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| **St Joseph’s Catholic Primary School, Malmesbury*****“Walking in the footsteps of Jesus, loving and serving together”*****St Scholastica Term 6 - Cycle B** |
| Topic |  **The future is in our hands!** |
| WOW Experience | Walk around local area, note down significant geography features and conduct experiments e.g. flow rate of local stream.  |
| History/Geography | **National Curriculum:****- Geography - Locational knowledge Climate zone – focus on climate change.**1.Why does a place's location in the world affect its climate?2. What on earth is a climate zone?3. How is the climate in the UK different from that in the tropics?4. How does the climate vary around the world?5. What is the weather like on a typical day for places in different climate zones?6. What is special about each climate zone?7. How can we protect our climate?[Geography Knowledge Organiser](file:///T%3A%5C2021%20St%20Scholastica%5C2022-2023%5CTerm%206%5CGeography%5CKO%20-%20Climate%20Zones.docx)  |
| Art/ D & T | **Art: Pollution and the planet**•Pupils should be taught to 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.•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%3A%5C2021%20St%20Scholastica%5C2022-2023%5CTerm%206%5CArt%5CYr6%20KO%20Art%20Pollution%20and%20the%20Planet%201.docx)  |
| Science | **Evolution and Inheritance**• Identify inherited traits and adaptive traits.• Understand that adaptations are random mutations.• Examine fossil evidence supporting the idea of evolution.• Identify the difference between selective and cross-breeding.**National Curriculum:**recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago;• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents;• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.[Science Knowledge Organiser](file:///T%3A%5C2021%20St%20Scholastica%5C2022-2023%5CTerm%206%5CScience%5CYear%206%20-%20Knowledge-Organiser%20-%20Evolution%20and%20Inheritance.pdf) |
| Religious Education | **Pentecost*** Pupils will be able to describe the Jewish festival of Pentecost and make links between this and the Christian festival of Pentecost.AT1
* Pupils will be able to describe different occasions in the Bible which talk about the Spirit of God (looking up the references themselves and make links between these events and Christian beliefs about the Holy spirit. AT1
* Pupils will be able using scripture evidence to compare their own and other people’s ideas about “What the Holy Spirit is” AT2
* Pupils will be able to describe the special features of the Liturgy on Pentecost Sunday and make links with the Pentecost story AT1
* Pupils will be able to explain what it means to say the Church is the Body of Christ and Why the Church is often referred to as servant AT 1
* Pupils will be able to express their own views on which image of the Church they prefer giving reasons for their choice AT3

**Sacraments*** Pupils will be able to make links between passages in scripture relating to marriage and priesthood and our beliefs. AT1
* Pupils will be able to describe the sacrament of marriage. Explain the meaning of the symbolism within the rite and what these might mean to someone who was married in church. Explain how taking part in this sacrament might affect the life of the person.
* Pupils will be able to give reasons why people chose to receive the sacrament of Holy Orders and how this might affect their lives.AT2
* Pupils will be able to compare their own and other peoples’ ideas to the question should you get married in Church. AT3
* Pupils will be able to give their own views, with reasons, on whether the role of a priest is still important today? AT3
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| Music | **Reflect, rewind & replay** 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.•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 | **A letter from France**• 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 | **Spreadsheets**• To know what a spreadsheet looks like.• To navigate and enter data into cells.• To introduce some basic data formulae in Excel for percentages, averages and max and min numbers.• To demonstrate how the use of Excel can save time and effort when performing calculations.• To use a spreadsheet to model a real-life situation.[Spreadsheets Knowledge Organiser](file:///T%3A%5CPlanning%202021-2022%5CSt%20Scholastica%5CPlanning%5CTerm%206%5CComputing%20Excel%20Spreadsheets%20Knowledge%20Organiser.pdf) |
| P.E. | **Athletics****Curriculum Focus:**Complete developing fluency in skills and techniques individually and as part of a team.Work in collaboration to apply strategies for maximizing speed and distance. Compare and contrast team and individual performances across a range of activities. |
| PSHE/RSE | **Making Good Choices**Recognise how they may come under pressure when it comes to drugs, alcohol and tobaccoLearn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodiesNC The importance of permission-seeking and giving in relationships with friends, peers and adults. That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.**Giving Assistance**The recovery position can be used when a person is unconscious but breathing.DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.NC The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. **The Trinity**Children will know that God is Trinity - a community of persons;Children will know that the Church is the Body of Christ.**Catholic Social Teaching**Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be:Just, understanding that the way we live has an impact on others locally, nationally and globallySelf-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creationEquipped to calmly stand up for their faith, for friends and their community and for victims of injusticeNC 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. **Reaching Out**Pupils will learn to apply the principles of Catholic Social Teaching to current issues;Pupils will find ways in which they can spread God’s love in their community.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.  |