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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Aldhelm Term 2 - Cycle B** | |
| Topic | Play On!  **350 Kids Watching Fireworks Stock Photos, Pictures & Royalty-Free Images** |
| WOW Experience |  |
| History/Geography | N.C: Events beyond living memory that are significant nationally or globally  Gunpowder Plot / Remembrance  Why are people wearing poppies this week?  Who do we remember on Remembrance Day?  Why do we have Remembrance Day?  What happens on Remembrance Day?  Why is it important to remember?  [Click for link to History Topic](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Yr2-KO-History-London-Life.docx) |
| Art/ D & T | **ART: Formal elements of art incorporating rubbings and sculpture**  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/Yr2-KO-Art-London-Life.docx) |
| Science | **Everyday Materials**  NC:  To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  To distinguish between an object and the material from which it is made  To describe the simple physical properties of a variety of everyday materials  To observe closely  To perform simple tests  To use their observations and ideas to suggest answers to questions  To compare and group together a variety of everyday materials on the basis of their simple physical properties |
| Religious Education | **Prayers Saints & Feasts**  Pupils will be able to state what a Liturgical Year is. AT1  Pupils will be able to give a simple definition of the major seasons of the Church’s Year AT1  Pupils will know that each season has its own colours and symbols  Pupils will be able to recognise the words Holy Day, Nativity, Epiphany and Ascension  Pupils will be able to state what a Holy Day is in the Catholic Church and name at least 2 Holy Days.  Pupils will be able to express an opinion on whether they think Holy Days are important. AT2  **Advent**   |  | | --- | | Pupils will be able to retell the origins of the Christmas Crib AT1  Pupils will be able to describe some symbols and customs used throughout the world to prepare for Advent AT1  Pupils will be to use the words advent, preparation, Crib, Santon, Wreath, and explain their meaning (AT1ii)  Pupils will be able to say why Christians prepare during Advent AT1  Pupils will be able to ask questions about how they and others prepare to celebrate Christmas and recognise that some of these questions are difficult to answer AT2 | |
| Music | **Ho-Ho-Ho**  A Christmas song by Joanna Mangona and Jane Sebba  You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.  •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 | **Unit 2.1 Coding**  This unit encourages children to understand what an algorithm is, to create a computer programme using an algorithm and to understand that algorithms follow a sequence.  To understand that different objects have different properties. To understand what different events do in code.  To create a program using a given design. To understand the function of buttons in a program.  To know what debugging means. To understand the need to test and debug a program repeatedly. To debug simple programs.  [Click for link to ICT Topic](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Year-1-ICT-KO.pdf) |
| P.E. | **Gymnastics (Y2)**  **Unit 1 & 2**  **National Curriculum Focus:**  Become increasingly competent and confident in fundamental agility, balance, and coordination in relation to gymnastic activity  Develop and perform simple sequences |
| PSHE/RSE | **Let the children come**  We are created individually by God;  God wants us to talk to Him often through the day and treat Him as our best friend;  God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness;  We are created as a unity of body, mind and spirit: who we are matters and what we do matters;  We can give thanks to God in different ways.  **NC;**  That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  **I am unique**  To learn that we are unique, with individual gifts, talents and skills.  **NC;**  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.  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.  **Girls and Boys**  Our bodies are good;  The names of the parts of our bodies (please refer to the Module Overview for important guidance on discussing genitalia);  Girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family.  **NC;**  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.  What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  **Clean & Healthy (x2)**  Our bodies are good and we need to look after them;  What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating;  The importance of sleep, rest and recreation for our health;  How to maintain personal hygiene.  **NC;**  That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  The characteristics and mental and physical benefits of an active lifestyle.  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).  The importance of sufficient good quality sleep for good health  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. |