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| **St Joseph’s Catholic Primary School, Malmesbury*****“Walking in the footsteps of Jesus, loving and serving together”*****St Lawrence Term 2 - Cycle A** |
| Topic |  **Climate Zones – Climates around the World** Handforth Grange Primary School - Home Page |
| WOW Experience | Experience Day |
| History/Geography | N.C: identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.Describe and understand key aspects of: physical geography, including: climate zones**Black History Month: October** |
| Art/ D & T | DT: Survival Stew for different climates Design •use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Evaluate •investigate and analyse a range of existing products •evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the worldCooking and nutrition• understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savory dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.[Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Yr3-KO-DT-Survival-Stew.docx) |
| Science | **Animals including humans - Digestion & Teeth (Y4)**NC: To describe the simple functions of the basic parts of the digestive system in humans.To use straightforward scientific evidence to answer questions.To identify the different types of teeth in humans and their simple functions.To identify differences, similarities or changes related to simple scientific ideas and processes.To ask relevant questions and use different types of scientific enquiries to answer them.To set up simple practical enquiries, comparative and fair tests.To make systematic and careful observations.To construct and interpret a variety of food chains, identifying producers, predators and prey.This unit focuses on the digestive system in humans and animals and the functions of teeth. Children will learn more about herbivores, carnivores and omnivores in the context of teeth and digestion. |
| Religious Education | **Prayers Saints & Feasts**Pupils will be able to retell some stories about saints and about Mary, selecting which information is important or relevant AT1Pupils will be able to relate the words of the Hail Mary to scripture AT1Pupils will be able to describe some ways in which the Saints lived out their faith. AT1Pupils will use religious words like Saint, Disciple in context AT1Pupils will be able to ask and respond to questions about the experiences and feelings of Mary and the Saints. AT2They will be able to ask the question ‘Could I be a Saint?’ AT 2 |
| Music | **Glockenspiel Stage 1**Learning about the language of music through playing the glockenspiel.The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder.•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 | The French AlphabetNumbers 0-20 and Age• 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 | **3.2 Online Safety*** To know what makes a safe password.

• To learn methods for keeping passwords safe.• To understand how the Internet can be used in effective communication.[Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Online-Safety-Term-2.pdf)**3.3 Spreadsheets*** To use the symbols more than, less than and equal to, to compare values.

• To use 2Calculate to collect data and produce a variety of graphs.• To use the advanced mode of 2Calculate to learn about cell references[Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Spreadsheets.pdf) |
| P.E. | **Gymnastics (Y3)****Unit 1 & Unit 2****Curriculum Focus:**Devise simple sequences using compositional ideas.Master basic movements including leaping, jumping, balancing and stretching. Work collaboratively to adapt, change and improve individual sequence. Perform with control and confidence a range of basic actions.Develop a broader range of new actions.Work individually to improve a sequence.  |
| PSHE/RSE | **Get Up**We are created individually by God who is Love, designed in His own image and likeness;God made us with the desire to be loved and to love and ‘to make a difference’: each of us has a specific purpose (vocation);Every human life is precious from the beginning of life (conception) to natural death;Personal and communal prayer and worship are necessary ways of growing in our relationship with God;In Baptism God makes us His adopted children and ‘receivers’ of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue);It is important to make a nightly examination of conscience.**The Sacraments** That in Baptism God makes us His adopted children and ‘receivers’ of His love.That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).**We don’t have to be the same**Similarities and differences between people arise as they grow and make choices, and that by living and working together (‘teamwork’) we create community;Self-confidence arises from being loved by God (not status, etc).NC The importance of self-respect and how this links to their own happiness. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. **Respecting Our Bodies**About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically doNC That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity). How and when to seek support including which adults to speak to in school if they are worried about their health. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. **What is puberty? (Y4 only)**Learn what the term puberty means;Learn when they can expect puberty to take place;Understand that puberty is part of God’s plan for our bodies.NC Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle. **Changing Bodies (Y4 only)**Learn correct naming of genitalia;Learn what changes will happen to boys during puberty;Learn what changes will happen to girls during puberty.NC Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle. **Boy/Girl Discussion Groups (Y4 only)**NC Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.  |