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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Francis Term 6 - Cycle A** | |
| Topic | **Gorgeous Georgians** |
| WOW Experience | [**https://museumsinwiltshire.org.uk/?artwork-category=georgian**](https://museumsinwiltshire.org.uk/?artwork-category=georgian)  **Museum visit?** |
| History/Geography | National Curriculum – History   * A study of an aspect or theme in British History that extend pupil’s chronological knowledge beyond 1066.  1. Who were the Georgians? 2. What did they enjoy doing in their day? 3. Where did they live? 4. How did they dress? |
| Art/ D & T | DT: Carnival costumes (Y4)  **Carnival Costumes**  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]  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/11/Yr5-Cycle-A-Art-Architecture.doc) |
| Science | **Forces & Magnets**  NC: To notice that some forces need contact between two objects  To compare how things move on different surfaces  To notice that magnetic forces can act at a distance and attract some materials and not others  To compare and group materials according to whether they are magnetic  To observe how magnets attract or repel each other and attract some materials and not others  To describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles are facing  To observe how magnets attract or repel each other and attract some materials and not others  To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object  To identify the effects of air resistance, water resistance and friction  To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.  The children will learn about forces in the context of pushing and pulling, and will identify different actions as pushes or pulls. The children will work scientifically to investigate friction and air resistance.  The children will identify forces and find out about Isaac Newton and his discoveries about gravity. The children will look for patterns and links between the mass and weight of objects, using Newton meters to measure the force of gravity.  They investigate to identify magnetic materials and types of magnet. They will explore the way magnetic poles can attract and repel.  During some of the practical science work, the children will discuss how variables other than the one being tested can be kept the same to help make a test fair.  Children will also learn about the use of mechanisms such as levers, gears and pulleys. |
| Religious Education | **Pentecost**  Pupils will be able to explain how the account of Pentecost informs the beliefs of Christians and how St Paul’s letter to the Colossians describes the qualities needed to witness to Jesus. AT1  Pupils will be able to explain and give reasons for the use of the particular symbols of the Spirit in the Pentecost Story. (Both Acts and John) AT1  Pupils will be able to describe and explain the symbolism used in specific pieces of art portraying the Pentecost story and ask meaningful questions about the art work AT1/AT2  Pupils will be able to describe the life and work of St Francis making links between his actions and beliefsAT1  Pupils will be able to use evidence from scripture to explore if (and how) the apostles changed after the Pentecost experience AT3  **Sacraments**  Pupils will be able to describe the key points in the Sacrament of Baptism AT1  Pupils will be able to explain the purpose of most of the signs used in Baptism and make some links with the meaning they hold in the lives of Christians AT1  Pupils will be able to link at least one piece of scripture to Baptism AT1  Pupils will be able to ask relevant questions concerning the rite of Baptism and the role of the Parents and God parents. AT2  Pupils will be able to express a view on whether parents who do not go to church should have their child baptised. AT3  Pupils will be able to describe the key points in the Sacrament of confirmation AT1  Pupils will be able to explain the purpose of most of the signs used in confirmation and make some links with the meaning they hold for Christians AT1  Pupils will be able to link at least one piece of scripture to confirmation AT1  Pupils will be able to ask relevant questions concerning the rite of confirmation and the role of the Bishop and Sponsor. AT2 |
| Music | **Reflect, rewind & replay**  This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.  •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 | **At the Supermarket**  • 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 | **Word Processing**  To know what a word processing tool is for.  To add and edit images to a word document.  To know how to use word wrap with images and text |
| P.E. | **Athletics**  **Curriculum Focus:**  Compete against self and others developing simple techniques.  Master basic movements, including running, throwing and jumping.  Work collaboratively and individually to help improve self and others. |
| PSHE/RSE | **The Trinity**  Children will know that God is Trinity - a community of persons;  Children will know that the Church is the Body of Christ.  **Catholic Social Teaching**  Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be:  Just, understanding that the way we live has an impact on others locally, nationally and globally  Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation  Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice  **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.  **Reaching Out**  Pupils will learn to apply the principles of Catholic Social Teaching to current issues;  Pupils will find ways in which they can spread God’s love in their community.  **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. |