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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Francis Term 5 - Cycle A** | |
| Topic | **Ice cold** |
| WOW Experience | **Tickets to the Titanic! They each get given a boarding card and they board the Titantic as a real passenger from the time. They are role playing that character. What is their experience on board? What was the build up of events leading to the sinking of the ship and why?** |
| History/Geography | National Curriculum –Geography and History   * Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.   **N.C Geography**   * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).  1. What’s a polar climate like? 2. Where are the polar areas in the world? 3. Animal and Human adaptations 4. Timeline of polar exploration (Scott)   Icebergs with the Titanic |
| Art/ D & T | **DT: Cook a Chocolate Cake**  Artwork of an Inuit  Paintings of Northern Lights  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]  Cooking and nutrition  •understand and apply the principles of a healthy and varied diet  •prepare and cook a variety of predominantly savory dishes using a range of cooking techniques  •understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/11/Yr4-CYcle-A-Art-Hot-and-Cold.docx) |
| Science | **Living Things and their Habitats**  NC: To describe the life process of reproduction in some plants and animals  To describe the life cycle of a mammal  To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.  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. |
| Religious Education | **Easter**  Pupils will be able to explain how the resurrection stories including the Journey to Emmaus link to Christian belief today (This presumes they know the stories) AT1  Pupils will be able to give reasons for the actions of the disciples after the resurrection AT2  Pupils will be able to ask relevant questions about the resurrection what happened on the road to Emmaus (AT2)  Pupils will be able to explain how artists use symbolism in pictures to convey their understanding of the Resurrection/Ascension and Journey to Emmaus AT1  Pupils will using evidence from one gospel account to support their view be able to answer ‘The resurrection changed the way the disciples felt’ AT3 (please note this is about the resurrection stories only so if for example using The Journey to Emmaus they would be able to talk about the fact that as they set off on their journey they were sad and had no hope and then…. DO NOT at this stage include Pentecost accounts) |
| Music | **Dancing in the Street**  All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas.  •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 | **Numbers 50-100**  **Euros**  • 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 | **Concept Maps**  • To understand the need for visual representation when generating and discussing complex ideas.  • To understand the uses of a 'concept map'.  • To understand and use the correct vocabulary when creating a concept map.  • To create a concept map. |
| P.E. | **Rounders**  **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 and strategies for batting and fielding. |
| PSHE/RSE | **Sharing isn’t always caring**  To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.  How to use technology safely.  That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.  How to report and get help if they encounter inappropriate materials or messages.  **NC**  The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  How information and data is shared and used online.  That for most people the internet is an integral part of life and has many benefits.  How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.  How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.  **Cyberbullying**  What the term cyberbullying means and examples of it;  What cyberbullying feels like for the victim;  How to get help if they experience cyberbullying.  **NC**  About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.  That people sometimes behave differently online, including by pretending to be someone they are not.  That the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous.  How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.  What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.  That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.  **Types of Abuse**  To judge well what kind of physical contact is acceptable or unacceptable and how to respond.  That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.  **NC**  What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.  That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  How to recognise and report feelings of being unsafe or feeling bad about any adult.  How to ask for advice or help for themselves or others, and to keep trying until they are heard,  How to report concerns or abuse, and the vocabulary and confidence needed to do so.  Where to get advice e.g. family, school and/or other source  **Impacted Lifestyles**  Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.  Learn how to make good choices about substances that will have a positive impact on their health.  Know that our bodies are created by God, so we should take care of them and be careful about what we consume.  **NC**  The characteristics and mental and physical benefits of an active lifestyle.  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).  The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.  The facts and science relating to immunisation and vaccination  About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.  **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. |