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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Francis Term 5 - Cycle B** | |
| Topic | **Marvellous Maps** |
| WOW Experience |  |
| Geography | N.C - Geography     * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.   Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
| Art | **Map Art**  Using maps and aerial photographs to develop children’s drawing skills. This unit of work introduces some exciting techniques such as wax resist and continuous line drawing, building confidence in children. It also use the exciting Google Earth online resource to give children a different perspective and develop semi-abstract painting, as well as introducing some famous artists such as Jasper Johns. |
| Science | **Electricity**  Scientific Knowledge • Children can define what an electrical appliance is and identify those that are mains- or battery powered. • Children can identify different circuit components and explain what they do. • Children can build series circuits, identifying and explaining whether they are complete or incomplete. • Children can explain what electrical conductors and insulators are and give several examples of these. • Children can identify several different switches and explain how switches work in a circuit. • Children can apply their knowledge of electricity to different situations. Working Scientifically • Children can group and classify things (appliances) and record their findings using labelled diagrams. • Children can use a range of (electrical) equipment and record findings using labelled diagrams. • Children can make predictions, use a range of (electrical) equipment and draw simple conclusions from their results. • With some guidance, children can decide how to set up a simple practical enquiry, make predictions and draw simple conclusions from their results. • Children can report and present their results and conclusions to others in oral forms. • Children can use straightforward scientific evidence to answer questions and identify similarities, differences, patterns and changes relating to simple scientific ideas and processes. |
| Religious Education | **Pentecost & Mission**   * Pupils will be able to describe the Jewish festival of Pentecost and make links between this and the Christian festival of Pentecost.AT1 * Pupils will be able to describe different occasions in the Bible which talk about the Spirit of God (looking up the references themselves and make links between these events and Christian beliefs about the Holy spirit. AT1 * Pupils will be able using scripture evidence to compare their own and other people’s ideas about “What the Holy Spirit is” AT2 * Pupils will be able to describe the special features of the Liturgy on Pentecost Sunday and make links with the Pentecost story AT1 * Pupils will be able to explain what it means to say the Church is the Body of Christ and Why the Church is often referred to as servant AT 1 * Pupils will be able to express their own views on which image of the Church they prefer giving reasons for their choice AT3 |
| Music | **Blackbird**  All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights. |
| French | **Play an instrument**  **The Weather & Seasons** |
| ICT | **Modelling**  To be introduced to 2Design and Make and the skills of computer aided design. • To explore the effect of moving points when designing. • To design a 3D Model to fit certain criteria. • To refine and print a model. |
| P.E. | **Rounders**  **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 and strategies for batting and fielding. |
| PSHE/RSE | **Sharing isn’t always caring**  To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.  How to use technology safely.  That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.  How to report and get help if they encounter inappropriate materials or messages.  **NC**  The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  How information and data is shared and used online.  That for most people the internet is an integral part of life and has many benefits.  How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.  How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.  **Cyberbullying**  What the term cyberbullying means and examples of it;  What cyberbullying feels like for the victim;  How to get help if they experience cyberbullying.  **NC**  About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.  That people sometimes behave differently online, including by pretending to be someone they are not.  That the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous.  How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.  What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.  That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.  **Types of Abuse**  To judge well what kind of physical contact is acceptable or unacceptable and how to respond.  That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.  **NC**  What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.  That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  How to recognise and report feelings of being unsafe or feeling bad about any adult.  How to ask for advice or help for themselves or others, and to keep trying until they are heard,  How to report concerns or abuse, and the vocabulary and confidence needed to do so.  Where to get advice e.g. family, school and/or other source  **Impacted Lifestyles**  Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.  Learn how to make good choices about substances that will have a positive impact on their health.  Know that our bodies are created by God, so we should take care of them and be careful about what we consume.  **NC**  The characteristics and mental and physical benefits of an active lifestyle.  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).  The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.  The facts and science relating to immunisation and vaccination  About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.  **Making Good Choices**  Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco  Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies  **NC**  The importance of permission-seeking and giving in relationships with friends, peers and adults.  That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.  **Giving Assistance**  The recovery position can be used when a person is unconscious but breathing.  DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.  **NC**  The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  How to make a clear and efficient call to emergency services if necessary.  Concepts of basic first-aid, for example dealing with common injuries, including head injuries. |