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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Francis Term 4 - Cycle B** | |
| Topic | **Horrid Henry?** |
| WOW Experience |  |
| History | **Henry VIII Tudor King**  A study of an aspect or theme in British History that extend pupil’s chronological knowledge beyond 1066  The young King Henry VIII  Field of Cloth of Gold  Middle life  The Reformation |
| Art | **Tudor Portraits**  Lessons:   1. Using pastels to sketch Tudor clothes 2. Drawing portraiture, making sure that facial features are in proportion 3. Learning how to use and mix powder paints to create swatches to match the Tudor portraits 4. Sketch a Tudor portrait in pencil, looking at the background, objects and poses of traditional Tudor portraiture 5. Use pastels or paint to decorate their pencil drawing of a Tudor monarch |
| Science | **States of Matter**  Describe the properties of solids, liquids and gases. • Explain that melting and freezing are opposite processes that change the state of a material. • Identify the melting and freezing point of several different materials. • Explain that heating causes evaporation and cooling causes condensation. • Explain that evaporation and condensation are opposite processes that change the state of a material. • Explain that the higher the temperature, the quicker water evaporates. • Explain what happens to water at the different stages of the water cycle. • Make observations and conclusions. • Be able to answer questions based on their learning |
| Religious Education | **Easter**   * Pupils will show understanding of what the Triduum is by describing the 3 parts of the Triduum. * Pupils will be able to show an understanding of the washing of the feet on Holy Thursday night and explain how this might affect the actions of Christians * Pupils will be able to explain describe and explain the symbolism used in the Easter Vigil. * Pupils will be able to show understanding of how the Easter Vigil links to other sources in Scripture. * Describe and show understanding of the beliefs of the Christian Church expressed in and through the Vigil. * Engage with the question of’ what do the baptismal promises mean is it difficult to keep the baptismal promises?’ |
| Music | **Lean on Me**  All the learning is focused around one song: Lean On Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. |
| French | **School subjects**  **Sports and Hobbies** |
| ICT | **Game Creator**  To plan a game. • To design and create the game environment. • To design and create the game quest. • To finish and share the game. • To self and peer evaluate. |
| P.E. | **Dance**  **Unit 1 & Unit 2**  **Curriculum Focus:**  Perform routines to audiences.  Perform using a range of patterns and set phrases.  Work collaboratively in groups. |
| PSHE/RSE | **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.  **Self-Talk**  Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions;  Apply this approach to personal friendships and relationships  NC Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  How important friendships are in making us feel happy and secure, and how people choose and make friends.  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.  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).  It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |