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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Francis Term 1 - Cycle A** | |
| Topic | **Pin on English for Primary school [6 - 8] Reveal the River** |
| WOW Experience | **Human River and water cycle in the playground/ hall. Each child to experience each part the process and given a job. What does it feel like at this stage? How do you impact on another part of the cycle?** |
| History/Geography | N.C - Geography   * Describe and understand key aspects of rivers. * Key topographical features   (including hills, mountains, coasts and rivers), and land-use patterns; and understand  how some of these aspects have changed over time  **Rivers**   1. Watercycle 2. What is a river? 3. Uses of a river 4. Stages and features 5. Human features 6. River pollution 7. Flooding 8. World rivers |
| Art/ D & T | Formal elements of Art Architecture  **Nature paintings – Claude Monet**  **(Watercolours)**  •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/Yr5-Cycle-A-Art-Architecture.doc) |
| Science | **Properties & Changes of Materials**  NC: To compare and group together everyday materials on the basis of their properties, including their hardness, transparency and response to magnets.  To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.  To compare and group together everyday materials on the basis of their thermal conductivity.  To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.  To compare and group together everyday materials on the basis of their electrical conductivity.  To know that some materials will dissolve in liquid to form a solution.  To compare and group together everyday materials on the basis of their solubility.  To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.  Children will build upon prior learning about different materials, their uses and their properties, as well as dissolving, separating mixtures and irreversible changes. They will sort and classify objects according to their properties. They will explore the properties of materials to find the most suitable material for different purposes. The children will work scientifically and collaboratively to investigate the properties of materials, making predictions and forming conclusions. They will have the opportunity to work in a hands-on way to explore dissolving, identifying the different variables in their own investigations. They will find out about different ways to separate mixtures of materials, using filtering, sieving and evaporating. Finally, they will learn about irreversible changes, through scientific investigations. |
| Religious Education | **Creation**  Explain what a Steward of creation is. AT1  Make links between what scripture says about creation and the responsibility of believers to show care and respect for creation. AT1  Explain the ideas behind Laudato Si. AT1  Compare their own and other people’s ideas about questions that can be difficult to answer such as why do some people have more than others, why do some people not care for creation AT2  Describe the story of the call of Abraham, and/or Abraham and Isaac explaining how this shows Abraham’s trust in God AT1  Answer the question Do (I, my school, my parish) put the words of Pope Francis into Action? AT3 |
| Music | **Livin’ on a Prayer**  Learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions 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 classic rock 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 | **Review Year 3-4**  **Emotions**  •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 | **5.1 Coding**  To begin to simplify code.  • To create a playable game.  • To understand what a simulation is.  • To program a simulation using 2Code.  • To know what decomposition and abstraction are in computer science.  • To a take a real-life situation, decompose it and think about the level of abstraction.  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Knowledge-Organiser-Unit-5.1-Coding.docx) |
| P.E. | **Football (Y4)**  **Curriculum Focus:**  Playing competitive games developing stamina and endurance.  Practice and use running, sprinting and dynamic balance in games.  Work collaboratively to use basic tactics for defending and attacking. |
| PSHE/RSE | SCARF:  Moving House  Human machines  Can you sort it?  How dare you!  How do we make a difference?  In the news!  This is such a stereotype!  It’s your right  Basic first aid  Logo quiz  Harold’s seven Rs  Harold’s expenses  Why pay taxes? |