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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Scholastica Term 2 - Cycle A** | |
| Topic | **Blitz!**  A picture containing smoke, train, weapon, outdoor  Description automatically generated |
| WOW Experience | Children to re-create/ act out an air-raid shelter day. |
| History/Geography | |  | | --- | | **A study of an aspect in British history that extends pupils’ chronological knowledge beyond 1066 (Blitz and WW2)**  <https://www.history.org.uk/primary/categories/217/resource/9433> |   1. How significant was the Blitz?  2. World War II: whose war?  3. What was the impact of World War II on people in our locality?  4. How well does a fictional story tell us what it was like to be an evacuee?  5. Evacuee experiences in Britain: is this all we need to know about children in World War II?  6. New opportunities? How significant was the impact of World War II on women?  7. What did men do in World War II? Did all men have to fight?  8. When was the most dangerous time to live? How different was the Blitz?  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Yr-6-KO-History-WWII.docx)  Black History Month: October |
| Art/ D & T | **DT: Make do and mend**  Design  •use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  •generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Evaluate  •investigate and analyse a range of existing products  •evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  •understand how key events and individuals in design and technology have helped shape the world  Technical knowledge  •apply their understanding of how to strengthen, stiffen and reinforce more complex structures  •understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  •understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  Cooking and nutrition  •understand and apply the principles of a healthy and varied diet  •prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  •understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Yr-6-KO-DT-Make-do-and-mend.docx) |
| Science | **Electricity**  NC: To report on findings, including oral and written explanations  Identify common appliances that run on electricity.  Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.  Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Recognise some common conductors and insulators, and associate metals with being good conductors.  Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.  Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  Children will learn about what electricity is and how it was discovered. They will identify which appliances use electricity in their homes and how to keep themselves safe. Children will construct circuits, start to create pictorial circuits and conduct an investigation into how easily different types of switches can break and reconnect a circuit.  NC: Identifying scientific evidence that has been used to support or refute ideas or arguments.  Use recognised symbols when representing a simple circuit in a diagram.  Associate the brightness of a bulb or the volume of a buzzer with the number and voltage of cells used in the circuit.  Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.  Using test results to make predictions to set up further comparative and fair tests.  Children will learn to represent circuits using symbols in a diagram. They will learn about two of the most important scientific inventors in the field of electricity – Thomas Edison and Nikola Tesla. Children will get the opportunity to develop their understanding of what electricity is and how to measure it. |
| Religious Education | **Prayers Saints & Feasts**  Pupils will be able to consider different people’s responses to prayer and explain the Catholic church’s view on Prayer AT1 & AT2  Pupils will be able to explain their own views on heaven and hell and say what informs their beliefs AT2  Pupils will be able to explain why in November Catholics remember those who have died. AT1  Pupils will be able to show understanding of the meaning of prayers used to pray for those who have died AT1 |
| Music | **Classroom Jazz 2**  Listen and Appraise the two main tunes and other supporting tunes  B. Musical Activities - learn about the interrelated dimensions of music through  1. Playing instruments and  2. Improvising  C. Perform and share  •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  •improvise and compose music for a range of purposes using the inter-related dimensions of music  •listen with attention to detail and recall sounds with increasing aural memory  •use and understand staff and other musical notations  •appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  •develop an understanding of the history of music. |
| French | **Daily Routine**  **Physical Descriptions**  • listen attentively to spoken language and show understanding by joining in and responding  •explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  •engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*  •speak in sentences, using familiar vocabulary, phrases and basic language structures  •develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*  •present ideas and information orally to a range of audiences\*  •read carefully and show understanding of words, phrases and simple writing  •appreciate stories, songs, poems and rhymes in the language  •broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  •write phrases from memory, and adapt these to create new sentences, to express ideas clearly  •describe people, places, things and actions orally\* and in writing  •understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English  •listen attentively to spoken language and show understanding by joining in and responding**.** |
| ICT | **Online Safety**  To identify benefits and risks of mobile devices broadcasting the location of the user/device.  To identify secure sites by looking for privacy seals of approval.  To identify the benefits and risks of giving personal information.  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Computing-Internet-Safety-Knowledge-Organiser.pdf)  **Spreadsheets**  To use a spreadsheet to investigate the probability of the results of throwing many dice.  To use a spreadsheet to calculate the discount and final prices in a sale.  To use a spreadsheet to plan how to spend pocket money and the effect of saving money.  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Spreadsheets-Knowledge-Organiser.pdf) |
| P.E. | **Gymnastics**  **Unit 1 & Unit 2**  **Curriculum Focus:**  Work collaboratively with a partner in a small group to perform.  Compare performance with previous performances and demonstrate improvement to achieve personal best.  Develop flexibility, balance, strength and control.  Enjoy communicating and collaborating during group work.  Perform for sustained periods of time demonstrating strength and stamina.  Recognise their own success by reflecting up and evaluating their own performance. |
| PSHE/RSE | **Calming the Storm**  We were created individually by God who cares for us and wants us to put our faith in Him.  Physically becoming an adult is a natural phase of life.  Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God’s great plan and the results will be worth it!  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.  Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  **Girls Bodies**  That human beings are different to other animals;  About the unique growth and development of humans, and the changes that girls will experience during puberty;  About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;  The need for modesty and appropriate boundaries.  NC  Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.  **Boys Bodies**  That human beings are different in kind to other animals;  About the unique growth and development of humans, and the changes that boys will experience during puberty;  About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;  The need for modesty and appropriate boundaries.  NC  Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  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.  How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.  **Spots and Sleep**  How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.  NC About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.  The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.  The characteristics and mental and physical benefits of an active lifestyle.  The risks associated with an inactive lifestyle (including obesity).  How and when to seek support including which adults to speak to in school if they are worried about their health.  What constitutes a healthy diet (including understanding calories and other nutritional content).  The principles of planning and preparing a range of healthy meals.  The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).  About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.  About dental health and the 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. |