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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Francis Term 2 - Cycle B** | |
| Topic | **Arty Aztecs**  **Aztec paintings** |
| WOW Experience |  |
| History | N.C - History   * The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared. * Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).  1. Who were the Aztecs? 2. What were the Aztecs famous for? 3. Who did the Aztecs worship? 4. What was their home life like? |
| Art/ D & T | **Aztec Printing**  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.  Pupils should be taught:   * 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. |
| Science | **Living Things and their Habitats (Y4)**  To recognise that living things can be grouped in a variety of ways by sorting living things into a range of groups.  Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions by using a range of methods to sort and group living things.  To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by generating questions to sort vertebrates in a classification key.  Identifying differences, similarities or changes related to simple scientific ideas and processes by identifying vertebrates by their similarities and differences.  To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by using keys to identify invertebrates found in the local environment.  Using straightforward scientific evidence to answer questions by explaining how they have identified an invertebrate.  To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by creating classification keys.  Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions by creating tables and keys showing the characteristics of living things.  To recognise that environments can change and that this can sometimes pose dangers to living things by identifying changes and dangers in the local habitat.  Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and table by recording observations on a map and in a table.  To recognise that environments can change and that this can sometimes pose dangers to living things by learning about environmental dangers and endangered species.  Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions by writing about and orally presenting findings from research. |
| Religious Education | **Prayers Saints & Feasts (Y5)**   * Make Links between the Lord’s Prayer and scripture in order to show understanding of the prayer AT1 * To show understanding of Jesus’ view of prayer by making links to various scripture stories AT1 * To compare their own and other people’s views to the question ‘If you are a Christian, should praying the Our Father, change the way you live?’ AT2   **Advent (Y5)**   * Pupils will show understanding of both the words of John the Baptist and those of Isaiah by making links between the words and the way Christians behave AT1 * Pupils will be able to use religious terms to show an understanding of how the O Antiphons are used to convey understanding about Jesus during Advent.AT1 * Compare their own and other people’s ideas to the statement: People become more selfish at Christmas AT2 * They will be able to engage with and respond to the question has Advent lost it meaning? AT3 |
| Music | **Glockenspiel Stage 2**  This Unit of Work that continues to teach about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel. This unit builds on the previous unit, Glockenspiel Stage 1. |
| French | **At home**  **Going to school** |
| ICT | **Unit 5.2 Online safety**  To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology and children’s responsibility to one another in their online behaviour. • To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. • To learn about how to reference sources in their work. • • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. To ensure reliability through using different methods of communication.  **Unit 5.3 Spreadsheets**  To use formulae within a spreadsheet to convert measurements of length and distance. • To use the count tool to answer hypotheses about common letters in use. • To use a spreadsheet to model a reallife problem. • To use formulae to calculate area and perimeter of shapes. • To create formulae that use text variables. • To use a spreadsheet to help plan a school cake sale |
| P.E. | **Gymnastics**  **Unit 1 & Unit 2**  **Curriculum Focus:**  Develop strength and stamina through sustained periods of vigorous activity.  Practice and implement runs, leaps, jumps and locomotion in more complex sequences.  Work collaboratively to perform with a partner.  Perform with control and confidence a range of basic actions.  Develop a broader range of new actions.  Work individually to improve a sequence. |
| PSHE/RSE | **Calming the Storm**  We were created individually by God who cares for us and wants us to put our faith in Him.  Physically becoming an adult is a natural phase of life.  Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God’s great plan and the results will be worth it!  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.  Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  **Girls Bodies (Y5 only)**  That human beings are different to other animals;  About the unique growth and development of humans, and the changes that girls will experience during puberty;  About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;  The need for modesty and appropriate boundaries.  NC Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.  **Boys Bodies (Y5 only)**  That human beings are different in kind to other animals;  About the unique growth and development of humans, and the changes that boys will experience during puberty;  About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;  The need for modesty and appropriate boundaries.  NC Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.  How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.  **What is puberty? (Y4 only)**  Learn what the term puberty means;  Learn when they can expect puberty to take place;  Understand that puberty is part of God’s plan for our bodies.  NC Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  About menstrual wellbeing including the key facts about the menstrual cycle.  **Changing Bodies (Y4 only)**  Learn correct naming of genitalia;  Learn what changes will happen to boys during puberty;  Learn what changes will happen to girls during puberty.  NC Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  About menstrual wellbeing including the key facts about the menstrual cycle.  **Boy/Girl Discussion Groups (Y4 only)**  NC Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  About menstrual wellbeing including the key facts about the menstrual cycle. |