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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Scholastica Term 6 - Cycle A** | |
| Topic | **Out & About**  C:\Users\jdawson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\870EE6E6.tmp |
| WOW Experience | Walk around local area, note down significant geography features and conduct experiments e.g. flow rate of local stream. |
| History/Geography | **Geographical skills and fieldwork.**  **Human and physical geography.**  <https://www.bbc.co.uk/bitesize/topics/z27gf82>  1. How do you read a map?  2. What is geographical fieldwork?  3. How do you research a fieldwork investigation?  4. How do you plan a fieldwork investigation?  5. How do you carry out a fieldwork investigation?  6. How do you analyse, present and evaluate your findings?  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Local-Area-KO.docx) |
| Art/ D & T | **Still Life**  •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/Yr6-KO-Art-Still-Life.docx) |
| Science | **Living Things & their Habitats**  NC: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  describe the life process of reproduction in some plants and animals  describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals  give reasons for classifying plants and animals based on specific characteristics  The children will learn about the process of reproduction and the life cycles of plants, mammals, amphibians, insects and birds. The children will explore reproduction in different plants, including different methods of pollination and asexual reproduction. They will recap their earlier learning to name the parts of a flower. They will learn about different types of mammals and their different life cycles, including endangered mammals. They will explore metamorphosis in insects and amphibians, comparing their life cycles. Finally, the children will explore the life cycles of birds, comparing the life cycles of different living things.  The children will build on their work from LKS2 by sorting animals into groups based on their similarities and differences. They will extend their learning to find out about the standard system of classification first developed by Carl Linnaeus. They will learn about micro-organisms, and conduct an investigation into the growth of mould. |
| Religious Education | **Pentecost**  Pupils will be able to recall and select the key features of the Pentecost story and its effect on the disciples AT1  Pupils will be able to show understanding of the different Biblical sources that contribute to the Confirmation liturgy and make links to show how these sources are used.AT1  Show understanding of the gifts of the Holy Spirit AT1  Explain how their own or others decisions might be influenced by the gifts and fruits of the Spirit. AT2  Give their views with evidence from more than one source on the question ‘Catholics should be confirmed’ AT3  **Sacraments**  Pupils will be able to Show understanding of the meaning of the term Sacramental imagination. AT1/AT2  Pupils will show understanding of the meaning and purpose of Sacraments and the way these are lived out in the lives of believers. AT1  Pupils will be able to relate sacraments to scripture.  Pupils will show understanding of how specific pictures can reveal the meaning of sacraments.  Pupils will with reference to the question ‘Does God call people today’ engage in some, moral and philosophical debate AT2  Pupils will be able to independently use Biblical stories and other evidence to justify their conclusions to the question ‘Do the Sacraments help people live their lives?’ 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 | **A letter from France**  • 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 | **Spreadsheets**  • To know what a spreadsheet looks like.  • To navigate and enter data into cells.  • To introduce some basic data formulae in Excel for percentages, averages and max and min numbers.  • To demonstrate how the use of Excel can save time and effort when performing calculations.  • To use a spreadsheet to model a real-life situation.  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Computing-Excel-Spreadsheets-Knowledge-Organiser.pdf) |
| P.E. | **Athletics**  **Curriculum Focus:**  Complete developing fluency in skills and techniques individually and as part of a team.  Work in collaboration to apply strategies for maximizing speed and distance.  Compare and contrast team and individual performances across a range of activities. |
| PSHE/RSE | **Making Good Choices**  Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco  Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies  NC  The importance of permission-seeking and giving in relationships with friends, peers and adults.  That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.  **Giving Assistance**  The recovery position can be used when a person is unconscious but breathing.  DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.  NC  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.  How to make a clear and efficient call to emergency services if necessary.  Concepts of basic first-aid, for example dealing with common injuries, including head injuries.  **The Trinity**  Children will know that God is Trinity - a community of persons;  Children will know that the Church is the Body of Christ.  **Catholic Social Teaching**  Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be:  Just, understanding that the way we live has an impact on others locally, nationally and globally  Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation  Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice  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.  **Reaching Out**  Pupils will learn to apply the principles of Catholic Social Teaching to current issues;  Pupils will find ways in which they can spread God’s love in their community.  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. |