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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Scholastica Term 3 - Cycle B** | |
| Topic | Earth-Shattering Events |
| WOW Experience |  |
| History/Geography | **National Curriculum: Physical Geography – Earthquakes**  1. Why do earthquakes occur?  2. What can we learn from some famous earthquakes?  3. Why are some earthquakes bigger than others?  4. How do earthquakes affect people and places?  5. What help do people need before and after an earthquake?  6. What could you do if an earthquake happened?  [Geography Knowledge Organiser](file:///T:\2021%20St%20Scholastica\2022-2023\Term%203\Geography\Earth-Shattering%20Events%20KO.docx) |
| Art/ D & T | **DT: Electrical systems: Steady hand game**  Design  •use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  •generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Evaluate  •investigate and analyse a range of existing products  •evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  •understand how key events and individuals in design and technology have helped shape the world  Technical knowledge  •apply their understanding of how to strengthen, stiffen and reinforce more complex structures  •understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  •understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  [Design and Technology Knowledge Organiser](file:///T:\2021%20St%20Scholastica\2022-2023\Term%203\DT\Yr5%20KO%20DT%20Steady%20Hand%20Game%20electrical%20systems.docx) |
| Science | **Electricity**  • know the main circuit symbols and use these to draw circuit diagrams;  • be able to plan and conduct an investigation;  • plan an investigation based on the results of a previous investigation;  • decide how to record data.  **National Curriculum:**   |  | | --- | | * associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit * compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches * use recognised symbols when representing a simple circuit in a diagram.   [Science Knowledge Organiser](file:///T:\2021%20St%20Scholastica\2022-2023\Term%203\Science\Electricity%20Year%206\Knowledge%20Organiser%20-%20Electricity%20Year%206.pdf) | |
| Religious Education | **Advent**   * Pupils will show understanding of both the words of John the Baptist and those of Isaiah by making links between the words and the way Christians behave AT1 * Pupils will be able to use religious terms to show an understanding of how the O Antiphons are used to convey understanding about Jesus during Advent.AT1 * Compare their own and other people’s ideas to the statement: People become more selfish at Christmas AT2 * They will be able to engage with and respond to the question has Advent lost it meaning? (Note: they must do more than give a personal opinion. They must use scripture and other sources to explain their views.) AT3 |
| Music | **A New Year Carol**  All the learning is focused around one song from Benjamin Britten’s Friday Afternoons: A New Year Carol.  Other learning within the unit gives your class the opportunity to research Benjamin Britten’s life and to listen to many of his other works  •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:\2021%20St%20Scholastica\2022-2023\Music%20knowledge%20and%20skills%20-%20Year%206.pdf) |
| French | **Personality**  **Clothes and Colours**  • 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 | **Blogging**  • To identify the purpose of writing a blog.  • To identify the features of a successful blog.  • To plan the theme and content for a blog.  • To understand how to write a blog and a blog post.  • To consider the effect upon the audience of changing the visual properties of the blog.  [Blogging Knowledge Organiser](file:///T:\Planning%202021-2022\St%20Scholastica\Planning\Term%203\Computing%20Blogging%20Knowledge%20Organiser.pdf) |
| P.E. | **Handball/ Netball**    **Curriculum Focus:**  Playing competitive games, developing fluency in skills and techniques.  Work in collaboration to play using different tactics.  Compare team performance against other team performances. |
| PSHE/RSE | **Body Image**  To recognise that images in the media do not always reflect reality and can affect how people feel about themselves  That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media  NC  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.  The importance of self-respect and how this links to their own happiness.  What a stereotype is, and how stereotypes can be unfair, negative or destructive.  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.  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.  **Peculiar Feelings**  To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action.  That some behaviour is wrong, unacceptable, unhealthy or risky.  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.  Practical steps they can take in a range of different contexts to improve or support respectful relationships.  The conventions of courtesy and manners.  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.  How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  **Emotional Changes**  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;  About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.  NC How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.  How important friendships are in making us feel happy and secure, and how people choose and make friends.  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.  Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  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.  **Seeing Stuff Online**  The difference between harmful and harmless videos and images;  The impact that harmful videos and images can have on young minds;  Ways to combat and deal with viewing harmful videos and images  NC  Families are important for children growing up because they can give love, security and stability.  How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.  Where and how to report concerns and get support with issues online. |