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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Francis Term 2 - Cycle A** | |
| Topic | **Welcome to the Cairo Museum** |
| WOW Experience | Room set up as Cairo Museum with artefacts around the room. Ticket for entry. Teacher curator at the museum and take them on a tour of the museum. Who, what, where and when for the different artefacts. |
| History/Geography | N.C - History   * The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. * Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.   **Ancient Egypt**   1. Giza 2. Pyramid of Cheops 3. Egyptian afterlife 4. Making mummies 5. Pyramid Chephren 6. Pyramid of Mycerinus 7. The Sphinx 8. Heiroglyphics   Black History Month   |  | | --- | |  | |
| Art/ D & T | **ART: Egyptians**  **Pharaoh masks**  • 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/Yr4-CYcle-A-Art-Egyptians.docx) |
| Science | **Animals including Humans – Growth**  NC: Describe the changes as humans develop to old age  Record data and results of increasing complexity using bar and line graphs  Report findings from enquiries, including oral and written explanations of results and models.  Children will learn about the life cycle of a human being. They will investigate the development of babies and compare the gestation period of humans and other animals. They will learn about the changes experienced during puberty and why these occur. They will investigate the changes to the body as humans get older, as well as comparing the life expectancy of different animals. |
| Religious Education | **Prayers Saints & Feasts**  Pupils will be able to make links between the prayer of St Teresa, the teaching of Jesus and the way Christians try to live. AT1  Pupils will be able to give reasons why people go on Pilgrimage and use a developing religious vocabulary to help them do this (this wold include ideas about an outer and inner journey [Pilgrims shell]) AT1&AT2  Pupils will be able to make links to show how the beliefs and experiences of people might lead them to go on pilgrimage AT2  Pupils will be able to compare their own and others’ ideas about questions which are difficult to answer such as ‘Why doesn’t everyone who goes to Lourdes get healed?’ or ‘Does going on a pilgrimage change you as a person?’ AT3 (providing they support their view with evidence) (note: to answer the question why everyone doesn’t who goes to Lourdes get healed you would need to think about Prayer. We are asking God for help that doesn’t always mean being physically cured but it may be that we feel closer to God, we feel greater strength or acceptance/not so isolated etc. - just knowing that people are there for you may help)  Pupils will be able to make links between the prayer of St Teresa, the teaching of Jesus and the way Christians try to live. AT1 |
| Music | **Classroom Jazz 1**  Learning is focused around two tunes and improvising:  Three Note Bossa and Five Note Swing  •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 | **Body Parts**  **At the Doctors**   * 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 | * 1. **Online Safety**   To gain a greater understanding of the impact that sharing digital content can have.  • To review sources of support when using technology and children’s responsibility to one another in their online behaviour.   * 1. **Spreadsheets**   To use formulae within a spreadsheet to convert measurements of length and distance.  • To use the count tool to answer hypotheses about common letters in use.  • To use a spreadsheet to model a real life problem. |
| P.E. | **Gymnastics**  **Unit 1 & Unit 2**  **Curriculum Focus:**  Develop strength and stamina through sustained periods of vigorous activity.  Practice and implement runs, leaps, jumps and locomotion in more complex sequences.  Work collaboratively to perform with a partner.  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 | **Calming the Storm**  We were created individually by God who cares for us and wants us to put our faith in Him.  Physically becoming an adult is a natural phase of life.  Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God’s great plan and the results will be worth it!  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.  Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  **Girls Bodies (Y5 only)**  That human beings are different to other animals;  About the unique growth and development of humans, and the changes that girls will experience during puberty;  About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;  The need for modesty and appropriate boundaries.  NC Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.  **Boys Bodies (Y5 only)**  That human beings are different in kind to other animals;  About the unique growth and development of humans, and the changes that boys will experience during puberty;  About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;  The need for modesty and appropriate boundaries.  NC Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  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.  How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.  **What is puberty? (Y4 only)**  Learn what the term puberty means;  Learn when they can expect puberty to take place;  Understand that puberty is part of God’s plan for our bodies.  NC Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  About menstrual wellbeing including the key facts about the menstrual cycle.  **Changing Bodies (Y4 only)**  Learn correct naming of genitalia;  Learn what changes will happen to boys during puberty;  Learn what changes will happen to girls during puberty.  NC Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  About menstrual wellbeing including the key facts about the menstrual cycle.  **Boy/Girl Discussion Groups (Y4 only)**  NC Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  About menstrual wellbeing including the key facts about the menstrual cycle. |