



## Timeline:

8th C	First Anglo-Saxons began to settle in Reading: Read's people.
1121	Reading Abbey founded by Henry I
1539	Reading Abbey closed as part of the dissolution of the monasteries and the Abbott executed.
1801	Reading has a population of 9500.
1810	The opening of the Kennet and Avon canal made it possible to go by boat from Reading to the Bristol channel.
1822	Joseph Huntley opened a small bakery on London Street. This route served the coaches to London.
1834	The Poor Law act meant that many workhouses were opened to house the poor.
1837	Queen Victoria Ascended to the throne
1851	The population was 21500
1850s — 1920a	The Three B's were at their height. Huntley and Palmers producing biscuits; Simmonds Brewery producing Beer and Suttons Seeds producing bulbs.
1875	New Town Primary School opened to local children after the education act of 1874.
1900	Reading's population was 59,000 and the town continued to grow.

In 1874 the Education Act meant the local education boards were instructed to build more schools. In 1876 it became compulsory for children between age 5 and 10 to attend.

## History— How did the Industrial Revolution affect Reading?



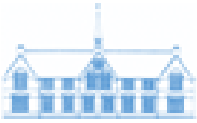
In the 1830s Isambard Kingdom Brunel designed the Great Western Railway which ran from London to Bristol stopping at Reading on the way. Reading station opened in 1840 and transformed the speed at which people and goods were carried around the country.

These two maps show the growth of the town between 1840 and 1913. The industrial revolution caused a huge change in population.



Founded in 1822 as a small bakery, Huntley and Palmer's soon became one of the biggest employers in Reading. In 1900 they had over 5000 employees and they were the world's largest biscuit firm, producing over 4000 types of biscuit. The company instructed that the houses in Newtown were built to house their workers. George Palmer served Reading as an MP and as mayor of Reading. He donated the land for Palmer Park and his statue still resides there.





## Online bullying :

Bullying is when someone repeatedly says or does mean things to another person on purpose that can make the other person feel sad, scared, or upset.

Online bullying occurs through digital devices like computers, games consoles, tablets or phones, and is often anonymous. Physical bullying involves direct, in-person interactions.

## Different types of online bullying :

**Text** – mean messages or emails.

**Images** – editing and sharing images to hurt people.

**Videos** – Creating, editing and sharing videos to hurt someone.

**Chat** – Using chat platforms or social media to spread rumours, gossip or hurtful comments.

### Negative impact on lifestyle

The way we choose to spend our time, what we eat, who we socialise with and how much care with give to our overall health is all part of our lifestyle. How active we are online can impact on having a healthy lifestyle



**Physical activities:** Every minute online is a minute taken away from offline activities. We must keep our bodies active to stay healthy. We should avoid a physically inactive lifestyle.



**Social interactions:** Playing with friends, attending clubs, talking with family members are all examples of healthy offline social interactions. Too much time online can impact this.



**Self-care:** If we choose to spend lots of time online, we could be neglecting spending time on our appearance, keeping clean and eating well.

## Health, Wellbeing and Lifestyle

Lots of online devices have positive features within them to help us feel happy and safe online. For example, screen settings, night modes and activity alerts.

As well as this, there are lots of apps and content online that are designed to help us stay happy and healthy, such as exercise and mindfulness apps.

If we spend too much time on some activities, they can affect us negatively.

### Negative impact on health :

Our health can be impacted by when we do things online and by how long we spend doing things online.



**Tiredness:** Concentrating for long periods of time, spending a long time on one activity or not getting enough sleep will affect how tired we feel.



**Posture:** If someone is not sat with a correct posture while using a device, they can end up with muscle strains and back aches. This is more likely if they spend a long time using a device.



**Eye strain:** When we use devices, we are close to the screen. This closeness can affect our long-term eye health, particularly if we use screens for long periods of time each day.

### Negative impact on well-being :

The way we feel can be affected by what we do online and how long we spend doing it. This also includes unsafe behaviours, such as accessing apps, games or online content that isn't suitable for our age.



