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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Francis Term 3 - Cycle A** | |
| Topic | **Picture Rickety Rainforest** |
| WOW Experience | **The Living Rainforest**  **Hampstead Norreys**  **Berkshire**  **RG18 0TN**  **01635 202 444**  **School trip?**  [**https://livingrainforest.org/**](https://livingrainforest.org/) |
| History/Geography | N.C - Geography   * Develop knowledge about the world. * Place knowledge - Identify the location of hot and cold areas of the world in relation to the Equator. * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn * North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities   **Rainforests**   1. Where are they? 2. Rainforest layers 3. Rainforest climate 4. Animals 5. Plants 6. People 7. Food and Medicine 8. Deforestation   World rainforests |
| Art/ D & T | **Hot and Cold**  **3D animals**  St Francis  • 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  [Art Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/11/Yr5-CYcle-B-Art-Rain-forests.doc) |
| Science | **Scientists and Inventors**  NC: To identify scientific evidence that has been used to support or refute ideas or arguments.  To describe how scientific ideas have changed over time.  To plan different types of scientific enquiries to answer questions.  ‘Scientists and Inventors’ unit will teach the children about famous scientists and inventors linked to the UKS2 science curriculum. |
| Religious Education | **Advent**  Pupils will be able to explain the stories of some of Jesus’ ancestors making links between the stories and beliefs. AT1  Pupils will be able to explain the purpose of the Jesse Tree in helping Christians prepare for Advent and be able to describe and explain some of the symbols on it. AT1  Pupils will be able to make links to show how their own and other people’s ideas about how the stories of the past have consequences today. AT2  Answer the question “Can you be a prophet today?” They must use evidence from a specific source to support their view. AT 3 |
| Music | **Make you feel my love**  Learning is focused around one song: Make You Feel My Love. The material presents an integrated approach to music where games, elements 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 Pop Ballads.  •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 | **Countries and Cities**  **Travel around the world**   * 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 | **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.  **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. | **Netball**  **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 | **Spots and Sleep**   * How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc. * NC About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. * The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. * The characteristics and mental and physical benefits of an active lifestyle. * The risks associated with an inactive lifestyle (including obesity). * How and when to seek support including which adults to speak to in school if they are worried about their health. * What constitutes a healthy diet (including understanding calories and other nutritional content). * The principles of planning and preparing a range of healthy meals. * 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). * About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. * About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. * About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.   **Body Image**   * To recognise that images in the media do not always reflect reality and can affect how people feel about themselves * That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media * NC How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. * The importance of self-respect and how this links to their own happiness. * What a stereotype is, and how stereotypes can be unfair, negative or destructive. * The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. * 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.   **Peculiar Feelings**   * To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action. * That some behaviour is wrong, unacceptable, unhealthy or risky. * NC That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. * Practical steps they can take in a range of different contexts to improve or support respectful relationships. * The conventions of courtesy and manners. * That mental wellbeing is a normal part of daily life, in the same way as physical health. * That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. * 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. * How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.   **Emotional Changes**   * Emotions change as they grow up (including hormonal effects); * To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action; * About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being. * NC How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. * How important friendships are in making us feel happy and secure, and how people choose and make friends. * That mental wellbeing is a normal part of daily life, in the same way as physical health. * That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. * Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. * 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).   **Menstruation (Y5 only)**   * About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; * Some practical help on how to manage the onset of menstruation. * NC About menstrual wellbeing including the key facts about the menstrual cycle. |