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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Lawrence Term 1 – Cycle B** | |
| **Topic** | **Stone Age Rocks!**  Stonehenge, Wiltshire - Book Tickets & Tours | GetYourGuide |
| **WOW Experience** | Visit to Stonehenge  [Discovery Visits at Stonehenge | English Heritage (english-heritage.org.uk)](https://www.english-heritage.org.uk/visit/places/stonehenge/schools/discovery-visits/) |
| **History/Geography** | **Stone Age**  Children will be introduced to the idea that people have been living in Britain for a very long time. They will learn about the changes that occurred between the middle Stone Age [Mesolithic Times] to the Iron Age – a period of over 10,000 years!  What was ‘new’ about the New Stone Age?  Which was better, bronze or iron?   * When do you think it was better to live – Stone Age, Bronze Age or Iron Age? |
| **Art/ D & T** | **Prehistoric Art**   * Exploring prehistoric art - Reflecting upon the purpose of cave art paintings and introducing a sense of proportion when drawing an animal. * Charcoal animals - Scaling up drawings in charcoal, to create tones and textures. * Prehistoric palette - Experimenting with spices and found natural materials to make paint and exploring the colours and effects that can be created. * Painting on a cave wall - Applying painting skills to re-create a prehistoric picture on a textured surface. * Hands on a cave wall - Creating hand prints onto a textured background as a collaborative class piece of prehistoric inspired art. |
| **Science** | **Forces and Magnets**  This ‘Forces and Magnets’ unit will teach your class about forces, friction and magnetic attraction. They will learn about forces in the context of pushing and pulling, and will identify different actions as pushes or pulls. The children will work scientifically and collaboratively to investigate friction, by exploring the movement of a toy car over different surfaces. They will work in a hands on way to identify magnetic materials. Furthermore, they will conduct an investigation into the strength of different types of magnet. The children will have chance to explore the way magnetic poles can attract and repel in an exciting activity, making their own compass and using it to find hidden items. The children will use their understanding of magnetic attraction to design and create their own magnetic game. They will develop their scientific enquiry skills, making observations, predictions and conclusions   * To notice that some forces need contact between two objects by identifying the different types of forces acting on objects. * To compare how things move on different surfaces by investigating the speed of a toy car over different surfaces. * To notice that magnetic forces can act at a distance and attract some materials and not others by sorting materials. * To compare and group materials according to whether they are magnetic by sorting materials. * To observe how magnets attract or repel each other and attract some materials and not others by investigating the strength of different magnets. * To describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles are facing by making a compass to hunt for treasure. * To observe how magnets attract or repel each other and attract some materials and not others by making, playing and evaluating a magnetic game. |
| **RE** | **Creation**   * To describe why being called by name is importantAT1 * To retell the story of Jonah selecting the material to show the key points AT1 * To use the words Prophet correctly AT1 * To describe how we are called by name at Baptism * To ask and respond to questions about what Jonah felt when called by God AT2 * To ask and respond to questions about being called by name at Baptism AT2 * To have a view on the question ‘Was Jonah a good prophet?’ AT3 |
| **Music** | **Mama Mia**  This is a six-week Unit of Work. All the learning in this unit is focused around one song: Mamma Mia.   * Listen and Appraise a range of songs by ABBA. * Mamma Mia * Dancing Queen * Waterloo * Super Trouper * Thank You for the Music * Use your body to find the pulse * Talk about the song and answer questions using the correct musical vocabulary. * Do you like the song? * What can you hear? * What is the style of this music? * How is the song put together? |
| **French** | **France and its culture**  **Greetings and name**  **Classroom Instructions**  **Euros**   * listen attentively to spoken language and show understanding by joining in and responding * explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* * speak in sentences, using familiar vocabulary, phrases and basic language structures * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* * present ideas and information orally to a range of audiences\* * read carefully and show understanding of words, phrases and simple writing * appreciate stories, songs, poems and rhymes in the language * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * write phrases from memory, and adapt these to create new sentences, to express ideas clearly * describe people, places, things and actions orally\* and in writing * understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English * listen attentively to spoken language and show understanding by joining in and responding. |
| **ICT** | **Coding**   * To review coding vocabulary and knowledge. * To create a simple computer program. * To begin to understand selection in computer programming. * To understand how an IF statement works. * To understand how to use coordinates in computer programming. * To understand the Repeat until command. * To begin to understand selection in computer programming. * To understand how an IF/ELSE statement works. * To understand what a variable is in programming. * To use a number variable. * To create a playable game. |
| **P.E.** | **Football**     * To work collaboratively to attack a goal. * To use and develop football skills. * To move towards the ball and receive under control. * To work collaboratively to play in game situations. * To practice defensive tackling and apply to game scenarios. * To use dribbling to progress forward. * To pass the ball to players over distance. * To be able to pass on the move. |
| **PSHE/RSE** | * Getting on with your nerves * Raisin challenge (1) * My Special Pet * As a rule * For or against * Thunks * Recount Task * Basic First Aid * Can Harold afford it? Earning Money |