



Impact

By the end of this unit, children will...

'Whereas the standard of living for some is high for some, others are subject to extreme poverty.' Pope St John XXI!!.

During this unit, children will recap on their knowledge of the continents of the world. They will explore some of the key geographical features of these continents and use a variety of sources to delve deeper into the human and physical features of given countries. This will lead them to comparing and contrasting various countries of the world and aid them in considering whether there is enough in our world for everyone.

Intent

It is our vision that the children of St. Mary's become advocates of fairness. They will reach out to those in most need and fight to make the world a fairer place. Throughout this unit, children will explore the differences between countries around the world and seek ways to share the world God given resources amongst all.

Building the Kingdom

Are there enough resources in the world for everyone?

Further questions to explore:

- Do borders protect or cause harm?
- Who do the resources within a country belong to?

Catholic Life Pledge:

Donate to food to the Food Bank.

Catholic Social Teaching

Distributive Justice & Preferential Option for the Poor

Everyone should have access to their fair share of resources and the needs of the poor and vulnerable should be put first.

'The world has enough for everyone's need, but not everyone's greed.' Mahatma Gandhi.



Core Subjects

English

During this term, pupils will write:

Main Text: Roof Toppers

- Narratives – writing in role and maintaining a viewpoint; developing characterisation through action and dialogue. (monologues)
- Persuasive writing – organisational and language devices; selecting the appropriate form based on audience and purpose. Formal and informal letters

Spelling: words with the prefixes sub and inter. Words with the suffix -ation and -ly, words ending in -lly

Skills focus: Use of paragraphs to organise ideas around a theme; precise vocabulary.

Maths

Area

- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence

Fractions

- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- recognise and show, using diagrams, families of common equivalent fractions
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

Foundation Subjects

History / Geography

Countries of the World:

Children will locate the seven continents and some of the countries within each one. They will also explore areas of human and physical geography around the world.

- To identify continents and countries of the world and locate them on a map.
- To find out about some of the key geographical features of each continent.
- To be able to locate major capital cities of the world.
- To be able to use a variety of sources to identify human and physical features in a particular country.
- To be able to find similarities and differences between different countries.

Art / Design technology

Maya Art (Art):

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Alarms (Design Technology):

- 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 ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Understand and use electrical systems in their products.

Music

Know the terms for the Duration of different notes such as semi-breve, minim, crotchet, quaver and their corresponding rests.

Understand the musical elements Timbre (type of sound) and Texture (layering up sounds/instruments).

Computing

Writing for audiences, Logos & Animations:

Use sequence, selection and repetition in programs; work with variables and various forms of input and output.

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.

Children are able to make improvements to digital solutions based on feedback.

Children make informed software choices when presenting information and data.

Core Subjects

Science

States of Matter:

The children will learn about the differences between solids, liquids and gases, and how different materials can change state. They will undertake practical experiments to help them understand the processes of evaporation and condensation, and the water cycle, as well as having the chance to express their understanding in a variety of ways.

Eating & Digestion:

The children will learn about animals including humans including eating, digestion and teeth.

Religious Education

Lent:

In this unit the children will explore some of the customs and practices associated with the celebration of the Season of Lent. Through the life and teaching of Christ they will learn about prayer, fasting and almsgiving and the forgiveness that God offers to those who believe in him.

Holy Week:

This unit provides the children with an opportunity to develop their knowledge and understanding of the story of Christ's passion and death. They will be given opportunities to reflect upon the circumstances and reasons for his death.

Easter:

In this unit the children will be introduced to accounts of the Resurrection appearances of Christ in the four Gospel. They will learn about the different reactions of people to the news that Christ was alive. In this unit the children will study the story of the Ascension and will learn about Christian belief in the presence of Christ in the world today.

Oracy

Project voice to the back of a large space e.g. the hall, without shouting. Identify when a discussion is going off topic and be able to bring it back on track. Use appropriate vocabulary, specific to the topic at hand. Speak fluently in front of an audience.

Cite evidence from the text or link wider experiences when participating in discussions in reading lessons and/or cite historical evidence or events in history lessons. Begin to offer opinions that are not their own by using external evidence. Deliver a short teaching session to a small group of younger children, varying sentence structures and length for effect.

Foundation Subjects

Physical Education

Gymnastics:

In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

Athletics:

In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.

French

My Home & Phonetics

RSHE/PSHE

- Module 2, Unit 3 Keeping safe assessment (keep this safe as will need to be completed in purple pen next half term).
- Module 2, Unit 3, Session 1 (Sharing online).
- Module 2, Unit 3, Session 2 (Chatting online).
- Module 2, Unit 3, Session 3 (Safe in my body).
- Module 2, Unit 3, Session 4 (Drugs, Alcohol and Tobacco).
- Module 2, Unit 3, Session 5 (First aid heroes).
- Module 2, Unit 3 Keeping safe assessment (from last half term)