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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Lawrence Term 3 - Cycle A** | |
| Topic | **Railway Revolution**  Impact of the railways in the industrial revolution - YouTube |
| WOW Experience | Steam Museum Swindon - <https://www.steam-museum.org.uk/>  Railway Revolution – The Impact of the Railway |
| History/Geography | N.C: A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066   |  | | --- | |  |   **How transport changed during the Industrial Revolution?**  The development of the first steam-powered railways in Britain.  To find out about the way rail travel changed the lives of people living in Britain since 1830.    **What challenges might people in the past have had when using transport?**  Why situations were as they were.  **Why did people not have better transport in the past?**  The significance of different explanations for change. |
| Art/ D & T | **ART: Victorian Art**  •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 [for example, pencil, charcoal, paint, clay]  •about great artists, architects and designers in history |
| Science | **Light (Y3)**  NC: To recognise that we need light in order to see things and that dark is the absence of light.  To notice that light is reflected from surfaces.  To notice that light is reflected from surfaces.  To recognise that light from the sun can be dangerous and that there are ways to protect our eyes.  To recognise that shadows are formed when the light from a light source is blocked by a solid object.  To find patterns in the way that the size of shadows change.  Children will learn about different sources of light, and that we need light to see. They will work scientifically and collaboratively to investigate reflective materials, learning about reflective surfaces. They will learn that the sun’s light can be dangerous, and will learn how to protect themselves from the sun. They will develop their scientific enquiry skills, making observations, predictions and conclusions. |
| Religious Education | **Advent**   * Pupils will be able to make links about various stories showing how people journey to the Christ Child and the beliefs we hold about preparing for Advent AT1 * Pupils will be able to make links between the stories of the Shepherds and the use of Santons in cribs AT1 * Describe the meaning of the words Emmanuel and Incarnation AT2 * Pupils will be able to make links to show how the belief in the incarnation affects the way people prepare for Christmas AT2 * Compare their own views and that of others about the correct way for Christians to prepare during Advent. *(They should reference scripture or other sources)* AT2   Give their own view on the question Jesus came for the weak and the poor AT3 |
| Music | Three Little Birds  Learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.  •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 | **Colours**  Numbers 20-50  •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 | **3.4 Touch Typing**  To introduce typing terminology.  • To understand the correct way to sit at the keyboard.  • To learn how to use the home, top and bottom row keys.  • To practice typing with the left and right hand.  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Touch-Typing-Term-3.pdf)  **3.9 Presenting**  To understand the purpose of the Slides tool.  • To add slides to presentations.  • To add media to presentations.  • To format text appropriately.  • To add shapes and lines to enhance a presentation.  • To use the skills learnt to design and create an engaging presentation.  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Presenting-Term-3.pdf) |
| P.E. | **Netball**  **Curriculum Focus:**  Play in competitive games developing simple tactics.  Master basic movements, including running, throwing and catching.  Work collaboratively to use basic tactics for attacking play. |
| PSHE/RSE | **What am I feeling?**  That emotions change as they grow up (including hormonal effects);  To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action;  What emotional well-being means;  Positive actions help emotional well-being (beauty, art, etc. lift the spirit);  Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest).  NC That mental wellbeing is a normal part of daily life, in the same way as physical health.  That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.  The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.  Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).  It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.  Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  **What am I looking at?**  To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.  NC What a stereotype is, and how stereotypes can be unfair, negative or destructive.  How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.  **I am Thankful**  Some behaviour is wrong, unacceptable, unhealthy and risky;  Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.  NC  Practical steps they can take in a range of different contexts to improve or support respectful relationships.  The conventions of courtesy and manners.  How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  **Life Cycles**  That they were handmade by God with the help of their parents;  How a baby grows and develops in its mother’s womb including, scientifically, the uniqueness of the moment of conception;  How conception and life in the womb fits into the cycle of life;  That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual. |