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| **St Joseph’s Catholic Primary School, Malmesbury*****“Walking in the footsteps of Jesus, loving and serving together”*****St Lawrence Term 6 - Cycle A** |
| Topic |  **South America** **Rio and South-East Brazil** IPVS 2020 Rio De Janeiro Brazil postponed to June 2022 | EAPHM |
| WOW Experience | **South American Dance Worskhop**[**https://www.bbc.co.uk/teach/school-radio/dance-ks2-dance-workshop-south-american-carnival-home/z4jn6g8**](https://www.bbc.co.uk/teach/school-radio/dance-ks2-dance-workshop-south-american-carnival-home/z4jn6g8) |
| History/Geography | N.C: Locate the world’s countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities.• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.• Identify the position and significance of the Equator. |
| Art/ D & T | **DT: Carnival Headdress** 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 •generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided designEvaluate •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 worldTechnical knowledge •apply their understanding of how to strengthen, stiffen and reinforce more complex structures •understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] •understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] •apply their understanding of computing to program, monitor and control their products.[Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Yr3-KO-DT-Carnival-Headdress.docx) |
| Science | .**Living Things and their Habitats** NC: To recognise that living things can be grouped in a variety of ways.Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.Identifying differences, similarities or changes related to simple scientific ideas and processes.To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.Using straightforward scientific evidence to answer questions.To recognise that environments can change and that this can sometimes pose dangers to living things.Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and table.Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.In this unit children explore a variety of ways to identify, sort, group and classify living things. They will learn how animals are split into 'vertebrates' and 'invertebrates' and begin to consider the differences between living things within these classifications. They use and create classification keys to group, identify and name living things from the local habitat and beyond. This unit also introduces children to the idea that environments are subject to human-made and natural changes, and that these changes can have a significant impact on living things. Throughout the unit children work scientifically by gathering, recording and presenting information in different ways. |
| Religious Education | **Pentecost** Pupils will with some support they will be able to describe some of the symbolism expressed in hymns about the Pentecost storyAT1.Pupils will be able to retell accurately the Story of Philip and the Ethiopian AT1Pupils will be able to give some reasons for the actions Philip and the Ethiopian, they will be able to make links to show how the belief of Philip in the risen Jesus affected his behaviour. AT2Pupils will be able to ask relevant questions about story AT2Pupils will be able to say (with support) what they think Philip might have talked about when he shared the ‘Good News’ with the Ethiopian AT2Pupils will be able to name at the Fruits of the Spirit, describe at least some of these fruits and make links with the actions of Christians today AT1/AT2They will (with support here) be able to express their own point of view on the question ‘Do Parishes try to use the Fruits of the Spirit today *and or* try to be ‘Good News’? AT3**Sacraments**Pupils will be able to retell accurately the story of the Prodigal Son (Forgiving Father) and link this to a key Christian belief AT1Pupils will be able to make a link showing how people’s beliefs affect their actions AT2Pupils will be able to describe the concept of sin. (At least in a limited way) AT1Pupils will know how the Sacrament of Reconciliation takes place and be able to link the different stages of the Sacraments to beliefs AT1/2Pupils will be confident and accurate in their use of subject specific words or phrases, including, Eucharist, Sin, Reconciliation, Penance, Absolution, Introductory rites, Liturgy of the Word, Liturgy of the Eucharist, Dismissal.Pupils will be able to State what happens in each of the different parts of the mass AT1Pupils will be able to give their views on the question ‘is it right to forgive’ AT3 |
| Music | **Reflect, rewind & replay**This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.•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 | **Revisit & Review****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 | **3.7 Simulations**To consider what simulations are.• To explore a simulation.• To analyse and evaluate a simulation[Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Simulsation-Term-6.pdf)**3.8 Graphing**To enter data into a graph and answer questions.• To solve an investigation and present the results in graphic form.[Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Graphing-Term-6.pdf) |
| P.E. | **Athletics** **Curriculum Focus:**Compete against self and others developing simple technique. Master basic movements including running, throwing and jumping.Work collaboratively and individually to improve self or others |
| PSHE/RSE | **A Community of Love**God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’;The human family is to reflect the Holy Trinity in mutual charity and generosity.**What is the Church?**That the human family is to reflect the Holy Trinity in mutual charity and generosity;The Church family comprises of home, school and parish (which is part of the diocese).NC The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. **How do I love others**To know that God wants His Church to love and care for others.To devise practical ways of loving and caring for others.NC 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.  |