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| **St Joseph’s Catholic Primary School, Malmesbury*****“Walking in the footsteps of Jesus, loving and serving together”*****St Aldhelm Term 6 - Cycle A** |
| Topic |  Fragrant EarthEarth Flower HD Wallpapers - Wallpaper Cave |
| WOW Experience |  |
| History/Geography | [Hot and cold places](https://www.oddizzi.com/teachers/help/topic-planning/hot-cold-places/)Identifying hot and cold places.Locating hot and cold places.Features of a hot or cold place.How animals adapt to a hot or cold place.How to pack for a hot or cold holiday**Curriculum link**Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage[Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Hot-and-Cold-Places-KO.docx) |
| Art/ D & T | **DT: Pinwheel** **Make a windmill*** Investigate and explore the different types of windmill (including paper plate, plastic cup, pinwheel, fan style and traditional windmill construction).

•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 technologyMake •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 characteristicsEvaluate •explore and evaluate a range of existing products •evaluate their ideas and products against design criteriaTechnical 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-WindmillPinwheel.docx) |
| Science | **Living Things in the Wider World** NC: To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants.To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other by considering the adaptations of animals, and how living things in a habitat depend on each other.Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.To ask simple questions and recognize that they can be answered in different ways.To identify and classify by sorting.This unit builds on the earlier Living Things and their Habitats and allows children to research a range of global habitats and how the living things that live there are suited to their environments, and also provides an introduction to the idea of dependency between plant and animal species. |
| Religious Education | **Pentecost** Pupils will be able to describe aspects of the coming of the Spirit as told in John’s GospelAT1 Pupils will be able to use correctly subject specific words and phrases like: Pentecost, Spirit, forgiveness and symbols of the Spirit AT1Pupils will be able to describe some ways in which the disciples responded to the Holy Spirit AT1 Pupils will be able to ask questions concerning the coming of the Spirit and ask questions about the feelings of the disciples meeting the risen Christ and receiving the Spirit AT2 **Sacraments**Pupils will be able to say very simply what a Sacrament is AT1Pupils will be able to name 7 Sacraments and at least 2 symbols of the SacramentsPupils will be able to give at least one reason why the Eucharist is important to Catholics. AT2 Pupils will be able to State what happens in the Liturgy of the WordAT1Pupils will know what a Reader is and the role they play in Mass AT1Pupils will be able to ask questions of people who do go to mass AT2 |
| Music | **Reflect, rewind, replay**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.•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. Pictograms

To understand that data can be represented in picture format.• To contribute to a class pictogram.• To use a pictogram to record the results of an experiment.* 1. Animated Story Books

To introduce e-books and the 2Create a Story tool. • To add animation to a story. • To add sound to a story, including voice recording and music the children have composed. • To work on a more complex story, including adding backgrounds and copying and pasting pages. • To share e-books on a class display board.[Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Year-1-ICT-KO.pdf)  |
| P.E. | **Run Jump Throw (Y1)****Unit 1 & Unit 2****National Curriculum Focus:**Engage in competitive activities against self and othersMaster basic running, jumping and throwing skills. |
| PSHE/RSE | **Three in One**That God is love: Father, Son and Holy SpiritThat being made in his image means being called to be loved and to love othersNC: 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.**Who is My Neighbour?**To know what a community is, and that God calls us to live in community with one another;A scripture illustrating the importance of living in community as a consequence of this;Jesus’ teaching on who is my neighbour.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 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. **The Communities We Live In**That they belong to various communities such as home, school, parish, the wider local community, nation and global community;That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc;That we have a duty of care for others and for the world we live in (charity work, recycling etc.);About what harms and what improves the world in which we live.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 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. |