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| **St Joseph’s Catholic Primary School, Malmesbury*****“Walking in the footsteps of Jesus, loving and serving together”*****St Francis Term 6 - Cycle B** |
| Topic |  **Pickets Police & Politics** |
| WOW Experience | Visit the Big Pit in Wales |
| History/Geography | N.C - History * Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.
* Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

**N.C Geography** A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment.How did it feel to work in a coal mine?How has the coal mining industry changed over the years and does it have a future? Explore these questions and more in this special project about the coal industry and its impact on the UK.Children will explore:1.The history of coal mining2. Mining strikes and their effects on the miners, their families and communities4. The legacy and future of coal miningThey will know – * How coal was formed.
* The history of British mines – local study Big Pit, Wales
* To know that dark is the absence of light.
* know the history of miners lamps
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| D&T | **Electrical Systems: Torches** In this topic, children apply their scientific understanding of electrical circuits to create a torch made from easily available materials and objects. They will also design and evaluate their product against set design criteria. |
| Science | **Animals Including Humans (Year 4)**Generate relevant scientific questions. • Identify differences related to scientific ideas. • Make predictions and suggest equipment. • Make careful observations, record findings using labelled diagrams and use results to make predictions for new values. • Identify parts of the digestive system. • Match the parts of the digestive system with their functions. • Match the types and functions of teeth. • Construct and interpret a food chain. |
| Religious Education |   **Sacraments** * Pupils will be able to make links between passages in scripture relating to marriage and priesthood and our beliefs. AT1
* Pupils will be able to describe the sacrament of marriage. Explain the meaning of the symbolism within the rite and what these might mean to someone who was married in church. Explain how taking part in this sacrament might affect the life of the person.
* Pupils will be able to give reasons why people chose to receive the sacrament of Holy Orders and how this might affect their lives.AT2
* Pupils will be able to compare their own and other peoples’ ideas to the question should you get married in Church. AT3
* Pupils will be able to give their own views, with reasons, on whether the role of a priest is still important today? AT3
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| Music | **Reflect, rewind & replay**This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.•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 | **Fruits and At the Market** |
| ICT |  **Concept Maps**To understand the need for visual representation when generating and discussing complex ideas. • To understand the uses of a 'concept map'. • To understand and use the correct vocabulary when creating a concept map. • To create a concept map. • To understand how a concept map can be used to retell stories and information. • To create a collaborative concept map and present this to an audience. |
| P.E. | **Athletics****Curriculum Focus:**Compete against self and others developing simple techniques.Master basic movements, including running, throwing and jumping.Work collaboratively and individually to help improve self and others.  |
| PSHE/RSE | **The Trinity**Children will know that God is Trinity - a community of persons;Children will know that the Church is the Body of Christ.**Catholic Social Teaching**Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be:Just, understanding that the way we live has an impact on others locally, nationally and globallySelf-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creationEquipped to calmly stand up for their faith, for friends and their community and for victims of injustice**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.**Reaching Out**Pupils will learn to apply the principles of Catholic Social Teaching to current issues;Pupils will find ways in which they can spread God’s love in their community.**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. |