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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Scholastica Term 4 - Cycle B** | |
| Topic | **Magnificent Malmesbury** |
| WOW Experience |  |
| History/Geography | **History**  National Curriculum:  - A study over time tracing how several aspects of national history are reflected in the locality.  <https://www.malmesbury.com/home/historical-malmesbury/a-brief-history>  1. The origins of Malmesbury – Caer Bladon (500BC) and Anglo-Saxon times – What might it have been like to live then?  2. St Aldhelm – Who was he and is the church named after him?  3. King Athelstan – Was he the first king of all England?  4. Eilmer – The Flying Monk  5. The story of Hannah Twynoy and the tiger.  6. War time through the ages in Malmesbury  [History Knowledge Organiser](file:///T:\2021%20St%20Scholastica\2022-2023\Term%204\History\Magnificent%20Malmesbury%20KO.docx) |
| Art/ D & T | **Art – Photography**  **National Curriculum:**  Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:  to create sketch books to record their observations and use them to review and revisit ideas  to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  about great artists, architects and designers in history.  [Art Knowledge Organiser](file:///T:\2021%20St%20Scholastica\2022-2023\Term%204\Art\Yr6%20Cycle%20B%20Art%20Photography%20T4.doc) |
| Science | **Light**  • recognise that light appears to travel in straight lines;  • describe how light enables us to see  • Understand reflection as light bouncing off a surface  explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes;  • identify some effects of refraction and identify the visible spectrum.  **National Curriculum**:   recognise that light appears to travel in straight lines   use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye   explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes   Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.  [Science Knowledge Organiser](file:///T:\2021%20St%20Scholastica\2022-2023\Term%204\Science\Year%206%20-%20Knowledge%20Organiser%20Light.pdf) |
| Religious Education | **Revelation**   * Pupils will be able to show understanding of the story of the Baptism of Jesus by John the Baptist by making a link with the revelation of Jesus as the Son of God. AT1 * Pupils will be able to show understanding of the Kingdom parables by relating them to Christian beliefs about the Kingdom. AT1 * Pupils will be able to show understanding of the symbolism used in scripture stories studied. AT1 * Pupils will be able to describe how believers live out the Kingdom parables.AT1 * Pupils will be able to show how beliefs about the Kingdom affect the moral values of believers.AT2   **Lent**   * Pupils will be able to make links between their own feelings and beliefs and the notion of right and wrong. AT2 * Pupils will be able to express their own views with appropriate reasons to the question ‘are we all capable of doing things wrong’ AT3 * Pupils will be able to make links between the concept of Metanoia and Lent AT1 * Pupils will be able to make links between the words of the Gospel and the need Christians feel to change their way of life during Lent AT1 * Pupils will be able to make links between the design of Hunger Cloths and the beliefs of Christians |
| Music | **You’ve got a friend in me**  All the learning in this unit is focused around one song: You've Got A Friend by Carole King  •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 | **Going Shopping for Clothes**  **In the city and directions**  • 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 | **Text Adventures**  • To find out what a text adventure is.  • To use 2Connect to plan a story adventure.  • To make a story-based adventure using 2Create a Story.  • To introduce an alternative model for a text adventure which has a less sequential narrative.  • To use written plans to code a map based adventure in 2Code.  [Text Adventures Knowledge Organiser](file:///T:\Planning%202021-2022\St%20Scholastica\Planning\Term%204\Computing%20Text%20Adventures%20Knowledge%20Organiser.pdf)  **Networks**  To learn about what the Internet consists of.  • To find out what a LAN and a WAN are.  • To find out how the Internet is accessed in school.  • To research and find out about the age of the Internet.  • To think about what the future might hold.  [Networks Knowledge Organiser](file:///T:\Planning%202021-2022\St%20Scholastica\Planning\Term%204\Computing%20Networks%20Knowledge%20Organiser.pdf) |
| P.E. | **Football**    **National Curriculum:**   * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending |
| PSHE/RSE | **Making Babies (Part 1 only)**  Where and how to report concerns and get support with issues online.  NC  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.  **Menstruation**  About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;  Some practical help on how to manage the onset of menstruation.  NC  About menstrual wellbeing including the key facts about the menstrual cycle.  **Is God Calling You?**  To know that God calls us to love others.  To know ways in which we can participate in God’s call to us.  NC  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.  **Under Pressure**  Pressure comes in different forms, and what those different forms are;  There are strategies that they can adopt to resist pressure.  NC  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.  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.  **Do you want a piece of cake?**  Understand what consent and bodily autonomy means;  Discuss and reflect on different scenarios in which it is right to say ‘no’.  NC  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.  The importance of permission-seeking and giving in relationships with friends, peers and adults. |