="https://pe.getset4education.co.uk/lesson/ks2/gymnastics/schemeofwork?years=1002">https://pe.getset4education.co.uk/lesson/ks2/gymnastics/schemeofwork?years=1002</a>	<a href="https://pe.getset4education.co.uk/lesson/ks2/gymnastics/schemeofwork?years=1002">https://pe.getset4education.co.uk/lesson/ks2/gymnastics/schemeofwork?years=1002</a>	<b>Outcome:</b> PE assessment sheet for topic file <a href="https://pe.getset4education.co.uk/lesson/ks2/gymnastics/schemeofwork?years=1002">https://pe.getset4education.co.uk/lesson/ks2/gymnastics/schemeofwork?years=1002</a>	
<b>Music</b>	L.O. To perform the pulse as a steady beat led by an adult  L.O. To show higher and lower pitches with whole body movement  <b>Suggested outcome -</b> Singing Chop Chop together using lycra or scrunchie band to perform the pulse  Sing high low with parachute	L.O. to perform the pulse as a steady beat  L.O. To pitch match individually  <b>Suggested outcome -</b> Chant Engine engine, performing different pulse actions while playing game  Cuckoo where are you game	L.O. To identify and perform the pulse of a song while singing  L.O. To pitch match individually  <b>Suggested outcome -</b> Sing a song and perform pulse actions accurately with eyes closed  IF READY - Present "pulse"  Doggie doggie game	L.O. To identify and perform the pulse of a song while singing  L.O. To sing and recognise the pitches "high and low"  <b>Suggested outcome -</b> Sing known songs while tapping the pulse on heart cards  Copy back patterns of "high" and "low", while pointing fingers high and low to match	L.O. To identify and perform the pulse of a song while singing  L.O. To sing and recognise the pitches "high and low"  <b>Suggested outcome -</b> Sing known songs, performing the pulse in different ways including heart cards  Use the chant "feet feet" to practise moving lower body to the pulse  Copy back patterns of "high" and "low", sung on neutral syllables	L.O. To perform rhythm as "the way the words go" while singing  L.O. To sing and recognise the pitches "high and low"  <b>Suggested outcome -</b> Clap the rhythm of the words of known songs, switching between pulse and the way the words go  Copy back patterns of "high" and "low", sung on neutral syllables, with eyes closed	L.O. To perform rhythm as "the way the words go" while singing  L.O. To sing so and mi with hand signals  <b>Suggested outcome -</b> Look at pictorial score for engine engine, show the way the words go with people  Sing known songs from pictorial scores, replacing the pictures with hand signs and singing names (so and mi)	L.O. To understand the relationship between pulse and rhythm  L.O. To sing so and mi with hand signs  <b>Suggested outcome -</b> Play rhythm chairs game to show the rhythm of cuckoo where are you  Sing known songs from pictorial scores, replacing the pictures with hand signs and singing names (so and mi)	L.O. To understand the relationship between pulse and rhythm  L.O. To sing so and mi with hand signs  <b>Suggested outcome -</b> Play "who's got a brother" game, singing questions with so and mi for children to respond with the same pattern. Change so children respond with so and mi	L.O. To understand the relationship between pulse and rhythm  L.O. To sing so and mi with hand signs  <b>Suggested outcome -</b> Tap the rhythm of engine engine on heart cards. Make it using people, show stick notation for ta and ti-ti that matches the people and introduce the rhythm names.  Show me a sign - sing a phrase of a known song e.g. cuckoo where are you. Ask children to sing it back as so and mi with hand signs	L.O. To identify "ta" and "ti-ti" rhythms from known songs  L.O. To sing so and mi with hand signs  <b>Suggested outcome -</b> Show rhythm on beats of the pulse, practise tapping the rhythm on heart cards  Play singing piano with so and mi, playing known two pitch songs on the "piano" for the children to guess	L.O. To identify "ta" and "ti-ti" rhythms from known songs  L.O. To sing so and mi with hand signs  <b>Suggested outcome -</b> Tap the rhythm of engine engine on heart cards. Make it using people, show stick notation for ta and ti-ti that matches the people and introduce the rhythm names.  Show me a sign - sing a phrase of a known song e.g. cuckoo where are you. Ask children to sing it back as so and mi with hand signs	
