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| **St Joseph’s Catholic Primary School, Malmesbury*****“Walking in the footsteps of Jesus, loving and serving together”*****St Aldhelm Term 5 - Cycle A** |
| Topic |  Mini Beast QuestInsect Clip Art - Bug Clipart -24 Piece Set - Color and Blackline |
| WOW Experience |  |
| History/Geography | [Continents and oceans](https://www.oddizzi.com/teachers/help/topic-planning/continents-and-oceans/)Understanding where I am in the world.Locating the seven continents.Locating the five oceans.Human features of the continents.Physical features of the continents.**Curriculum Links**To name and locate the world’s seven continents and five oceans - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop[Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2022/05/Continents-and-Oceans-KO.pdf) |
| Art/ D & T | Sculpture (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[Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2022/05/Yr2-KO-Art-Minibeast-Quest.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 | **Easter**Pupils will be able to retell the Easter story from the perspective of Peter Pupils will be able to use subject specific words and phrases like: resurrection, empty tomb, Paschal CandlePupils will be able to state symbols connected with EasterPupils will be able to describe all the symbols on the Paschal Candle. Pupils will be able to describe some ways in which the disciples responded to the resurrection Pupils will be able to confidently ask and answer some questions about the resurrection and the feelings of the disciples encountering the risen Christ Pupils will be able to state in a simple way the meaning the story holds for Christians. |
| Music | **Your imagination**This unit is based around on a song about using your imagination.This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too!•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 | **1.7 Coding**To understand what instructions are andpredict what might happen when they arefollowed.• To use code to make a computer program.• To understand what object and actionsare.• To understand what an event is.• To use an event to control an object.• To begin to understand how codeexecutes when a program is run.• To understand what backgrounds andobjects are.• To plan and make a computer program.[Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2022/05/Year-1-ICT-KO.pdf) |
| P.E. | **Send & Return (Y1)****Unit 1 & Unit 2** **National Curriculum Focus:** Extend coordination for hitting. Participate in simple sending and receiving games.Score points through sending balls using hitting skills to correct areas.Extend coordination to send and return balls.Participate in simple sending and receiving games.Score points through sending balls using hitting skills to correct areas. |
| PSHE/RSE | **Being Safe**To understand safe and unsafe situations, including online.**NC**The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.How to recognise and report feelings of being unsafe or feeling bad about any adult.How to ask for advice or help for themselves or others, and to keep trying until they are heard,That for most people the internet is an integral part of life and has many benefits.How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.Where and how to report concerns and get support with issues online.**Good Secrets, Bad Secrets Physical Contact (x2)**The difference between ‘good’ and ‘bad’ secrets and that they can and should be open with ‘special people’ they trust if anything troubles them;How to resist pressure when feeling unsafe.**NC**How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.How to recognise and report feelings of being unsafe or feeling bad about any adult.**Harmful Substances****Can You Help Me?** |