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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Lawrence Term 4 - Cycle A** | |
| Topic | **Under the Canopy**  Mystical Celtic Rainforests On Scotland's West Coast |
| WOW Experience | **Living Rainforest -** [**https://livingrainforest.org/**](https://livingrainforest.org/)**.** |
| History/Geography | **N.C:** Locate the world’s countries, using maps to focus on South America, concentrating on its environmental regions.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Identify the position and significance of latitude, longitude and the Equator. |
| Art/ D & T | **ART: Volcanoes**  •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  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Yr3-KO-Art-Volcanoes.docx) |
| Science | **Food Chains**  NC: Construct and interpret a variety of food chains, identifying producers, predators and prey.  Children will build on their knowledge of animals, including humans and learn more about herbivores, carnivores and omnivores in the context of food chains. In addition, they will extend their understanding of food chains to more complex chains and food webs. |
| Religious Education | **Revelation**  Pupils will be able to accurately retell about the story of Samuel and explain its meaning  Pupils will be able to use correct religious vocabulary to explain why the Liturgy of the Word is important. AT1  Pupils will be able to correctly explain the meaning of the actions at the Liturgy of the Word. AT1  Pupils will be able to give reasons why for believers it is important to pay attention to this part of the mass AT1  Pupils will be able to compare their own and other people’s ideas to the question ‘Does God still call people today’ AT2&AT3  **Lent**  Pupils will be able to make links about various stories showing how people in Gospels were transformed by Jesus and the way Christians keep the season of Lent AT1  Describe the meaning of the words Pharisee, Tax Collector, Transformation in this context AT1  Compare their own views and that of others about the actions of the people studied in the Gospels AT2  Give their own view on the question Jesus came for outsiders AT3 |
| Music | **The Dragon Song**  This is a song about kindness, respect, friendship, acceptance and happiness.  The unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too!  •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 Date and Birthday**  **The Very Hungry Caterpillar**  •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 | **3.5 Email (including email safety)**  To think about different methods of communication.  • To open and respond to an email using an address book.  • To learn how to use email safely.  • To add an attachment to an email.  • To explore a simulated email scenario.  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Email-Term-4.pdf) |
| P.E. | **Dance (Y3)**  **Unit 1 & Unit 2**  **Curriculum Focus:**  Develop and perform simple routines.  Perform to an audience.  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 | **Jesus, My Friend**  That Jesus loves, embraces, guides, forgives and reconciles us with him and one another;  The importance of forgiveness and reconciliation in relationships, and some of Jesus’ teaching on forgiveness;  That relationships take time and effort to sustain;  We reflect God’s image in our relationships with others: this is intrinsic to who we are and to our happiness.  NC That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  **Friends, Family and Others**  Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong;  That there are different types of relationships including those between acquaintances, friends, relatives and family;  That good friendship is when both persons enjoy each other’s company and also want what is truly best for the other;  The difference between a group of friends and a ‘clique’.  NC  That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.  That families are important for children growing up  The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.  That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.  That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  How important friendships are in making us feel happy and secure, and how people choose and make friends.  The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  **When Things Feel Bad**  Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying;  Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.  NC  About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.  How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.  How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.  That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.  Where to get advice e.g. family, school and/or other sources. |