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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 B** | |
| Topic | Victorian Schoolroom  Strangers & Pilgrims on Earth: Miss Austen, Miss Mason ~ A "Living Book"  Home Education |
| WOW Experience |  |
| History/Geography | N.C: Local history/ changes within living memory  Schools/ Victorians  What were the people who lived here like a 150 years ago?  How were schools different?  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2022/05/Continents-and-Oceans-KO.pdf) |
| Art/ D & T | **DT: Make a pouch (sewing)**  •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-Art-Minibeast-Quest.docx) |
| Science | **Plants**  NC  Asking simple questions and recognising that they can be answered in different ways. Identify and describe the basic structure of a variety of common flowering plants, including trees.  Observing closely, using simple equipment.  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Using their observations and ideas to suggest answers to questions.  In this unit about plants, children will learn to name the basic parts of a plant, including seeds. They will have the opportunity to plant their own seeds and to make observations of how they grow over time. Children will also learn to identify, name and describe a variety of garden and wild plants as well as evergreen and deciduous trees. Children will use all of their knowledge gained throughout the topic to identify, compare and classify plants. |
| 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 Candle  Pupils will be able to state symbols connected with Easter  Pupils 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.  **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 |
| Music | **Friendship Song**  This is a song about being friends.  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 | **Unit 2.7 Making Music**  To be introduced to making music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence.  To add sounds to a tune to improve it. To think about how music can be used to express feelings and create tunes which depict feelings.  To upload a sound from a bank of sounds into the Sounds section. To record their own sound and upload it into the Sounds section. To create their own tune using the sounds which they have added to the Sounds section  **Unit 2.8 Presenting Ideas**  To explore how a story can be presented in different ways.  To make a quiz about a story or class topic.  To make a fact file on a non-fiction topic.  To make a presentation to the class.  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2022/05/Year-1-ICT-KO.pdf) |
| P.E. | **Send & Return (Y2)**  **Units 1 & 2**  **National Curriculum Focus:**  Participate in modified net/wall games.  Combine isolated skills eg. Moving towards a ball to make contact.  Compete against others and self to score points. |
| 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**  Medicines are drugs, but not all drugs are good for us.  Alcohol and tobacco are harmful substances.  Our bodies are created by God, so we should take care of them and be careful about what we consume.  **Can You Help Me?**  They should call 999 in an emergency and ask for ambulance, police and/or fire brigade  If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999.  Some basic principles of First Aid |