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| **St Joseph’s Catholic Primary School, Malmesbury*****“Walking in the footsteps of Jesus, loving and serving together”*****St Scholastica Term 4 - Cycle A** |
| Topic |  **UK OK!**C:\Users\jdawson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\83A996FA.tmp |
| WOW Experience |  |
| History/Geography | **Locational and place knowledge.****Human geography**<https://www.oddizzi.com/teachers/help/schemes-of-work/> 1. What is unique about each of the UK’s countries?2. Where do people live in the UK?3. Where do people live in the UK?4. How do human activities affect the UK's landscape?5. What work do people in the UK do?6. How can the UK manage its energy needs?[Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/ODDIZZI-Knowledge-organiser-United-Kingdom.docx) |
| Art/ D & T | **Make my Voice Heard** •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 | **Inventors & Scientists**NC: To identify scientific evidence that has been used to support or refute ideas or arguments.To describe how scientific ideas have changed over time.To plan different types of scientific enquiries to answer questions.‘Scientists and Inventors’ unit will teach the children about famous scientists and inventors linked to the UKS2 science curriculum. |
| Religious Education | **Revelation**Pupils will be able to show an understanding of the story of St Paul and Christian belief todayAT1Pupils will be able to identify the distinctive marks of the Catholic Church AT1Pupils will be able to use accurately and in a relevant way a developing religious vocabulary to talk about revelation and the role of the Pope and Bishops AT1Pupils will be able to show understanding of how Pope Francis and the Bishops reveal Jesus to others today AT2 **Lent**Pupils will show understanding of the key concepts and beliefs for Christians in Lent AT1Pupils will show understanding of the ‘Stations of the Cross’ and will be able to link these two issues in modern life. AT1&AT2Pupils will show understanding of the journey Catechumens make and be able to link this to Lent. AT1Pupils will show understanding of the Beatitudes and their relevance for Christians today. AT1& AT2 |
| Music | **You’ve got a friend in me**All the learning in this unit is focused around one song: You've Got A Friend by Carole King•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 | **Going Shopping for Clothes****In the city and directions**• 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 | **Text Adventures**• To find out what a text adventure is.• To use 2Connect to plan a story adventure.• To make a story-based adventure using 2Create a Story.• To introduce an alternative model for a text adventure which has a less sequential narrative.• To use written plans to code a map based adventure in 2Code.[Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Computing-Text-Adventures-Knowledge-Organiser.pdf)**Networks**To learn about what the Internet consists of.• To find out what a LAN and a WAN are.• To find out how the Internet is accessed in school.• To research and find out about the age of the Internet.• To think about what the future might hold.[Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Computing-Networks-Knowledge-Organiser.pdf) |
| P.E. | **Dance** **Unit 1 & Unit 2****Curriculum Focus:**Work collaboratively with a partner and in a small groups to perform more complex dances. Compare performance with previous performances and demonstrate improvement to achieve personal best. Develop flexibility, balance, strength and control in a range of dances. Work hard challenge self, to improve the quality of performance.Work in collaboration to apply group devices.Compare own performance with others.  |
| PSHE/RSE | **Making Babies (Part 1 only)**Where and how to report concerns and get support with issues online. NC The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. **Menstruation**About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;Some practical help on how to manage the onset of menstruation.NC About menstrual wellbeing including the key facts about the menstrual cycle. **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.  |