

St George's Catholic Primary School



We learn, we love, we look after our world. We strive to be the best that we can be, following in the footsteps of Jesus.

St Elizabeth – Year 3/4

Term 6

How have children's lives changed?



Topic

Wow Experience

Sevington Victorian museum
Pictures and videos from the past
Pictures of children's family shared with the class

Catholic Social
Teaching

Solidarity with all people

God made everyone so we are all brothers and sisters in God's family wherever we live. We are one human family whatever our differences. Loving our neighbour has global dimensions in a shrinking world. At the core of Solidarity is the pursuit of justice and peace. Our love for all our sisters and brothers demands that we promote peace in a world surrounded by violence and conflict.

	<p>Who are our leaders? How do we stand with others? How did Jesus show service and justice? When have you depended on someone else? When has someone depended on you?</p>
Saint	 <p>St Therese of Lisieux</p>
Religious Education	<p>Dialogue and encounter</p> <p>Pupils will be able to describe examples from Scripture of Jesus' encounters with those who were considered outsiders. They will explain the Church's teaching on dialogue, showing why respect and openness to people of other faiths and worldviews are important. Pupils are expected to make connections between dialogue and the call to peace, justice, and the common good, and identify ways they themselves can live this out in daily life.</p>
History/Geography	<p><u>How have children's lives changed?</u></p> <ul style="list-style-type: none"> ● Make inferences and deductions from primary and secondary sources. ● Explain why children needed to work. ● Identify the jobs Tudor and Victorian children had. ● Describe the working conditions of Tudor and Victorian children. ● Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. ● Use sources to identify leisure activities and compare them over time. ● Identify diseases past children suffered from and discuss how effective the treatments were
Art/ D & T	<p>Art – Drawing – Growing artists</p> <p>Exploring tone, texture and proportion to create realistic drawings.</p>

<p>Science</p> 	<p>Animals including Humans (continued)</p> <ul style="list-style-type: none"> • I can describe the simple functions of the digestive system in humans. • I can identify different teeth in humans and name their functions. • I know how to keep my teeth healthy • I can identify and compare teeth of carnivores, herbivores and omnivores. • I can construct and interpret a variety of food chains identifying producers, predators and prey by examining animal faeces (poo) • I can identify animal habitats in the locality and observe what they eat
<p>Music</p>	<p><u>Musical learning focus – Changes in pitch, tempo and dynamics: Theme Rivers</u> <u>National Curriculum</u></p> <ul style="list-style-type: none"> • 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. • 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.
<p>ICT</p>	<p>Data Handling – investigating weather</p> <ul style="list-style-type: none"> • Search the web efficiently to find temperatures of different cities and record this accurately. • Design a weather station that gathers and records sensor data, explaining how it works and the units of measurement it would use. • Design an automated machine that uses selection to respond to sensor data.

	<ul style="list-style-type: none"> • Search for and record weather forecast information in a spreadsheet and explain how this data is collected. • Create a video which includes weather forecast information.
P.E.	Tennis Handball Hockey
Modern Foreign Language – Spanish	<p><u>La historia de la antigua Gran Bretaña (Ancient Britain)</u></p> <p>In this unit pupils will be taught three high frequency verbs in the 1st person singular form. The verbs are: ‘to be’, ‘to have’ and ‘to live’. Through the medium of this period of history, pupils will pretend to be characters from the Stone, Bronze and Iron Age. By the end of the unit pupils will be able to say / write who they are, where they live and which hunting tool they use, incorporating the three high frequency verbs in their phrases.</p>
PSHE/RSE	<p><u>LKS2 Module 3, Unit 1</u> Session 1: A Community of Love 40 minutes Session 2: What is the Church? 35 minutes</p> <p><u>LKS2 Module 3, Unit 2</u> Session 1: How Do I Love Others? 45 minutes Session 2: Working Together + Classroom Shorts 40 minutes Session 3: Money Matters + Classroom Shorts</p>