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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Lawrence Term 4 – Cycle B** | |
| **Topic** | **North America**  **What Continent Is The United States of America In? - WorldAtlas** |
| **WOW Experience** | **Research day – USA states treasure hunt** |
| **History/Geography** | [**North America**](Geography/ODDIZZIKnowledgeorganiserNorthAmerica.pdf)   * Locate North America on a world map and explore the landscape. * Identify countries within North America and states within the USA. * Explore the physical geography of the Rockies. * Describe the physical geography of Mount St Helens and the impact it has had on surrounding area. * Compare the landscapes of different US states. * Compare New York State, New York City and where I live. |
| **Art/ D & T** | [**Craft**](Art/Yr3%20Cycle%20B%20Art%20%20Craft.doc)   * To create a mood board and know what a mood board is. * To create tie-dyed materials and know the process of tie-dyeing * To weave using different materials and know how to weave * To weave with a range of materials • I understand the terms ‘warp’ and ‘weft’. * To sew designs onto a t-shirt to personalise it. * To sew a running stitch. * To cut fabric neatly and accurately. |
| **Science** | [**Sound**](Art/Yr3%20KO%20Art%20Craft.docx)   * I can describe and explain sound sources * I can explain how different sounds travel. * I can explore ways to change the pitch of a sound. * I can investigate ways to absorb sound. * I can investigate ways to absorb sound. * I can make a musical instrument to play different sounds. |
| **Religious Education** | **Revelation**   * To accurately retell about the story of Samuel and explain its meaning * To use correct religious vocabulary to explain why the Liturgy of the Word is important. AT1 * To correctly explain the meaning of the actions at the Liturgy of the Word. AT1 * To give reasons why for believers it is important to pay attention to this part of the mass AT1 * To compare their own and other people’s ideas to the question ‘Does God still call people today’ AT2&AT3   **Lent**   * To make links about various stories showing how people in Gospels were transformed by Jesus and the way Christians keep the season of Lent AT1 * To describe the meaning of the words Pharisee, Tax Collector, Transformation in this context AT1 * To compare their own views and that of others about the actions of the people studied in the Gospels AT2 * To give their own view on the question Jesus came for outsiders AT3 |
| **Music** | [**Lean on Me**](Music/Music%20-%20Lean%20on%20Me%20-%20Knowledge%20Organiser.pdf)  This Unit of Work. All the learning is focused around one song: Lean On Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.   * Listen and Appraise - Lean On Me by Bill Withers: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus * Listen and Appraise - He Still Loves Me by Walter Williams and Beyoncé: 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 - Shackles by Mary Mary: 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 - Amazing Grace by Elvis Presley: 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 - Ode To Joy Symphony No 9 by Beethoven: Play the music. Use your body to find/feel 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 - Lean On Me by The ACM Gospel Choir: 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** | **The Date and Birthday**  **The Very Hungry Caterpillar**   * 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** | [**Using 2Logo**](Computing/Year%204-%20%20Logo%20-%20KO.pdf)   * To learn the structure of the language of 2Logo. * To input simple instructions in 2Logo * To use 2Logo to create letter shapes. * To use the Repeat command in 2Logo to create shapes. * To use and build procedures in 2Logo. |
| **P.E.** | [**Dance Unit 1**](PE/Year-4_Dance-Unit-1-KO.jpg)   * Develop dance ‘freeze frames’ based on a visual stimulus. * Work in small groups to create freeze-frame positions. * Develop freeze frames positions to include transitions. * Demonstrate how to link positions in a variety of ways. * Practice and perform a slide and roll. * Learn and replicate a set phrase. * Develop a short dance using unison and formations. * Describe different formations. * To perform in cannon routines and cannon lines. * Improve and extend mission set phrase. * Sequence movements in a logical order. * Work collaboratively in small groups to refine movements. * Evaluate my work. |
| **PSHE/RSE** | **Jesus, My Friend**   * NC That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. * That Jesus loves, embraces, guides, forgives and reconciles us with him and one another; * The importance of forgiveness and reconciliation in relationships, and some of Jesus’ teaching on forgiveness; * That relationships take time and effort to sustain; * We reflect God’s image in our relationships with others: this is intrinsic to who we are and to our happiness.   **Friends, Family and Others**   * Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; * That there are different types of relationships including those between acquaintances, friends, relatives and family; * That good friendship is when both persons enjoy each other’s company and also want what is truly best for the other; * The difference between a group of friends and a ‘clique’. * That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. * That families are important for children growing up * The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. * That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. * How important friendships are in making us feel happy and secure, and how people choose and make friends. * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.   **When Things Feel Bad**   * Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; * Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond. * 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. * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. * How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. * That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. * Where to get advice e.g. family, school and/or other sources. |