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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 B** | |
| Topic | Let’s Go Down to the Sea Again  beach clipart - Clip Art Library |
| WOW Experience |  |
| History/Geography | **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/Hot-and-Cold-Places-KO.pdf) |
| Art/ D & T | **ART: Seaside looking at the work of Katy Burdett, Suzanne Siegel, Ed Rusch and Amira Gale and creating art inspired by them**  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-DT-WindmillPinwheel.pdf) |
| Science | **Animals including humans (humans)**  **NC:**  Identify, name, draw and label the basic parts of the human body.  Say which part of the body is associated with each sense. To perform simple tests.  Children will learn about the parts of the human body and have the opportunity to explore the five senses through a simple investigation. |
| Religious Education | **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 | **Unit 2.6 Creating Pictures**  To explore 2Paint A Picture. To look at the work of Impressionist artists and recreate them using the Impressionism template.  To look at the work of pointillist artists such as Seurat. To recreate pointillist art using the Pointillism template  To look at the work of Piet Mondrian and recreate it using the Lines template.  To look at the work of William Morris and recreate it using the Patterns template.  [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 (Y2)**  **Units 1 & 2**  **National Curriculum Focus:**  Develop agility in running.  Participate in competitions for running, jumping and throwing. |
| 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. |