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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Aldhelm Term 6 - Cycle A** | |
| Topic | Fragrant Earth  Earth Flower HD Wallpapers - Wallpaper Cave |
| WOW Experience |  |
| History/Geography | [Hot and cold places](https://www.oddizzi.com/teachers/help/topic-planning/hot-cold-places/)  Identifying hot and cold places.  Locating hot and cold places.  Features of a hot or cold place.  How animals adapt to a hot or cold place.  How to pack for a hot or cold holiday  **Curriculum link**  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2022/05/Hot-and-Cold-Places-KO.pdf) |
| Art/ D & T | **DT: Pinwheel**  **Make a windmill**   * Investigate and explore the different types of windmill (including paper plate, plastic cup, pinwheel, fan style and traditional windmill construction).   •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.  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2022/05/Yr2-KO-DT-WindmillPinwheel.pdf) |
| Science | **Plants (Y2)**  **NC:**  To observe closely using simple equipment.  To observe and describe how seeds and bulbs grow into mature plants  To perform simple tests  To observe and describe how seeds and bulbs grow into mature plants  To use their observations and ideas to suggest answers to questions  To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy  To gather and record data to help in answering questions  To use observations and ideas to suggest answers to questions  To observe closely using simple equipment.  Children will have the opportunity to closely study plants and trees in the natural environment, taking measurements and making observational drawings. Children plant a seed and a bulb and compare them as they grow. They will learn to record changes in their plants in words and pictures, take measurements throughout the unit and present the growth of the two plants. Children will set up a comparative experiment to observe what plants need to grow well, and watch the germination process first hand. Children begin to learn about plants we eat, and understand that farming involves creating the right conditions for food crops to grow. |
| Religious Education | **Pentecost**  Pupils will be able to describe aspects of the coming of the Spirit as told in John’s GospelAT1  Pupils will be able to use correctly subject specific words and phrases like: Pentecost, Spirit, forgiveness and symbols of the Spirit AT1  Pupils will be able to describe some ways in which the disciples responded to the Holy Spirit AT1  Pupils will be able to ask questions concerning the coming of the Spirit and ask questions about the feelings of the disciples meeting the risen Christ and receiving the Spirit AT2  **Sacraments**  Pupils will be able to say very simply what a Sacrament is AT1  Pupils will be able to name 7 Sacraments and at least 2 symbols of the Sacraments  Pupils will be able to give at least one reason why the Eucharist is important to Catholics. AT2  Pupils will be able to State what happens in the Liturgy of the WordAT1  Pupils will know what a Reader is and the role they play in Mass AT1  Pupils will be able to ask questions of people who do go to mass AT2 |
| Music | **Reflect, rewind, replay**  All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.  •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. Pictograms   To understand that data can be represented in picture format.  • To contribute to a class pictogram.  • To use a pictogram to record the results of an experiment.   * 1. Animated Story Books   To introduce e-books and the 2Create a Story tool.  • To add animation to a story.  • To add sound to a story, including voice recording and music the children have composed.  • To work on a more complex story, including adding backgrounds and copying and pasting pages.  • To share e-books on a class display board.  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2022/05/Year-1-ICT-KO-1.pdf) |
| P.E. | **Run Jump Throw (Y1)**  **Unit 1 & Unit 2**  **National Curriculum Focus:**  Engage in competitive activities against self and others  Master basic running, jumping and throwing skills. |
| PSHE/RSE | **Three in One**  That God is love: Father, Son and Holy Spirit  That being made in his image means being called to be loved and to love others  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.  **Who is My Neighbour?**  To know what a community is, and that God calls us to live in community with one another;  A scripture illustrating the importance of living in community as a consequence of this;  Jesus’ teaching on who is my neighbour.  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.  The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  **The Communities We Live In**  That they belong to various communities such as home, school, parish, the wider local community, nation and global community;  That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc;  That we have a duty of care for others and for the world we live in (charity work, recycling etc.);  About what harms and what improves the world in which we live.  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.  The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. |