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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Francis Term 3 - Cycle B** | |
| Topic | Comparison of UK and US Education Systems - www.free-for-kids.com **Coming to America** |
| WOW Experience |  |
| Geography | N.C - Geography   * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. * Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. * Describe and compare aspects of physical features. * A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved.  1. Locate the US 2. 14 states 3. Native American tribes 4. Physical features 5. Living in the USA   Route 66 |
| D&T | **Food: What could be healthier?**  Focusing on nutrition, children research and modify a traditional Bolognese sauce recipe to make it healthier. They will cook their new and improved versions, making appropriate packaging and also learn about the ethical considerations of farming cattle. |
| Science | **Sound**  To identify how sounds are made, associating some of them with something vibrating, by identifying and explaining sound sources around school.  To identify how sounds are made, associating some of them with something vibrating, by performing a dramatisation of how sounds travel. To find patterns between the volume of a sound and the strength of the vibrations that produced it, by performing a dramatisation of how sounds travel. To recognise that vibrations from sounds travel through a medium to the ear, by performing a dramatisation of how sounds travel.  To recognise that vibrations from sounds travel through a medium to the ear, by exploring how high and low sounds are created. To find patterns between the pitch of a sound and features of the object that produced it, by exploring and creating musical instruments, and explaining how they change pitch.  To recognise that sounds get fainter as the distance from the sound source increases, by exploring how sounds change over distance. To recognise that vibrations from sounds travel through a medium to the ear, by making string telephones.  To recognise that vibrations from sounds travel through a medium to the ear, by investigating the best material for absorbing sound.  To recognise that vibrations from sounds travel through a medium to the ear, by making a musical instrument and explaining how it works. To find patterns between the pitch of a sound and features of the object that produced it, by making a musical instrument and explaining how it works. |
| Religious Education | **Revelation**   * Pupils will be able to show understanding of the story of the Baptism of Jesus by John the Baptist by making a link with the revelation of Jesus as the Son of God. AT1 * Pupils will be able to show understanding of the Kingdom parables by relating them to Christian beliefs about the Kingdom. AT1 * Pupils will be able to show understanding of the symbolism used in scripture stories studied. AT1 * Pupils will be able to describe how believers live out the Kingdom parables.AT1 * Pupils will be able to show how beliefs about the Kingdom affect the moral values of believers.AT2   **Lent**   * Pupils will be able to make links between their own feelings and beliefs and the notion of right and wrong. AT2 * Pupils will be able to express their own views with appropriate reasons to the question ‘are we all capable of doing things wrong’ AT3 * Pupils will be able to make links between the concept of Metanoia and Lent AT1 * Pupils will be able to make links between the words of the Gospel and the need Christians feel to change their way of life during Lent AT1 * Pupils will be able to make links between the design of Hunger Cloths and the beliefs of Christians |
| Music | **Stop!**    All the learning is focused around one song: Stop! - a rap/song about bullying. Pupils will learn about the interrelated dimensions of music through games, singing and composing. |
| French | **In the classroom**  **Lunch at school** |
| ICT | **Unit 5.4 Databases**  To learn how to search for information in a database. • To contribute to a class database. • To create a database around a chosen topic. |
| P.E. | **Netball**  **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 | **Spots and Sleep**  How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.  NC About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.  The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.  The characteristics and mental and physical benefits of an active lifestyle.  The risks associated with an inactive lifestyle (including obesity).  How and when to seek support including which adults to speak to in school if they are worried about their health.  What constitutes a healthy diet (including understanding calories and other nutritional content).  The principles of planning and preparing a range of healthy meals.  The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).  About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.  About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.  About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.  **Body Image**  To recognise that images in the media do not always reflect reality and can affect how people feel about themselves  That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media  NC 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.  The importance of self-respect and how this links to their own happiness.  What a stereotype is, and how stereotypes can be unfair, negative or destructive.  The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.  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.  **Peculiar Feelings**  To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action.  That some behaviour is wrong, unacceptable, unhealthy or risky.  NC That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  Practical steps they can take in a range of different contexts to improve or support respectful relationships.  The conventions of courtesy and manners.  That mental wellbeing is a normal part of daily life, in the same way as physical health.  That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  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.  How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  **Emotional Changes**  Emotions change as they grow up (including hormonal effects);  To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action;  About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.  NC How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.  How important friendships are in making us feel happy and secure, and how people choose and make friends.  That mental wellbeing is a normal part of daily life, in the same way as physical health.  That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).  **Menstruation (Y5 only)**  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. |