



Victorian Schools

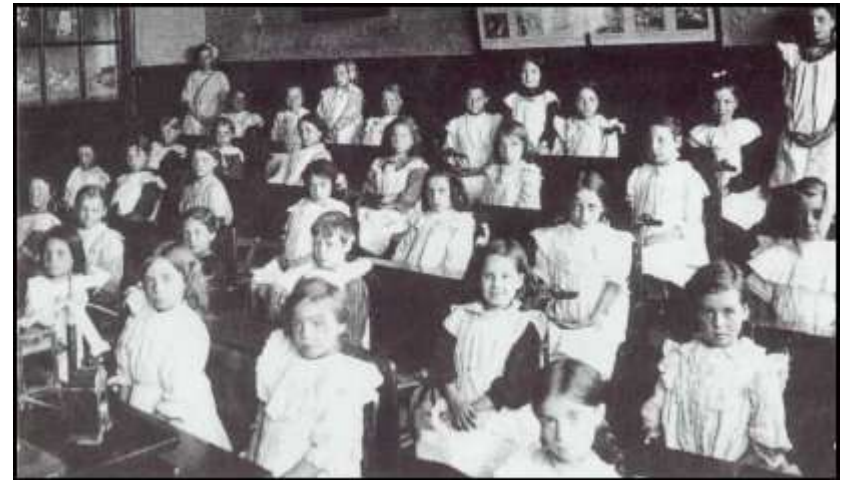


- The Victorians lived over one hundred and fifty years ago.
- They were called Victorians because they lived during the reign of Queen Victoria (1837 to 1901).
- In **early Victorian** England, most children never went to school at all and grew up unable to read or write. Instead they were sent out to work to earn money for their families. Only children whose families had lots of money went to school.
- Children from rich families were taught at home by a governess until they were 10 years old. Once a boy turned ten, he went away to Public schools like Eton or Harrow. There were very few schools available for girls until near the end of the Victorian time. Wealthy girls were mostly educated at home.
- Poor children went to free charity schools or '**Dame**' schools (so called because they were run by women) for young children. They also went to **Sunday Schools** which were run by churches. There they learnt Bible stories and were taught to read a little.
- The Education Act in 1880 made schooling compulsory for children aged between 5 and 10.

Key Vocabulary:

Revisit: past, old, new, now, then.

New: Victorian, blackboard, slate, chalk, cane, punishment, desk, drill, wealthy, governess.





Year 1 Curriculum Information

Summer 1



<p>PE/Outdoor Learning/Library</p> <p>Both classes will have PE on a Wednesday and a Friday this half term. We will be visiting the Library on a Friday.</p> <p>Outdoor Learning: Both classes will complete Outdoor Learning on alternating Wednesdays, starting with Leopards on the week beginning with Leopards on Wednesday 19th April 2023.</p>	<p>Homework:</p> <p>Maths: Year 1 will have NumBots which will be checked weekly to see how children are progressing.</p> <p>If you cannot access NumBots at home, please speak to Miss Hall about how we can support your child with this in school.</p>	<p>Theme outcome:</p> <p>Our theme outcome will be happening on Thursday 11th May at 2:30 pm</p> <p>We look forward to seeing you there!</p>
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Additional information on the National Curriculum content for this theme can be found on our school website: <http://www.hamble-pri.hants.sch.uk/>

<p style="text-align: center;"><u>English</u></p> <p>We will be looking at a range of different stories over the half term including: The Ragged School and Little Red Hen.</p> <p>Through these texts we will be learning to:</p> <ul style="list-style-type: none"> • Use an exclamation mark; • Write using an appropriate layout - to and from - address; • Order events using time words/numbers; • Begin to use adjectives to form an expanded noun phrase; • Sequence sentences in short narratives; • Write simple sentences have subject-verb agreement. <p>Please record any reading undertaken at home in your child's Home Reading Record Book, by initialling it and writing the date. You may wish to record the page number and a short comment. Please note only reading at home is recorded in this book; we keep our own records for reading in school.</p>	<p style="text-align: center;"><u>Science – Plants</u></p> <p>In this science unit will learn:</p> <ul style="list-style-type: none"> • The names of different wild plants. • The names of different garden plants. • What deciduous and evergreen mean. <hr/> <p style="text-align: center;"><u>Theme History</u></p> <p>This half term we will be learning to:</p> <ul style="list-style-type: none"> • Use terms such as 'then' 'now' 'past' 'present' and 'future' when communicating about events; • Identify and describe changes which happened between two time periods; • Describe what life was like in a Victorian school. 	<p style="text-align: center;"><u>Maths</u></p> <p><u>Place Value</u></p> <p>This half term we will be working with numbers to 100.</p> <ul style="list-style-type: none"> • Counting forwards and backwards; • Writing numbers to 100; • Partitioning numbers into tens and ones; • Comparing numbers; • Counting in multiples of 2, 5 and 10. <p><u>Measures</u></p> <ul style="list-style-type: none"> • Capacity – using language linked to capacity and solving practical problems. • Time – understanding the language linked to time.
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