|  |  |
| --- | --- |
| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Scholastica Term 5 - Cycle A** | |
| Topic | **Magical, Mysterious Maya**  https://www.history.org.uk/library/1308/0000/0132/Mayan_Temple.jpg |
| WOW Experience | |  | | --- | |  |   Children make traditional Mayan Masks |
| History/Geography | **A non-European society that provides contrasts with British history**  **Mayans c. AD 900**  <https://www.history.org.uk/primary/resource/8154>  1. Where and when did the Maya live?  2. What was Maya writing like?  3. How did the Maya tell the time?  4. What numbers did the Maya use in maths?  5. Did the Maya play football like us?  6. How do we know about the Maya?  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Yr-6-KO-History-Mayans.docx) |
| Art/ D & T | **DT: Mayan Cake/ Mask**  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 design  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 world  Technical 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]  Cooking and nutrition  •understand and apply the principles of a healthy and varied diet  •prepare and cook a variety of predominantly savoury 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/Yr-6-KO-DT-Mayans.docx) |
| Science | **Forces**  NC: To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.  To identify the effects of air resistance, water resistance and friction.  To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.  To identify the effects of air resistance.  To identify the effects of water resistance.  To identify the effects of friction.  To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.  The children will learn about types of forces such as gravity, friction, water resistance and air resistance. Children will also learn about the use of mechanisms such as levers, gears and pulleys. The children will look for patterns and links between the mass and weight of objects, using newton meters to measure the force of gravity. They will investigate air and water resistance and friction. They will develop scientific skills to discuss how variables other than the one being tested can be kept the same to help make a test fair. |
| Religious Education | **Easter**  Describe and show understanding of different Gospel accounts of the resurrection AT1  Show understanding of how the beliefs expressed in these stories shaped the lives of the disciples(and show how people’s lives today might be informed by these accounts AT2  Using religious terms show understanding of the funeral rite and the symbols used AT1  Engage with and respond to the question “Did the resurrection happen” and “Why do Christians believe there is life after death” AT3 |
| Music | **Music and Me**  Music and Me is the first in a series of units focusing on inspirational women working in music, and part of Brighter Sound’s pioneering gender equality initiative Both Sides Now.  •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 | **Snacks & drinks at the café**  **Occupations/Professions**  • 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 | **Quizzing**  To create a picture-based quiz for young children.  • To learn how to use the question types within 2Quiz.  • To explore the grammar quizzes.  • To make a quiz that requires the player to search a database.  • To make a quiz to test your teachers or parents.  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Computing-Quizzing-Knowledge-Organiser.pdf)  **Binary**  • To examine how whole numbers are used as the basis for representing all types of data in digital systems.  • To recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems).  • To understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics.  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Computing-Binary-Knowledge-Organiser.pdf) |
| P.E. | **Rounders**  **Curriculum Focus:**  Playing competitive games, developing fluency in skills and techniques.  Work in collaboration to apply defensive and attacking tactics.  Compare team performance against other team performances. |
| PSHE/RSE | **Self-Talk**  Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions;  Apply this approach to personal friendships and relationships  NC  Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  How important friendships are in making us feel happy and secure, and how people choose and make friends.  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.  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.  **Sharing isn’t always caring**  To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.  How to use technology safely.  That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.  How to report and get help if they encounter inappropriate materials or messages.  NC  The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  How information and data is shared and used online.  That for most people the internet is an integral part of life and has many benefits.  How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.  How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.  **Cyberbullying**  What the term cyberbullying means and examples of it;  What cyberbullying feels like for the victim;  How to get help if they experience cyberbullying.  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.  That people sometimes behave differently online, including by pretending to be someone they are not.  That the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous.  How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.  What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.  That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.  **Types of abuse**  To judge well what kind of physical contact is acceptable or unacceptable and how to respond.  That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.  NC  What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.  That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  How to recognise and report feelings of being unsafe or feeling bad about any adult.  How to ask for advice or help for themselves or others, and to keep trying until they are heard,  How to report concerns or abuse, and the vocabulary and confidence needed to do so.  Where to get advice e.g. family, school and/or other source  **Impacted Lifestyles**  Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.  Learn how to make good choices about substances that will have a positive impact on their health.  Know that our bodies are created by God, so we should take care of them and be careful about what we consume.  NC  The characteristics and mental and physical benefits of an active lifestyle.  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).  The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.  The facts and science relating to immunisation and vaccination  About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. |