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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Francis Term 1 - Cycle B** | |
| Topic | **Out and About in Malmesbury**  Malmesbury Town Council - VISITING |
| WOW Experience |  |
| History/Geography | NC: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, |
| Art/ D & T | **Making a Pop-Up Book**  *Kapow*  Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms. |
| Science | **Plants**  To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow)  To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables  To report on findings from enquiries, including oral and written explanations and presentations of results and conclusions  To investigate the way in which water is transported within plants  To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal |
| Religious Education | **Creation**   * Pupils will be able to describe the different parts of the Bible and give examples of the different types of writing within the Bible AT1 * Pupils will be able to show some understanding how Catholics view and use the Bible AT1 * Pupils will be able to show understanding of the creation stories by making accurate links between the creation stories and some key Christian beliefs AT1 * Pupils will be able to compare their own and other people’s ideas about what the ‘Big Questions’ are AT2 * Pupils will be able to give reasons for their view on the question ‘Are the Creation Stories True?’ AT3 |
| Music | **Mama Mia**  All the learning in this unit is focused around one song: Mamma Mia.  •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 Year 3-4**  Pets |
| ICT | **5.1 Coding**  To begin to simplify code.  • To create a playable game.  • To understand what a simulation is.  • To program a simulation using 2Code.  • To know what decomposition and abstraction are in computer science.  • To a take a real-life situation, decompose it and think about the level of abstraction.  Purple mash knowledge organiser |
| P.E. | **Football (Y5)**  **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 for defending and attacking. |
| PSHE/RSE | SCARF choose from:  ‘Thunking’ 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 |