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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Lawrence Term 5 - Cycle A** | |
| Topic | **Malmesbury’ s Hall of Fame**  See the source image |
| WOW Experience | **Visit to the Athelstan Museum**  [**https://www.athelstanmuseum.org.uk/**](https://www.athelstanmuseum.org.uk/) |
| History/Geography | N.C: A study of an aspect of history or beyond 1066 that is significant in the local community.  Who is King Athelstan?  Who was Eilmer the Flying?  Who is Hannah Twynnoy? |
| Art/ D & T | DT: Pulley  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]  •apply their understanding of computing to program, monitor and control their products.  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2022/05/Yr3-KO-DT-Mechanisms-–Pulley.pdf) |
| Science | **Living Things and their Habitats**  NC: To recognise that living things can be grouped in a variety of ways.  Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.  To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.  Identifying differences, similarities or changes related to simple scientific ideas and processes.  To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.  Using straightforward scientific evidence to answer questions.  To recognise that environments can change and that this can sometimes pose dangers to living things.  Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and table.  Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  In this unit children explore a variety of ways to identify, sort, group and classify living things. They will learn how animals are split into 'vertebrates' and 'invertebrates' and begin to consider the differences between living things within these classifications. They use and create classification keys to group, identify and name living things from the local habitat and beyond. This unit also introduces children to the idea that environments are subject to human-made and natural changes, and that these changes can have a significant impact on living things. Throughout the unit children work scientifically by gathering, recording and presenting information in different ways. |
| Religious Education | **Easter**  Pupils will be able to retell accurately the resurrection stories and make some links between the these and the beliefs of Christians  Pupils will be able to use a developing religious vocabulary to give reasons for some of the symbolism in the resurrection stories. With some support they will be able to describe some of the symbolism expressed in art work portraying the accounts  Pupils will be able to give some reasons for the actions of the disciples especially Peter.  Pupils will be able to make links to show how the beliefs of the disciples in the risen Jesus affected their behaviour.  Pupils will be able to ask relevant questions about the resurrection stories  They will be able to express their own point of view on the question of what Jesus meant when he said, ‘Feed my Sheep’ |
| Music | **Bringing us together**  This is a Disco song about friendship, peace, hope and unity.  This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too!  •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 | •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 | **3.6 Branching Databases**  To sort objects using just ‘yes’ or ‘no’ questions.  • To complete a branching database using 2Question.  • To create a branching database of the children’s choice.  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2022/05/Branching-Data-Term-5.pdf) |
| P.E. | **Rounders**  **Curriculum Focus:**  Playing competitive games developing simple tactics.  Master basic movements including running throwing catching & striking.  Work collaboratively to use basic tactics for batting and fielding. |
| PSHE/RSE | **Sharing Online**  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.  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 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.  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.  **Chatting Online**  How to use technology safely;  That bad language and bad behaviour are inappropriate;  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.  That people sometimes behave differently online, including by pretending to be someone they are not.  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 ask for advice or help for themselves or others, and to keep trying until they are heard,  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.  Where and how to report concerns and get support with issues online.  **Safe in My Body**  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 our teachers and parish priest.  NC 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.  How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  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.  How to recognise and report feelings of being unsafe or feeling bad about any adult.  How to report concerns or abuse, and the vocabulary and confidence needed to do so.  Where and how to report concerns and get support with issues online.  **Drugs, Alcohol & Tobacco**  Medicines are drugs, but not all drugs are good for us.  Alcohol and tobacco are harmful substances.  Our bodies are created by God, so we should take care of them and be careful about what we consume.  NC  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  **First Aid Heroes**  In an emergency, it is important to remain calm.  Quick reactions in an emergency can save a life.  Children can help in an emergency using their First Aid knowledge.  NC  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. |