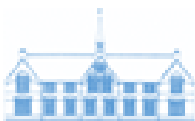
**Contact:** Online bullying and contact from strangers can be a concern online. Being aware of safety settings, using sites our trusted adults approve of and seeking help will minimise risk.



**Content:** The content that we view can affect how we feel. It's important that we don't view content that is not suitable for our age. This includes accessing apps and games.



**Emotions:** Extreme changes in emotions can make us feel anxious. If someone experiences this when engaging in an online activity, they must think about if it is appropriate.



## Managing Online information

Different ways to search :

### Using a keyboard

You may have used a keyboard to search for information online when you have used a computer, laptop, tablet or phone.

This could be a physical keyboard on a computer or laptop or a virtual keyboard such as you find on a phone or tablet.



### Using your voice

Over recent years, it has become possible to also use your voice as well as a keyboard on computers, laptops, tablets and phones.

You will always use your voice to search when you are using a digital assistant such as a smart speaker



## Disadvantages of using a keyboard to search

When you search for something, with a keyboard you get a **huge number of results**. This can be **confusing**, especially if you don't know how to narrow down or organise your search.



Too many results

The internet has a lot of information, but not all of it is **true** or correct. When using a keyboard where you get lots of results, you need to learn skills to know which sources are trustworthy and accurate.



Not everything is true

## Disadvantages of using your voice to search

**Limited Information:** Voice-activated searches, especially on a digital assistant may provide only one result when a topic has multiple opinions or facts that should be considered.

**Misunderstandings:** Voice recognition technology can misinterpret questions, leading to irrelevant or incorrect results.

**Background Noise:** Voice searches may not work where there is background noise as the device may struggle to understand the user's request.

**Privacy Concerns:** Some users may worry about privacy when using voice-activated technology, as conversations can be recorded or stored by companies for analysis.

## Advantages of using a keyboard to search

What do you think are the advantages of searching using a keyboard?



### Variety

You get lots of different answers and ideas which helps to understand various viewpoints.



### Control

You can make your search even better by using keywords and filters to find exactly what you need.



### Range of results

Information is provided in a range of ways including pictures, text and videos.



### Familiarity

Many people feel familiar using keyboards to search because they've been doing it for a long time.

## Advantages of using your voice to search

What do you think are the advantages of searching using your voice?



### Convenience

Allows users to ask questions hands-free, making them useful while doing other tasks. This feature is especially helpful for people with disabilities or anyone who may have difficulty typing.



### Speed

Asking a question can be faster than typing, particularly for long queries.



### More natural

Voice searches allow you to have a conversation with technology, making it feel more natural and user-friendly.



### Suitable for all

Helps those who may have difficulty reading or writing, giving them a way to access information using their voice.



## Development of a foetus



## Gestation

How long their babies take to develop before

### Gestation Periods

Species	Days
Asian Elephant	645
Cow	284
Human	266
Chimpanzee	227
Black Bear	210
Lion	108
Dog	63
Rabbit	33



## VOCABULARY

**lifecycle**- is the different stages of life for a living thing.

**Mammal**- A warm-blooded vertebrate animal of a class that is distinguished by the possession of hair or fur, females that secrete milk for their young, and typically give birth of live young.

**Gestation period**- foetal development period from the time of conception until birth.

**Foetus**- an unborn or unhatched offspring of a mammal.

**Puberty**- time when the body begins to develop and change as you move from a child to an adult.

**Reproduction**- the production of offspring by a sexual or asexual process.

## The Human lifecycle





## Animal reproduction and life cycles



A life cycle is the different stages of life for a living thing. All animals, including humans, have a life cycle as all animals are born, grow, reproduce and die. In science, it's usually displayed as a circular diagram showing

### VOCABULARY

**Life cycle**- course of events that brings a new living thing into existence.

**Fertilises**- to develop a new individual by introducing the male sperm to the female egg

**Reproduce**- produce offspring by a sexual and asexual process

**Sexual reproduction**- method of producing plants and animals in which male sperm and a female egg join

**Asexual reproduction**- method of producing new offspring with a single parent.

**Sperm**- male reproductive cell.

**Egg**- female reproductive cell.

**Live young**- when animals give birth to live offspring (do not lay eggs)

**Metamorphosis**- to process of transformation from an immature form to an adult

**Gestation**- the time it takes for a baby to develop inside the mother's body.

**Runners**- a stem that grows horizontally along the ground to produce clone plants

**Bulbs**- a underground food storage organ present in some plants which helps it to lie dormant over winter

**Cuttings**- a piece of plant which

## Scientists



Jane Goodall spent more than 40 years studying chimpanzees. She is a primatologist who studied monkeys and apes. She supports conservation to protect chimpanzees and their environment.

