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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Anthony Term 4 – Cycle A** | |
| Topic | Let’s Grow!  Take Fewer Meetings, Write Fewer Proposals--and Still Grow Your Business.  Here's How | Inc.com |
| WOW Experience | Westonbirt trip |
| History/Geography | NC: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.  ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. |
| Art/ D & T | ART: Art and Design (Y1)  •to use a range of materials creatively to design and make products  •to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  •to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  •about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work  [Click for link to Art Topic](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Yr1-KO-Art-The-Great-Outdoors.docx) |
| Science | **Seasonal Changes – Spring & Summer (Y1)**  NC: To observe and describe how day length varies.  To observe changes across the four seasons.  To observe and describe weather associated with the seasons.  To gather and record data to help in answering questions.  Children will continue their learning about seasons with a specific focus on spring and summer. They will continue to use a class weather station to observe, measure and record the weather in different seasons and will start to make comparisons between two seasons, as well as across all four seasons. They will also observe changes across the seasons by exploring the signs of spring and summer through nature and wildlife. A range of scientific skills are used in this unit, including observation and discussion. Children will work scientifically by collecting, recording and interpreting simple data. |
| Religious Education | **Desert to Garden**  Listen to and talk about the season of Lent and Good Friday • Use a variety of ways to express what they know about Lent and Good Friday • Represent their own ideas about Lent and Good Friday in a variety of ways including role play and art • Share what they know about Lent and Good Friday with others • Write simple sentences about the season of Lent and Good Friday • Listen and talk about religious symbols used on Good Friday or in Lent • Decode the key religious words  **Revelation**  Pupils will be able to recognise some of the parablesAT1  Pupils will recognise that parables have meanings and some people try to live out the meaning of the parable. AT1  Pupils will be able to recognise some of the words connected with Parables. Examples would be: Parable, Samaritan, forgiveness  Pupils will be able to talk about their own experiences of helping others, of doing things wrong and of being forgiven.AT2  **Lent**  Pupils will recognise that Lent is a time when Christians prepare for Easter and recognise some basic facts about LentAT1  Pupils will be able to recognise the following words and phrases in the context of Lent: Ash Wednesday, Ashes, Helping others, 40 days, Holy Week, Fasting, Repent.AT1  Pupils will recognise the story of Zachaeus and will recognise the key point of the story (Please note at this stage you tell them the key point they would not be expected to work this out though some may)AT1  Pupils will be able to ask a range of questions about the story of ZachaeusAT2 |
| Music | **Our World**  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  1.8 Spreadsheets  The spreadsheet lessons allow access to a range of devices including tablets and when dealing with larger spreadsheet data sets then laptops or desktops are the  preferred devices.  1.5 Maze Explorers  To understand the functionality of the direction keys.  To understand how to create and debug a set of instructions (algorithm). |
| P.E. | **Speed Agility Travel**  **Unit 1 & Unit 2**  **National Curriculum Focus**:  Developing speed and agility in travel and movement. |
| PSHE/RSE | **Role Model**  We are part of God’s family.  Jesus cared for others and watned them to live good lives like Him.  We should love other people in the same way God loves us.  NC: 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.  **Who’s Who?**  To identify special people (e.g. parents, carers, friends) and what makes them special.  The importance of the nuclear family and of the 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. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for other family members, the importance of spending time together and sharing each other’s lives.  That others’ families, either in school or in the wider world sometimes look different from their family, but that they should respect these differences and know that other children’s families are also characterized by love and care.  That stable, caring relationships which may be different types are at the heart of happy families and are important for children’s security as they grow up.  How to recognize if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.  Where to get advice, e.g. family, school and/or other sources.  **You’ve got a friend in me**  How their behavior affects other people and that there is appropriate and inappropriate behavior.  The characteristics of positive and negative relationships  About 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.  That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.  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.  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 importance of permission-seeking and giving in relationships with friends, peers and adults.  What sorts of boundaries are appropriate in friendships with peers and others  That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.  **Forever friends**  To recognise when they have been unkind to others and say sorry.  That when we are unkind, we hurt God and should say sorry.  To recognise when people are being unkind to them and others and how to respond.  That we should forgive like Jesus forgives.  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.  That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  Practical steps they can take in a range of different contexts to improve or support respectful relationships.  The conventions of courtesy and manners.  How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. |