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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Lawrence Term 3 – Cycle B** | |
| **Topic** | **Earliest Civilisations** |
| **WOW Experience** | **In house activity** |
| **History/Geography** | **Overview Earliest Civilisations**  This 'Early Civilisations' unit provides an overview of when and where the earliest civilisations appeared (including Ancient Sumer, Indus Valley, Ancient Egypt and the Shang Dynasty) and will introduce them to the amazing achievements of each civilisation.   * To explore where and when the first civilisations began. * To find out about the first writing systems. * To explore trade in early civilisations. * To find out about mathematical understanding in early civilisations * To explore the technology and inventions of early civilisations. * To explore the buildings and architecture of early civilisations. * To consolidate knowledge and understanding of early civilisations. |
| **Art/ D & T** | **DT – Constructing a Castle**   * To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure. * To design a castle. * To construct 3D nets. * To construct and evaluate my final product |
| **Science** | **Nutrition and Animals (Y3)**     * To sort foods into groups and find out about the nutrients that different foods provide. * To explore the nutritional values of different foods by gathering information from food labels. * To sort animal skeletons into groups, discussing patterns and similarities and differences. * To investigate an idea about how the human skeleton supports movement. * To explain how bones and muscles work together to create movement. * To design and carry out my own investigations. |
| **Religious Education** | **Advent**   * To make links about various stories showing how people journey to the Christ Child and the beliefs we hold about preparing for Advent AT1 * To make links between the stories of the Shepherds and the use of Santons in cribs AT1 * To describe the meaning of the words Emmanuel and Incarnation AT2 * To make links to show how the belief in the incarnation affects the way people prepare for Christmas AT2 * To compare their own views and that of others about the correct way for Christians to prepare during Advent. *(They should reference scripture or other sources)* AT2 * To give their own view on the question Jesus came for the weak and the poor AT3 |
| **Music** | **Stop!**  This Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing.   * Listen and Appraise - Stop! by Joanna Mangona: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections. * Listen and Appraise - Gotta Be Me by Secret Agent 23 Skidoo: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. * Listen and Appraise - Radetzky March by Strauss: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. * Listen and Appraise - Can’t Stop The Feeling! By Justin Timberlake: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. |
| **French** | **Colours**  **Numbers 20-50**   * 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** | **Writing for Different Audiences**   * To explore how font size and style can affect the impact of a text. * To use a simulated scenario to produce a news report. * To use a simulated scenario to write for a community campaign. |
| **P.E.** | **Netball Y4**   * To catch the ball and bring it to the chest to protect. * To play in a competitive game scoring goals in a scoring area. * To shoot using correct techniques. * To shoot within the area. * To work as part of a team to get the ball to the shooter within the area. * To define the role of Goal Attack and centre. * To use Goal Attack to build the play with Centre in attack. * To play within the appropriate areas. * To play in a game using one to one marking. * To recognise the need to stay with a player when marking. * To play a full game. |
| **PSHE/RSE** | **What am I feeling?**   * That emotions change as they grow up (including hormonal effects); * To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action; * What emotional well-being means; * Positive actions help emotional well-being (beauty, art, etc. lift the spirit); * Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest). * That mental wellbeing is a normal part of daily life, in the same way as physical health. * That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. * How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. * 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. * 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. * Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.   **What am I looking at?**   * To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. * What a stereotype is, and how stereotypes can be unfair, negative or destructive. * How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.   **I am Thankful**   * Some behaviour is wrong, unacceptable, unhealthy and risky; * Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media. * Practical steps they can take in a range of different contexts to improve or support respectful relationships. * The conventions of courtesy and manners. * How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. * Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.   **Life Cycles**   * That they were handmade by God with the help of their parents; * How a baby grows and develops in its mother’s womb including, scientifically, the uniqueness of the moment of conception; * How conception and life in the womb fits into the cycle of life; * That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual. |