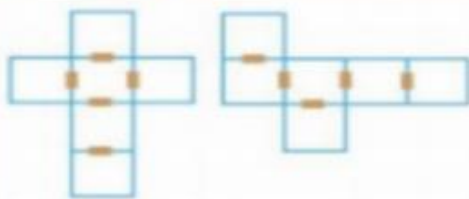


David Attenborough- the voice of nature programmes. Several species named after him.



In Spring term we will be designing, making and evaluating biscuit boxes.

To assemble and evaluate 3-D shapes using standard sized card squares, rectangles, equilateral triangles, isosceles triangles and hexagons, joined with masking tape.



Nets for cubes



Cuboid net



Hexagonal prism net



Square based pyramid net



Triangular prism net



Tetrahedron net



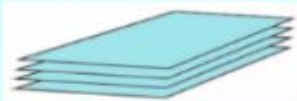
Hexagonal based pyramid net

## Glossary

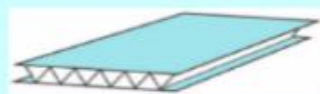
- **Cuboid** – a solid body with rectangular sides.
- **Edge** – where two surfaces meet at an angle.
- **Face** – a surface of a geometric shape.
- **Font** – a printer's term meaning the style of lettering being used.
- **Net** – the flat or opened-out shape of an object such as a box.
- **Prism** – a solid geometric shape with ends that are similar, equal and parallel.
- **Scoring** – cutting a line or mark into sheet material to make it easier to fold.
- **Shell structure** – a hollow structure with a thin outer covering.
- **Vertex** – used to refer to the corners of a solid geometric shape, where edges meet.

## Stiffening and strengthening sheet materials:

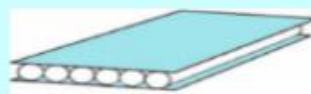
**Laminating** – glue together several layers of card



**Corrugating** – zig-zag a piece of paper or card and glue in between two layers of card



**Ribbing** – glue layers of straws between layers of card





### CHRISTIANITY

By which rules and codes do Christians believe they should live their lives? Do they encourage Christians to behave well towards others? What are Christian rules and codes and their implications for day to day life?

Through the lens of Christianity, year 5 & 6 will be thinking about forgiveness. Is it easy to forgive? What does it feel like to be forgiven?

Story Focus:

The Prodigal Son is one of Jesus' parables about a father and his sons. The plot centres around the younger son who, impatient and greedy, asks his father for his inheritance. The father agrees, but the son wastes his money, eventually becoming homeless and destitute. In the end, to the son's great surprise, he is welcomed back into the family by his father and brother.

Key vocabulary: parable, forgiveness, prodigal, jealousy, redemption, reconciliation, mercy, selfishness, pride, greed,



### SIKHISM

What does it mean to be selfless? What could be considered a selfless service? What can Sewa teach us about kindness and justice?



Sewa means 'selfless service'. It involves acting selflessly and helping others in a variety of ways, without any reward or personal gain. It is a way of life for many Sikhs and is part of their daily routine. Sikhism teaches that sewa is an act of service towards Waheguru and therefore must be done regularly in order to become closer to Waheguru. It helps Sikhs to become gurmukh and show their faith towards Waheguru.

Sikhs perform sewa in a variety of ways, such as helping the sangat and the local community. Many Sikhs perform much of their sewa by helping at the gurdwara, including cleaning, washing dishes or serving in the langar.

