|  |  |
| --- | --- |
| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Anthony Term 3 – Cycle A** | |
| Topic | Everyday Hero’s  Year of the Nurse: Honoring Florence Nightingale's 200th Birthday | Mercy |
| WOW Experience | **Superhero dressing up day** |
| History/Geography | NC: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods  ELG: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. |
| Art/ D & T | DT: Superhero Sandwiches (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], in their products.  [Click here for link to D & T Topic](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Yr1-KO-DT-Healthy-Sandwiches.docx) |
| Science | **Animals including humans – Animals (Y1)**  NC: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identifying and classifying.  Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).  Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).  Children will learn about five of the groups that scientists use to classify animals: mammals, fish, birds, reptiles and amphibians. They will learn to identify the group an animal belongs to by its features and will classify animals according to their group. They will also learn about the different diets animals eat. Children will learn about the parts of the human body and have the opportunity to explore the five senses through a simple investigation. Children will use all their knowledge from this unit to classify animals according to their own criteria. |
| Religious Education | **Galilee to Jerusalem**  Listen to and talk about the stories of the visit of the Magi and the story of Jesus in the Temple  • Talk about how the characters in these stories might have felt • Use a variety of ways to express the stories  • Represent their own ideas about these stories in a variety of ways including role play and art  • Write simple sentences about the stories they have heard  • Decode the key religious words  **Advent**  Pupils will be able to recognise some of the Biblical stories about preparing for the Birth of Jesus AT1  Pupils will recognise some of the symbols used to help Christians prepare during Advent  Pupils will be able to recognise some of the words connected with Advent including: Advent, Nativity, Mary and Joseph, preparation, Bethlehem, Wreath, Advent Calendar, Christingle AT1  Pupils will be able to recognise that Christians prepare in special ways to celebrate the birth of Jesus AT1  Pupils will be able to talk about how they and others prepare during advent AT2 |
| Music | **Everyone!**  **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  Singing and learning to play instruments within a song  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. Grouping and Sorting   In this unit, the children will sort items by different criteria away from the computer. At the  computer, they will use Grouping on Purple Mash to sort items.  2.6 Creating Pictures |
| P.E. | **Dance**  **Unit 1 & Unit 2**  **National Curriculum Focus**:  To accurately replicate basic dance movements and enjoy participating in a broad range of activities. |
| PSHE/RSE | **I like, you like, we all like**  That we all have different tastes, likes and dislikes but also similar needs (to be loved and respected to be safe)  That it is natural for us to relate to and trust one another  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).  The importance of self-respect and how this links to their own happiness.  How important friendships are in making us feel happy and secure, and how people choose and make friends.  **Good Feelings & Bad Feelings**  A language to describe their feelings.  An understanding that everyone experiences feelings, both good and bad.  Simple strategies for managing feelings.  NC: How important friendships are in making us feel happy and secure. How people choose and make friends.  That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  How to recognize and talk about their emotions, including having a varied vocabulary of words to talk about their own and others’ feelings.  **Let’s Get Real**  Simple strategies for managing emotions and behaviours.  That we have choices and these choices can impact how we feel and respond.  We can say sorry and forgive like Jesus.  NC: That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. 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.  The conventions of courtesy and manners  That in school and in wider society that they can treated with respect by others and that in return they should show due respect to others including those in positions of authority.  The importance of permission seeking and giving in relationships with friends, peers and adults.  How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  **Growing Up**  That there are natural life stages from birth to death and what these are. |