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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Aldhelm Term 4 - Cycle B** | |
| Topic | United Kingdom |
| WOW Experience |  |
| History/Geography | United Kingdom  The location of the four countries.  The four capitals and surrounding seas.  Human and physical features of the UK.  Human and physical features of the capital cities.  Sharing our understanding of the UK.  **Curriculum Links**  To name, locate and identify characteristics of the four countries and capital cities of the UK. Use maps, atlases and globes to identify the UK and its countries. 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/2021/10/Yr2-KO-History-A-Sailors-Life-for-Me-Grace-OMalley.docx) |
| Art/ D & T | DT: Design a Ferris wheel  •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.  [Knowlegde Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2022/02/Yr2-KO-DT-Flag-Making.docx) |
| Science | **Seasonal Changes – Spring & Summer**  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  To observe and describe weather associated with the seasons  This ‘Seasonal Changes (Spring and Summer)’ unit will teach about spring and summer. Children will 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 learning activities are used in this unit, including observation, discussion and learning outside. Children also work scientifically by collecting, recording and interpreting simple data. |
| Religious Education | **Lent**  Pupils will be able to describe some of the main activities Christians take part in during Lent. AT1  Pupils will be able to retell the major events of Palm Sunday, Holy Thursday, Good Friday. AT1  Pupils will be able to use correctly in the context of Lent the following words and phrases: Journey, Fast, Stations of the Cross, Betray, Hosanna. AT1  Pupils will be able to identify the meaning of the colour purple in LentAT1  Pupils will be able to ask questions about how Christians prepare during Lent. AT2  Pupils will be able to ask questions about the events of Holy week that they have studied. AT2 |
| Music | **Zootime**  A Reggae Song for Children by Joanna Mangona  All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.  •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 2.4 Questioning**  To show that the information provided on pictograms is of limited use beyond answering simple questions  To use yes/no questions to separate information  To construct a binary tree to separate different items.  Use 2Question (a binary tree) to answer questions  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Year-1-ICT-KO.pdf) |
| P.E. | **Attack, Defend Shoot (Y2)**  **Units 1 & 2**  **National Curriculum Focus:**  Develop eye to foot coordination.  Participate in increasingly challenging games situations. |
| PSHE/RSE | **God Loves You**  We are part of God’s family;  Saying sorry is important and can mend friendships;  Jesus cared for others and has expectations of them and how they should act;  We should love other people in the same way God loves us.  **NC**  That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  The conventions of courtesy and manners.  **Special People**  To identify ‘special people’ (their parents, carers, friends, parish priest) and what makes them special;  The importance of nuclear and 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.  That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differ The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. ences and know that other children’s families are also characterised by love and care.  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.  Where to get advice e.g. family, school and/or other sources.  **Treat Others Well…**  How their behaviour affects other people, and that there is appropriate and inappropriate behaviour**;**  The characteristics of positive and negative relationships;  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.  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 conventions of courtesy and manners.  That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.  **…And Say Sorry**  To recognise when they have been unkind and say sorry;  To recognise when people are being unkind to them and others and how to respond;  To know that when we are unkind to others, we hurt God also and should say sorry to him as well;  To know that we should forgive like Jesus forgives.  **NC**  That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  Practical steps they can take in a range of different contexts to improve or support respectful relationships. |