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| **St Joseph’s Catholic Primary School, Malmesbury*****“Walking in the footsteps of Jesus, loving and serving together”*****St Lawrence Term 6 – Cycle B** |
| **Topic** |  **South America Basins****Why visit the Amazon Jungle? | FAQ | Hiking | andBeyond** |
| **WOW Experience** | **Trip to the living Rainforest in Newbury**[**Visit the Living Rainforest**](https://livingrainforest.org/) |
| **History/Geography** | [**South America: The Amazon Basin**](Geography/South%20America%20Amazon%20Basin%20-%20Knowledge%20organiser.pdf)* Local South America on a world map and identify a range of its physical and human features.
* Locate the countries and capital cities of South America.
* Compare key facts about Brazil with our country.
* Find out if the River Amazon is the longest in the world and identify the key characteristics of the Amazon Basin.
* Explain the importance of the Amazon Rainforest.
* Share my knowledge and understanding of the Amazon Basin.
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| **Art/ D & T** | [**Art – Mayan Art**](Art/Yr4%20KO%20Art%20Mayans.docx)* Draw on experiences of different materials, techniques and processes when selecting and combining media to develop observations, ideas and feelings, matching their qualities to the purpose of work.
* Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint and clay).
* Evaluate outcomes according to their views and intentions and use to inform future creative work.
* To be familiar with the roles and purposes of artists working in different times and cultures, including individual artists who have particular significance in the history of art.
* Be familiar with a range of materials and processes used in art, craft and design and how these can be matched to ideas and intentions.
* Know about visual and tactile elements including colour, pattern and texture and how these elements can be combined and organized for different purposes.
* Develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
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| **Science** | [**State of the Matter**](Science/Science-%20State%20of%20the%20Matter%20KO.pdf)* To compare and group materials together, according to whether they are solids, liquids or gases.
* To investigate gases and explain their properties.
* To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.
* To explore how water changes state.
* To investigate how water evaporates.
* To identify and describe the different stages of the water cycle.
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| **Religious Education** | **Pentecost** * With some support, describe some of the symbolism expressed in hymns about the Pentecost storyAT1.
* To retell accurately the Story of Philip and the Ethiopian AT1
* To give some reasons for the actions Philip and the Ethiopian, they will be able to make links to show how the belief of Philip in the risen Jesus affected his behaviour. AT2
* To ask relevant questions about story AT2
* To say (with support) what they think Philip might have talked about when he shared the ‘Good News’ with the Ethiopian AT2
* To be able to name at the Fruits of the Spirit, describe at least some of these fruits and make links with the actions of Christians today AT1/AT2
* To express their own point of view on the question ‘Do Parishes try to use the Fruits of the Spirit today *and or* try to be ‘Good News’? AT3

**Sacraments*** To retell accurately the story of the Prodigal Son (Forgiving Father) and link this to a key Christian belief AT1
* To make a link showing how people’s beliefs affect their actions AT2
* To describe the concept of sin. (At least in a limited way) AT1
* To know how the Sacrament of Reconciliation takes place and be able to link the different stages of the Sacraments to beliefs AT1/2
* To be confident and accurate in their use of subject specific words or phrases, including, Eucharist, Sin, Reconciliation, Penance, Absolution, Introductory rites, Liturgy of the Word, Liturgy of the Eucharist, Dismissal.
* To state what happens in each of the different parts of the mass AT1
* To give their views on the question ‘is it right to forgive’ AT3
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| **Music** | **Reflect, Rewind and Reply**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.* Listen and Appraise Classical music
* Continue to embed the foundations of the interrelated dimensions of music using voices and instruments
* Singing
* Play instruments within the song
* Improvisation using voices and instruments
* Composition
* Share and perform the learning that has taken place
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| **French** | **Revisit & Review****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**.**
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| **ICT** | [**Effective Searching**](Computing/Year%204-%20Effective%20Searching%20KO.pdf)* To locate information on the search results page.
* To use search effectively to find out information.
* To assess whether an information source is true and reliable.
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| **P.E.** | [**Athletics**](PE/Year-4_Athletics%20KO.jpg)* Challenge yourself to jump in a variety of ways for distance and height.
* Show different ways of running and moving.
* Compare different throws with different equipment.
* Assess what fast running feels like.
* Practice and perform running at speed.
* Compete over shorts distances against self and others.
* Use running to increase the distance of jumps.
* Judge speed to take off from a specified point.
* Demonstrate control upon take-off.
* Introduce sling technique for discus throws.
* Practice the wind-up techniques.
* Practice with different equipment.
* Perform a baton exchange.
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| **PSHE/RSE** | **A Community of Love*** God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’;
* The human family is to reflect the Holy Trinity in mutual charity and generosity.

**What is the Church?*** That the human family is to reflect the Holy Trinity in mutual charity and generosity;
* The Church family comprises of home, school and parish (which is part of the diocese).
* The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

**How do I love others*** To know that God wants His Church to love and care for others.
* To devise practical ways of loving and caring for others.
* 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.
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