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| **St Joseph’s Catholic Primary School, Malmesbury*****“Walking in the footsteps of Jesus, loving and serving together”*****St Scholastica Term 1 - Cycle B** |
| Topic |   **On Top of the World**  |
| WOW Experience |  |
| History/Geography | **National Curriculum: Physical Geography – Mountains**1. What is a mountain?2. How are mountains made?3. What is it like on a mountain?4. What are the UK's highest mountains like?5. What is it like in the Himalayas?6. What can I find out about the world's highest mountains?[Geography Knowledge Organiser](file:///T%3A%5C2021%20St%20Scholastica%5C2022-2023%5CTerm%201%5CGeography%5CMountains%20KO.docx) |
| Art/ D & T | **DT – Come dine with me*** Find a suitable recipe for their course.
* Record the relevant ingredients and equipment needed.
* Follow a recipe, including using the correct quantities of each ingredient.
* Write a recipe, explaining the process taken.
* Explain where certain key foods come from before they appear on the supermarket shelf.

National Curriculum* understand and apply the principles of a healthy and varied diet
* prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
* Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

[DT Knowledge Organiser](file:///T%3A%5C2021%20St%20Scholastica%5C2022-2023%5CTerm%201%5CArt-DT%5CYr%206%20KO%20DT%20Come%20dine%20with%20me.docx)  |
| Science | **Living Things and their Habitat** Sort and group animals based on their features, using examples as a guide. • Describe Carl Linnaeus and his development of his classification system. • Place animals into given groups based on certain characteristics. • Design a creature with a specific set of characteristics, using prompts and a word grid. • Name types of microorganism. • Set up an investigation into harmful microorganisms. • Design a microorganism using given characteristics. • Complete descriptions on the characteristics of groups of organisms, using images as prompts.National Curriculum:

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| * describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
* give reasons for classifying plants and animals based on specific characteristics.
* describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
* describe the life process of reproduction in some plants and animals.

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| [Science Knowledge Organiser](file:///T%3A%5C2021%20St%20Scholastica%5C2022-2023%5CTerm%201%5CScience%20-%20Living%20things%20and%20their%20Habitat%5CYear%206%20-%20Knowledge%20Organiser%20Living%20things%20and%20their%20habitat.pdf) |

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| Religious Education | **Creation*** Pupils will be able to describe the different parts of the Bible and give examples of the different types of writing within the Bible AT1
* Pupils will be able to show some understanding how Catholics view and use the Bible AT1
* Pupils will be able to show understanding of the creation stories by making accurate links between the creation stories and some key Christian beliefs AT1
* Pupils will be able to compare their own and other people’s ideas about what the ‘Big Questions’ are AT2
* Pupils will be able to give reasons for their view on the question ‘Are the Creation Stories True?’ AT3
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| Music | **Happy** All the learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams•play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression•improvise and compose music for a range of purposes using the inter-related dimensions of music•listen with attention to detail and recall sounds with increasing aural memory •use and understand staff and other musical notations•appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians•develop an understanding of the history of music.[Music knowledge and skills](file:///T%3A%5C2021%20St%20Scholastica%5C2022-2023%5CMusic%20knowledge%20and%20skills%20-%20Year%206.pdf) |
| French | **Review** **The Time**• 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 design a playable game with a timer and a score. • To plan and use selection and variables. • To understand how the launch command works. • To use functions and understand why they are useful. • To understand how functions are created and called. • To use flowcharts to create and debug code. • To create a simulation of a room in which devices can be controlled. • To understand how user input can be used in a program. • To understand how 2Code can be used to make a text-adventure game.[Coding Knowledge Organiser](file:///T%3A%5CPlanning%202021-2022%5CSt%20Scholastica%5CPlanning%5CTerm%201%5CICT%5CCoding%20Knowledge%20Organiser.pdf) |
| P.E. | **Tag Rugby** **National Curriculum:**Playing competitive games, developing fluency in skills and techniques.Work in collaboration to play in different formations.Compare team performance against other team perform |
| PSHE/RSE | SCARF choose from:Thinking about habitsDear HettyIt could happen to anyoneCollaboration challenge Give and takeRelationship cake recipeHow good a friend are you?What’s the story?Fact or opinion?Spending wiselyLend us a fiver?Boys will be boys? – challenging gender stereotypes in the workplace |