Khalsa Aid and Sikh Welfare Awareness Team (SWAT) are two Sikh charities taking the langar to the streets, ensuring those in need are provided with a hot meal for free. They demonstrate how British Sikhs are adapting the sewa of the langar to current national situations.

Key vocabulary: Sewa, altruism, charity, global, social, injustice, homelessness, food banks, aid, kindness

### JUDAISM

What does it take to be a good leader? What is it like to put our trust in someone? What makes a person trustworthy? Moses was trusted by people – they followed him out of slavery in Egypt. Moses inspired the people to follow him – he brought messages from G-d. Moses led the people; he was their leader. He acted with conviction. With the help of G-d, he found a way through the Red Sea to escape from the Egyptians. Sometimes he was angry with the people when they did not do what G-d wanted. Moses had many qualities. He could be angry but at times he was caring, kind, fearless, committed, truthful, patient and fair. He trusted G-d. Moses had a vision of a better future for the Israelites.

Story Focus:

Moses' journey called "The Exodus" tells the story of how Moses led all of the Israelites out of Egypt, across the Red Sea, to freedom in the wilderness. Moses and the Israelites spent 40 years wandering the desert in search of the Promised Land, frequently tested by hunger, thirst and impatience.

Key vocabulary: trust, faith, Moses, Pharaoh, plagues, Israelites, slaves, exodus Egypt, Promised Land





In this pathway children explore formal drawing and sculpture skills like line, mark making, shape, form, balance and structure, but they also just as importantly explore how it *feels* to make art. They explore how they can appreciate a sense of challenge, and a feeling of trying things out without fear of failure or “wrong or right”.

Pupils start by seeing how artists sometimes help us learn about ourselves by drawing parallels with other lives. Pupils apply this knowledge by looking at how birds build nests – what can we learn from them about the traits we might show when we make experimental drawings and build sculpture?

### Key Concepts:

That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves.

That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world.

That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure.

That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it.

### Artist links:



#### Thomas Bewick

A History of British Birds is a natural history book by Thomas Bewick, first published in 1797. It is very influential.

#### Marcus Coates

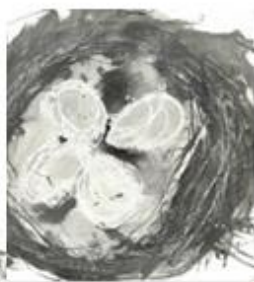
Coates is an artist and ornithologist who makes installations and video art. He is interested in contrasting the natural and man-made world.



### Key Vocabulary:

Exploration	Reflect
Inventive	Understand
Challenge	Structure
Character	Sculpture
Personality	Balance
Construct	
Experiment	
Imagine	
Rethink	
Stand Back	
Creative Risk	
Personality Traits	

### Project Mood board





# MFL - Y5 Term 3-4

## The weather



**phonics**

sound in:

- ig
- dg

**e**

sound in:

- eau

**eau**



**&**

**silent letters**

There are many last consonant silent letters in French. The final letter 'y' is silent in the words 'tongg', 'dang' and 'kikongg'. The 'y' is silent in the words 'fag' and 'verg'. The 'y' is silent in the word 'choug'.

**vocabulary**

8 common weather expressions.



**Key question:**



Quel temps fait-il aujourd'hui ?  
What is the weather today?

**Complete points:**

le nord	le sud	l'est	l'ouest
north	south	east	west

**grammar**

To understand better the use of the verb 'faire' (to do) and 'il y a' (there is/are) in weather phrases.



**Il fait chaud.**  
It is hot.  
other translation: It is doing hot!



**Il y a du soleil!**  
It is sunny.  
other translation: There is sun!

### What I will learn:

- Objective 1: I will be introduced to the new vocabulary for describing the weather in French.
- Objective 2: I will start to learn how to recall, say and write the weather expressions from memory.
- Objective 3: I will learn to improve my listening decoding skills.
- Objective 4: I will learn how to read a weather map in French and describe weather in different parts of the country.
- Objective 5: I will use all my new knowledge to present a weather forecast in French.



phonics

- sound in: **é** • écharpe 
- sound in: **e** • chemise 
- sound in: **eau** • monteau 

&amp;

silent letters

There are many last consonant silent letters in French. The final letters 'ce' are silent in the word 'gants' .

