|  |
| --- |
| **St Joseph’s Catholic Primary School, Malmesbury*****“Walking in the footsteps of Jesus, loving and serving together”*****St Lawrence Term 1 - Cycle A** |
| Topic | It’s all Greek to me ! |
| WOW Experience | **Greek Workshop** |
| History/Geography | N.C: Ancient Greece – a study of Greek life and achievements and their influence on the western world.Ancient Greece**How can we find out about the civilisation of Ancient Greece?** **Who were the Ancient Greeks?** **What do artefacts tell us about what life was like in Ancient Greece?****What do archaeological sites tell us about what life was like in Ancient Greece?****Can we learn anything from Greek myths and legends?****What do we know about the achievements of Alexander the Great?*** about the location, physical features and climate of modern Greece
* to place Ancient Greece in time
* to locate Ancient Greece, Athens and Sparta on a map
* that Ancient Greece consisted of city states
* to carry out research using secondary sources of written information
* to identify some of the similarities and differences between life in Athens and Sparta to infer information from artefacts about what life was like in Ancient Greece
* to consider the utility and limitations of using artefacts in isolation from other historical sources
 |
| Art/ D & T | **ART: Ancient Greece**•Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.•to create sketch books to record their observations and use them to review and revisit ideas•to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials using pencil, paint, clay.[Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Yr4-KO-Art-Ancient-Greece.docx) |
| Science | **Animals including humans – Muscles & Skeleton (Y3)**NC: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. This unit recaps the children’s learning from year 2 about how animals survive and stay healthy and helps children to learn more about what makes a healthy, balanced diet. They learn about the nutrients that different foods provide and how these nutrients help our bodies. They also explore how different animals eat different types of foods and need different proportions of nutrients. They understand what food labels on packaging show and gather information from food labels to help them to answer questions. In this unit, children also explore the different types of skeletons that animals have and compare these. They learn some names of bones in the human body and carry out an investigation. They will plan a fair test and measure and record accurately. Children learn about how muscles help us to move and make a simple scientific model about how skeletal muscles work. |
| Religious Education | **Creation**Pupils will be able to describe why being called by name is importantAT1Pupils will be able to retell the story of Jonah selecting the material to show the key points AT1Pupils will be to use the words Prophet correctly AT1Pupils will be able to describe how we are called by name at Baptism Pupils will be able to ask and respond to questions about what Jonah felt when called by God AT2Pupils will be able to ask and respond to questions about being called by name at Baptism AT2Pupils will have a view on the question ‘Was Jonah a good prophet?’ AT3 |
| Music | **Let your spirit fly** Learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.•play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the inter-related dimensions of music•listen with attention to detail and recall sounds with increasing aural memory•use and understand staff and other musical notations•appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians• develop an understanding of the history of music. |
| French | France and its cultureGreetings and nameClassroom InstructionsEuros• listen attentively to spoken language and show understanding by joining in and responding•explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words•engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*•speak in sentences, using familiar vocabulary, phrases and basic language structures•develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*•present ideas and information orally to a range of audiences\*•read carefully and show understanding of words, phrases and simple writing•appreciate stories, songs, poems and rhymes in the language•broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary•write phrases from memory, and adapt these to create new sentences, to express ideas clearly•describe people, places, things and actions orally\* and in writing•understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English•listen attentively to spoken language and show understanding by joining in and responding. |
| ICT | 3.1 CodingTo understand what a flowchart is and how flowcharts are used in computer programming.• To understand that there are different types of timers and select the right type for purpose.[Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Coding-Term-1.pdf) |
| P.E. | **Football** National Curriculum Focus:Playing competitive games using basic attacking principles.Master basic movements including sprinting, change of direction and coordination of the feet. Work collaboratively to use basic tactics to attack. |
| PSHE/RSE | Getting on with your nervesRaisin challenge (1)My Special PetAs a ruleFor or againstThunksRecount TaskBasic First AidCan Harold afford it? Earning Money |