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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Francis Term 4 - Cycle A** | |
| Topic | **Wandering Warriors** |
| WOW Experience | **Dressing up Viking day! Making a catapult emersion day and other weapons!** |
| History/Geography | History  Significant historical events, people and places in their own locality.  Changes in rebellious beliefs.  Viking raids and settlement.  Britain’s Settlements by Anglo Saxons  **Anglo Saxons/Vikings**  (culture: food, clothing, houses)   1. Who were the Anglo-Saxons and Vikings? 2. Why did they invade and settle in Britain? 3. How well did the Anglo-Saxons and Vikings get on with each other? 4. What was life really like in Anglo – Saxon Britain? 5. What did they leave behind? |
| Art/ D & T | DT: making a catapult  **Edvard Munch – The Scream**  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]  [DT Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/11/Yr4-Plan-B-DT-making-a-catapult.docx) |
| Science | **Earth & Space**  NC: Describing the Sun, Earth and Moon as approximately spherical bodies.  Describing the movement of the Earth, and other planets, relative to the Sun in the solar system.  Identifying scientific evidence that has been used to support or refute ideas or arguments.  Using the idea of the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky.  Identifying scientific evidence that has been used to support or refute ideas or arguments.  Reporting and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations.  Describing the movement of the Moon relative to the Earth.  In this unit, children will gain Astronomy related scientific knowledge. They will learn to have a basic overview of Earth and its place in our Solar System. |
| Religious Education | **Revelation**  Pupils will be able to explain the meaning of Presentation and the Transfiguration and make links between them and beliefs. At1 (Note if this is extended further to show a developing understanding **and** make links with other Old Testament stories this might be working at greater depth)  Pupils will be able to give reasons for the symbolism used to describe the presentation and the Transfiguration both in the Gospels and in art work and make links with beliefs AT1  Pupils will be able to give reasons why Simeon used the words he did in the Nunc Dimittis and the meaning those words hold AT1  Pupils will be able to make links between the feelings of Anna, Simeon, Mary and Joseph, how these feelings affected their behaviour AT2  Pupils will be able to make links to show how an understanding of the stories of the Presentation and the Transfiguration has consequences for the lives of Christians today. AT2  **Lent**  Pupils will be able to retell the story of Edmund selecting appropriate material to show how this links to Christian beliefs AT1  Pupils will be able to describe the temptations of Jesus and explain the meaning of them making links with the beliefs of ChristiansAT1  Pupils will be able to state the meaning of the mission statement of Jesus.AT1  Pupils will be able to show how the story of Jesus temptation and his Mission statement have consequences in terms of the actions of Christians AT2  Pupils will be able to express a view on the topic God is there for the poor selecting evidence to support their view. AT3 |
| Music | **The Fresh Prince of Bel Air**  Learning is focused around one song: The Fresh Prince Of Bel-Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.  •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 | **French-speaking Countries**  **Nationality**  • 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 | **Game Creator**  • To plan a game.  • To design and create the game environment.  • To design and create the game quest.  • To finish and share the game.  • To self and peer evaluate.  **3D Modelling**  • To be introduced to 2Design and Make and the skills of computer aided design.  • To explore the effect of moving points when designing.  • To design a 3D Model to fit certain criteria.  • To refine and print a model. |
| P.E. | **Dance**  **Unit 1 & Unit 2**  **Curriculum Focus:**  Perform routines to audiences.  Perform using a range of patterns and set phrases.  Work collaboratively in groups. |
| PSHE/RSE | **Is God Calling You?**  To know that God calls us to love others.  To know ways in which we can participate in God’s call to us.  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.  **Under Pressure**  Pressure comes in different forms, and what those different forms are;  There are strategies that they can adopt to resist pressure.  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.  The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.  Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  **Do you want a piece of cake?**  Understand what consent and bodily autonomy means;  Discuss and reflect on different scenarios in which it is right to say ‘no’.  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.  The importance of permission-seeking and giving in relationships with friends, peers and adults.  **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. |