The 'nt' is silent in the 3rd person plural conjugation of the verb 'porter' (to wear). As seen in 'ils/elles portent'.

vocabulary

21 items of clothing & their determiners.



A new verb:

**porter** to wear    **je porte** I wear

The words for the possessive 'my' in French:

**mon**    **ma**    **mes**

grammar

To understand the role of gender in the choice of possessives.

**mon pull** 

Singular possessive  
'my' for masculine nouns

**ma jupe** 

Singular possessive  
'my' for feminine nouns

**mes gants** 

Plural possessive 'my' for feminine and masculine nouns

To understand adjectival agreement. E.g.

**Ma jupe verte** 

Setting of the colour (adjective) 'green' changes in French depending on the gender of the noun

1st person conjugation of high frequency verbs.

**je porte** I wear

## Les vêtements



un maillot de bain



un manteau



un pull



un tee shirt



un chemisier



un short



un pantalon



une écharpe



une robe



une casquette



une chemise



une cravate



une veste



une jupe



des gants



des chaussures



des chaussettes



des collants



des bottes



des lunettes



des sandales

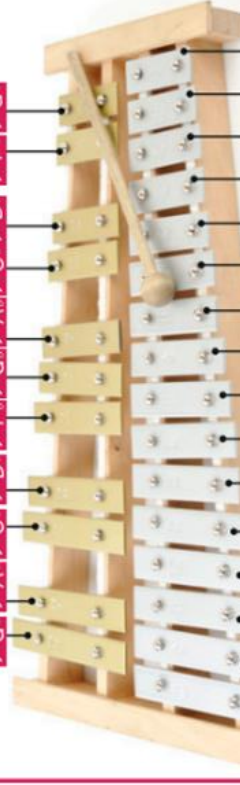
### What I will learn:

- Objective 1: I will learn 10 nouns for items of clothing and their determiners.
- Objective 2: I will learn 11 more nouns for items of clothing and their determiners.
- Objective 3: I will learn how to say what I am wearing in French using the verb 'je porte...' (I wear) plus the item of clothing.
- Objective 4: I will learn more about adjectival agreement in French, describing items of clothing by colour and learning how to say 'my' in French.
- Objective 5: I will use all my new knowledge in French to describe what I am packing in my suitcase for a holiday.



Blues music is often sad and emotional, which is why we say we have 'the blues' when we feel sad. Its main features are the 12-bar blues and the blues scale, and it includes a lot of improvisation.

### Instruments



Flat **b** - Is a note that is played 'flat' rather than at a natural pitch.

Sharp **#** - Is a note that is played 'sharp' rather than at a natural pitch.

### Vocabulary

12-bar blues A series of chords played in a specific order.

1	CCCC	2	CCCC	3	CCCC	4	CCCC
5	FFFF	6	FFFF	7	FFFF	8	CCCC
9	GGGG	10	FFFF	11	CCCC	12	CCCC

**Chord** Two or more notes that are played at the same time and work in harmony.

**Scale** Any set of musical notes which are in order of their pitch.

**Ascending scale** A scale in which the pitch of the notes goes up.

**Descending scale** A scale in which the pitch of the notes goes down.

**Blues scale** A set of notes used to play a melody over a 12-bar blues.

**Improvisation** Making up music as it is played or performed.

**Bent notes** A musical note that varies in pitch usually going up slightly at the end.

**Bar** A section of music with a specific number of beats (in blues there are usually 4 beats in a bar).

**Quaver** A note which last for half a beat.

<b>Pitch</b>	How high or low a sound is	<b>Duration</b>	How long each note is played for (long or short)
<b>Dynamics</b>	The volume of the music (loud or quiet)	<b>Timbre</b>	The quality of the sound (e.g. smooth, twinky, scratchy)
<b>Tempo</b>	The speed of the music (fast or slow)	<b>Structure</b>	How the music is organised into different sections
<b>Texture</b>	How many layers of sound the music has (thick or thin)		