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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Aldhelm Term 4 - Cycle A** | |
| Topic | A Sailor’s Life for Me  Free Boats and Ships Clipart - Clip Art Pictures - Graphics - Illustrations |
| WOW Experience |  |
| History/Geography | N.C: The lives of significant individuals in the past who have contributed to national and international achievements.  ‘Should we call Grace O’Malley a pirate?’  Grace Darling  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Yr2-KO-History-A-Sailors-Life-for-Me-Grace-OMalley.docx) |
| Art/ D & T | DT: Paper Weaving (Ship/flags) (Y2)  **Design a flag for a ship.**  •design purposeful, functional, appealing products for themselves and other users based on design criteria  •generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Make  •select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  •select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Evaluate  •explore and evaluate a range of existing products  •evaluate their ideas and products against design criteria  Technical knowledge  •build structures, exploring how they can be made stronger, stiffer and more stable  •explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Yr2-KO-DT-Paper-Weaving.docx) |
| Science | **Animals, including humans – Life Cycles (Y2)**  NC: Notice that animals, including humans, have offspring which grow into adults. Asking simple questions. Using their observations and ideas to suggest answers to questions.  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  Use their observations and ideas to suggest answers to questions.  Children will look at animal young and compare them to their adults. They will look at how animals change as they grow up and be introduced to the life cycles of several varied common animals, including humans. They look in detail at how humans change as they grow older, drawing on their own observations. Children are introduced to the three basic needs of animals for survival (water, food and air). They will apply this knowledge, alongside research from secondary sources, to suggest ways to look after pets. Children will learn about healthy lifestyles, including the importance of exercise, healthy eating and hygiene. These healthy living lessons develop ‘working scientifically’ skills through investigating the impact of exercise on our bodies and how handwashing is essential for good hygiene. |
| Religious Education | **Revelation**  Pupils will be able to retell at least one of the miracles AT1  Pupils will be to state the meaning of the miracle story they know. AT1  Pupils will be to use words like, Miracle, Centurion, Blind man, Servant, Leper , correctly and explain very simply their meaning (AT1ii)  Pupils will be able to ask questions and respond to questions about what they wonder at about the Miracles.AT2  Pupils will be able to ask and respond to questions about the feelings and experiences of those involved in the miracles.AT2  **Lent**  Pupils will be able to describe some of the main activities Christians take part in during Lent. AT1  Pupils will be able to retell the major events of Palm Sunday, Holy Thursday, Good Friday. AT1  Pupils will be able to use correctly in the context of Lent the following words and phrases: Journey, Fast, Stations of the Cross, Betray, Hosanna. AT1  Pupils will be able to identify the meaning of the colour purple in LentAT1  Pupils will be able to ask questions about how Christians prepare during Lent. AT2  Pupils will be able to ask questions about the events of Holy week that they have studied. AT2 |
| Music | **Round and round**  The learning Round and Round is focused around one song: Round And Round, a Bossa Nova Latin style.  The sessions present an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.  •use their voices expressively and creatively by singing songs and speaking chants and rhymes  • play tuned and untuned instruments musically  • listen with concentration and understanding to a range of high-quality live and recorded music  • experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| ICT | 1.8 Spreadsheets  To know what a spreadsheet program looks like.  To locate 2Calculate in Purple Mash.  To enter data into spreadsheet cells.  To use 2Calculate image tools to add clipart to cells.  To use 2Calculate control tools: lock, move cell, speak and count.   * 1. Maze Explorers   To understand the functionality of the direction keys.  To understand how to create and debug a set of instructions (algorithm).  To use the additional direction keys as part of an algorithm.  To understand how to change and extend the algorithm list.  To create a longer algorithm for an activity.  To set challenges for peers  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Year-1-ICT-KO.pdf) |
| P.E. | **Attack, Defend Shoot (Y1)**  **National Curriculum Focus:**  Develop fundamental movement skills in a variety of games.  Engage in competitive situations with some attacking and defending skills.  Become increasing competent and confident with fundamental movement skills. Develop simple tactics in game situations. |
| PSHE/RSE | **God Loves You**  We are part of God’s family;  Saying sorry is important and can mend friendships;  Jesus cared for others and has expectations of them and how they should act;  We should love other people in the same way God loves us.  **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.  The conventions of courtesy and manners.  **Special People**  To identify ‘special people’ (their parents, carers, friends, parish priest) and what makes them special;  The importance of nuclear and wider family;  The importance of being close to and trusting special people and telling them if something is troubling them.  **NC**  That families are important for children growing up because they can give love, security and stability.  That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differ 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. ences and know that other children’s families are also characterised by love and care.  That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.  Where to get advice e.g. family, school and/or other sources.  **Treat Others Well…**  How their behaviour affects other people, and that there is appropriate and inappropriate behaviour**;**  The characteristics of positive and negative relationships;  Different types of teasing and that all bullying is wrong and unacceptable.  **NC**  How important friendships are in making us feel happy and secure, and how people choose and make friends.  The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.  The conventions of courtesy and manners.  That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.  **…And Say Sorry**  To recognise when they have been unkind and say sorry;  To recognise when people are being unkind to them and others and how to respond;  To know that when we are unkind to others, we hurt God also and should say sorry to him as well;  To know that we should forgive like Jesus forgives.  **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. |