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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Anthony Term 2 – Cycle A** | |
| Topic | Sunshine and Showers  Vancouver weather: Rain or showers expected all week long - North Shore News |
| WOW Experience | Cotswold Wildlife Park – penguin day |
| History/Geography | NC: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| Art/ D & T | DT: Christmas Pop Up Card (Y1)  •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.  [Click for link to D & T Topic](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Yr1-KO-DT-Pop-Up-Card.docx) |
| Science | Seasonal Changes – Autumn & Winter (Y1)  NC: To observe changes across the 4 seasons.  Observe and describe weather associated with the seasons and how day length varies.  To gather and record data to help in answering questions.  Children will learn about the four seasons, with a particular focus on autumn and winter. They will learn what the word weather means and find out how different types of weather can be measured. Children will use a class weather station to observe measure and record the weather across the seasons. They will also observe changes across the seasons by exploring the signs of autumn and winter through nature and wildlife. Children also work scientifically by collecting, recording and interpreting data. |
| Religious Education | Called and Chosen  Talk about why being called by name is important  • Sing songs or express in other ways why they think this is important  • Listen to and talk about the Story of the call of David  • Represent their own ideas on this in a variety of ways  • Talk about and listen to the Story of Mary and the Annunciation  • Listen and talk about the Advent wreath (A religious symbol)  • Talk about their own and others’ behaviour  • Listen, talk about, and role play how Christians behave in Advent  • Write simple sentences about the topics studied  • Decode religious key words  Prayers, Saints & Feasts  Pupils will be able to recognise that prayer is talking to and listening to God (AT1)  Pupils will be able to recognise some of the different types of prayers and the places where people pray (AT1)  Pupils will be able to recognise the words Prayer, thanksgiving, Church’s Year, genuflect, priest, reader, altar server (AT1)  Pupils will recognise some of the prayers used in school (AT1)  Pupils will be able to recognise some of the roles of people who help in Church (AT1)  Pupils will be able to recognise that people want to share their feelings with God through prayer (AT2)  Pupils will be able to recognise that sometimes people want to go to special places to pray, like a church. (AT2)  Pupils will be able to say what they think people might talk to God about (AT2) |
| Music | My stories  Musical learning focus   * Listening and responding to different styles of music * Embedding foundations of the interrelated dimensions of music * Learning to sing or sing along with nursery rhymes and action songs * Improvising leading to playing classroom instruments * Share and perform the learning that has taken place   •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 | EYFS UTW - Technology  1.4 Lego Builders  This unit encourages children to begin to think logically about scenarios.  Children will be introduced to the term ‘algorithm’. This concept is at the core of coding. The  next unit (Maze Explorers), builds upon this, linking logical thought processes to the way that  computers are programmed.  1.9 Technology Outside school  This unit encourages the children to consider how technology is used outside of the school environment. To help do this, the children go on a walk around their local community. |
| P.E. | Body Management  Unit 1 & Unit 2  National Curriculum Focus:  Developing Balance, Flexibility and Body Mangement.  Gaining Confidence in variety of gross motor skills  Working with others  Mastering Basic movements such as jumps, balance & rolls  To perform simple movement patterns and sequences. |
| PSHE/RSE | Life to the Full  **Handmade with Love**  We are created individually by God as part of His creation plan.  We are all God’s children and are special.  Our bodies were created by God and are good.  We can give thanks to God.  **I am me**  We are each unique, with individual gifts, talents and skills.  Whilst we all have similarities, because we are made in god’s image, difference is part of God’s plan.  NC: The importance of respecting others, even when they are different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs)  **Heads Shoulders Knees & Toes**  Our bodies are good and made by God.  The names of parts of the body (not genitalia)  NC: The characteristics and mental and physical benefits of an active lifestyle.  **Ready Teddy?**  That our bodies are good and we need to look after them.  What constitutes a healthy lifestyle including exercise, diet, sleep and personal hygiene.  NC: The benefits of physical exercise and time outdoors on mental wellbeing and happiness.  The characteristics and mental and physical benefits of an actives lifestyle.  The importance of building regular exercise into daily and weekly routines.  What constitutes a healthy diet.  The characteristics of a poor diet and risks associated with healthy eating (including obesity and tooth decay)  About safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including cancer.  The importance of sufficient good quality sleep for good health.  About dental health and benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.  About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing. |