<b>MFL</b>	LO: To use known greeting in French  LO: develop appropriate pronunciation.	LO: to ask for and give names in French  LO: develop appropriate pronunciation  LO: engage in simple conversations by asking and answering questions  <b>Outcome:</b> QR code of conversation	LO: to ask for and give names in French  LO: develop appropriate pronunciation  LO: engage in simple conversations by asking and answering questions	LO: to ask how someone is in French  LO: develop appropriate pronunciation  LO: engage in simple conversations by asking and answering questions					LO: to use time of the day greetings in French  LO: develop appropriate pronunciation  <b>Outcome:</b>	LO: to read familiar words and phrases  LO: develop appropriate pronunciation  <b>Outcome:</b> Bingo of body parts/features		LO: To speak in full sentences to describe themselves  <b>Outcome:</b> written sentences illustrated with self portrait	
<b>RE</b> What makes Jesus inspirational for some people?	LO: know that we are all inspired by another person at some point in our life.  <b>Outcome:</b> Spidergram of what does Inspiring mean?	LO: To understand the symbolic language used for Jesus.  <b>Outcome -</b> Symbolise themselves through 'I am sayings' - link to Jesus' symbols		LO: To understand how images of Jesus are expressions of faith and worship;  <b>Outcome</b> create their own picture of Jesus, thinking carefully about what they want to show about Jesus	LO: To understand one of Jesus' parables.  <b>Outcome:</b> Drawing of self stood on bricks - the foundations on which they are building their lives	LO: To consider who Jesus considered to be blessed by God.  <b>Outcome:</b> Create own version of the Beatitudes		LO: To explain what Jesus' miracles show about him.  <b>Outcome</b> Storyboard to retell a miracle - children choose own miracle		LO: To consider why Jesus is important to Christians today (and about the importance of Jesus for other faiths)  <b>Christian &amp; Muslim visitors in school to speak to the children.</b>  <b>Outcome</b> - pic collage of photos from the visitor.		LO: To express their own ideas, understanding and insight into the meaning and significance of Jesus' life and teaching in a contemporary Context.  <b>Outcome -</b> Artwork - Stained glass window - celebrating the life and teachings of Jesus	

PSHE/ RHE	PSHE/...	First Aid - Emergencies and Calling for Help (KAPOW L1)		Rights of a child (KAPOW L1)	Respecting differences in others (KAPOW L6)		Friendship conflicts (KAPOW L2)	Keeping safe out and about (KAPOW L8)	Local Democracy (KAPOW L6)		Charity (KAPOW L5)
		<p><b>LO:</b> Understand the role I can take in an emergency situation</p> <p><b>Suggested outcomes:</b> Drama with annotations Comic strip</p> <p><b>First aid - Bites and stings (KAPOW L2)</b> Willow Tr...</p>		<p><b>LO:</b> explore children's rights</p> <p><b>Suggested outcome:</b> Link to literacy Comparing then and now (Victorian times) Art inspired by Children's rights</p>	<p><b>LO:</b> To begin to understand the differences between people and why it is important to respect these differences.</p> <p><b>Suggested outcome:</b> How are we the same and different? Making comparisons and making connections Celebrating differences poster Class data collection e.g. how many people with blonde hair/ how many are of Christian faith? How many have siblings?</p>		<p><b>LO:</b> understand that friendships have ups and downs and that problems can be resolved.</p> <p><b>Suggested outcomes:</b> Annotated picture/ scenario Piccollage after annotating photos</p> <p><b>Friendship: Conflict vs bullying (KAPOW L3)</b></p> <p><b>LO:</b> begin to understand the impact of bullying.</p> <p><b>Suggested outcome:</b> Mean, nasty, bullying split page Scenarios learning Annotated photo showing impact of all those in the photo</p>	<p><b>LO:</b> To begin to understand how democracy works in the local area.</p> <p><b>Suggested outcome:</b> Diamond 9 activity on KAPOW Explore local council website - piccollage What is a council? poster</p>		<p><b>LO:</b> To recognise that charities care for others and identify how people can support them.</p> <p><b>Suggested outcome:</b> Specific link to Barnados charity Children could bring in donations to take to Barnados charity shop?</p>	