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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Scholastica Term 1 - Cycle A** | |
| Topic | **A Dangerous World**  **A volcano erupting at night  Description automatically generated with medium confidence** |
| WOW Experience | Experiment day: Re-create eruptions of volcanoes through models. |
| History/Geography | **Physical Geography – Volcanoes**  1. What lies beneath the surface of the Earth?  2. What happens when the Earth's plates meet?  3. What goes on inside a volcano?  4. What can I find out about real volcanoes?  5. What happens when a volcano erupts?  6. What would it be like to live near a volcano?  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Yr4-CYcle-A-Art-Egyptians.docx) |
| Art/ D & T | **Art and Design skills**    •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  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2022/05/Yr6-KO-Art-A-Dangerous-World.pdf) |
| Science | **Animals including Human + Food Chains**  NC: Construct and interpret a variety of food chains, identifying producers, predators and prey.  Children will build on their knowledge of animals, including humans and learn more about herbivores, carnivores and omnivores in the context of food chains. In addition, they will extend their understanding of food chains to more complex chains and food webs.  NC: Describe the changes as humans develop to old age  Record data and results of increasing complexity using bar and line graphs  Report findings from enquiries, including oral and written explanations of results and models.  Children will learn about the life cycle of a human being. They will investigate the development of babies and compare the gestation period of humans and other animals. They will learn about the changes experienced during puberty and why these occur. They will investigate the changes to the body as humans get older, as well as comparing the life expectancy of different animal |
| Religious Education | **Creation**  Describe and show understanding some relevant experiences of Moses relating this to some beliefs in the Christian Church. AT1  Show understanding of how for people in the church their actions are informed by their belief in the commandments AT1  Engage with and respond to the question why do some people not keep some specific commandments? AT2  Discuss ‘The Commandments are still relevant today’ AT3 Or keeping the letter of commandments can actually be a bad thing. |
| Music | **Happy**  All the learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams  •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 | **Review**  **The Time**  • 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 | **Coding**  • To design a playable game with a timer and a score.  • To plan and use selection and variables.  • To understand how the launch command  works.  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Coding-Knowledge-Organiser.pdf) |
| P.E. | **Football**  **Curriculum Focus:**  Playing competitive games, developing fluency in skills and techniques.  Work in collaboration to play in different formations.  Compare team performance against other team perform |
| PSHE/RSE | SCARF choose from:  Thinking about habits  Dear Hetty  It could happen to anyone  Collaboration challenge  Give and take  Relationship cake recipe  How good a friend are you?  What’s the story?  Fact or opinion?  Spending wisely  Lend us a fiver?  Boys will be boys? – challenging gender stereotypes in the workplace |