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| **St Joseph’s Catholic Primary School, Malmesbury*****“Walking in the footsteps of Jesus, loving and serving together”*****St Lawrence Term 2 – Cycle B** |
| **Topic** |  **Rivers of the World****BBC - Earth - Why the source of the Amazon river remains a mystery** |
| **WOW Experience** | **Visit from Malmesbury River Valleys Trust**[Malmesbury River Valleys Trust | (mrvt.org.uk)](https://www.mrvt.org.uk/) |
| **History/Geography** | [**Geography - Rivers**](Geography/ODDIZZIKnowledgeorganiserRivers.pdf)* Describe the water cycle, explain what a river is and locate the world’s longest rivers on a map.
* Describe how rivers are used around the world.
* Identify the stages and features of a river, and the way that land use changes from the source to the mouth.
* Recognise and explain how human activity affects the rivers.
* Recognise and explain how flooding affects communities.
* Identify the key characteristics on one of the world’s longest rivers.

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| **Art/ D & T** | [**DT – Seasonal Foods**](DT/Yr3%20KO%20DT%20Seasonal%20Tart.docx)* To know that climate affects food growth.
* To understand the advantages of eating seasonal foods grown in the UK.
* To create a recipe that is healt6hy and nutritious using seasonal vegetables.
* To safety follow a recipe when cooking.
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| **Science** | [**Electricity**](Science/Year%204%20Electricity%20Knowledge%20Organiser.pdf) Children will learn about common electrical appliances and how to construct simple series circuits. They will become familiar with the key words linked to the topic and how to apply them appropriately. Children will learn about cells, wires, bulbs and buzzers and about the different types of switches. They will be able to troubleshoot and identify whether or not a bulb will light in a simple series circuit and be able to identify a complete circuit. The children will also learn about conductors and insulators and know that metals are very good electrical conductors.* To classify and present data, identifying common appliances that run on electricity.
* To identify circuit components and build working circuits.
* To investigate whether circuits are complete or incomplete.
* To investigate which materials are electrical conductors or insulators.
* To explain how a switch works in a circuit, build switches and report my findings.
* To discuss and solve problems about electricity using reasoning skills.
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| **Religious Education** | **Prayers Saints & Feasts*** To retell some stories about saints and about Mary, selecting which information is important or relevant AT1
* To relate the words of the Hail Mary to scripture AT1
* To describe some ways in which the Saints lived out their faith. AT1
* To use religious words like Saint, Disciple in context AT1
* To ask and respond to questions about the experiences and feelings of Mary and the Saints. AT2
* To ask the question ‘Could I be a Saint?’ AT 2
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| **Music** | [**Glockenspiel 2**](Music/Knowledge%20Organiser%20-%20Glockenspiel%20Stage%202%20-%20Year%204%2C%20Unit%202.pdf)In this unit the children will explore and develop playing skills using the glockenspiel.**Musical activities using the notes C, D, E and F*** Mardi Gras Groovin’: listen to this piece
* Mardi Gras Groovin’: play with note-names
* Mardi Gras Groovin’: play with note-names or notes or perhaps from memory
* Mardi Gras Groovin’: play from notation Theory:
* Mardi Gras Groovin' Theory - The Language of Music
* Copy Back 3: using D and E. The first note will always be D 1. Finding out about music: Pulse. 2. Finding out about music: Pulse question.
* Good, Better, Best: Listen, sing and play. Can you play from memory?

**Theory:** * Finding Out About Music: Rhythm
* Finding Out About Music: Pitch. Watch, listen, learn, remember...
* Finding Out About Music Listening game: Listen to the pitch of the instruments playing in these pieces. Drag each piece to the box next to the description of the pitch.
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| **French** | **Numbers 0-20 and Age*** 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
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| **ICT** | [**Online Safety**](Computing/Year%204-%20Online%20Safety%20-%20KO.pdf)* To understand how children can protect themselves from online identity theft.
* To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.
* To identify the risks and benefits of installing software including apps.
* To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.
* To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.
* To identify the positive and negative influences of technology on health and the environment.
* To understand the importance of balancing game and screen time with other parts of their lives.

[**Spreadsheets**](Computing/Year%204-%20Spreadsheet%20KO.pdf)* To explore how the numbers entered into cells can be set to either currency or decimal.
* To explore the use of the display of decimal places.
* To find out how to add formulae to a cell.
* To explore how tools can be combined to use 2Calculate to make number games.
* To explore the use of the timer, random number and spin button tools.
* To use the line graphing tool in 2Calculate with appropriate data.
* To interpret a line graph to estimate values between data readings.
* To use the currency formatting tool in 2Calculate.
* To use 2Calculate to create a model of a real-life situation
* To use the functions of allocating value to images in 2Calculate to make a resource to teach place value.
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| **P.E.** | [**Gymnastics Unit 1**](PE/Year-4_Gym_Unit-1-KO.jpg)* Compose and perform a sequence of 6 elements.
* Use compositional ideas including changes in speed and direction,
* Teach your sequence to a partner.
* Work with a partner to create a sequence in unison.
* The sequence should be taught to and combined with another pair to make a four-person sequence.
* Compose a sequence of actions including some element of weight on hands.
* Demonstrate control and body tension when taking weight on hands.
* Work in groups of 4 to compose a 6 element sequence.
* Each member of the group implements a compositional component to change the sequence e.g. levels, matching, speed.
* Refine and perform as a group a 6 element sequence.
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| **PSHE/RSE** | **Get Up*** We are created individually by God who is Love, designed in His own image and likeness;
* God made us with the desire to be loved and to love and ‘to make a difference’: each of us has a specific purpose (vocation);
* Every human life is precious from the beginning of life (conception) to natural death;
* Personal and communal prayer and worship are necessary ways of growing in our relationship with God;
* In Baptism God makes us His adopted children and ‘receivers’ of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue);
* It is important to make a nightly examination of conscience.

**The Sacraments*** That in Baptism God makes us His adopted children and ‘receivers’ of His love.
* That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).

**We don’t have to be the same*** Similarities and differences between people arise as they grow and make choices, and that by living and working together (‘teamwork’) we create community;
* Self-confidence arises from being loved by God (not status, etc).
* The importance of self-respect and how this links to their own happiness.
* 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.
* 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.

**Respecting Our Bodies*** About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.
* That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
* The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
* 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.
* 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).
* 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 and mental and physical benefits of an active lifestyle.
* 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.
* 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.
* 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.

**What is puberty? (Y4 only)*** Learn what the term puberty means;
* Learn when they can expect puberty to take place;
* Understand that puberty is part of God’s plan for our bodies.
* Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
* About menstrual wellbeing including the key facts about the menstrual cycle.

**Changing Bodies (Y4 only)*** Learn correct naming of genitalia;
* Learn what changes will happen to boys during puberty;
* Learn what changes will happen to girls during puberty.
* Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
* About menstrual wellbeing including the key facts about the menstrual cycle.

**Boy/Girl Discussion Groups (Y4 only)*** Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
* About menstrual wellbeing including the key facts about the menstrual cycle.
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