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| **St Joseph’s Catholic Primary School, Malmesbury*****“Walking in the footsteps of Jesus, loving and serving together”*****St Anthony Term 3 – Cycle B** |
| Topic | Adventure Awaits  |
| WOW Experience | **Forest School Adventure - Westonbirt** |
| History/Geography | NC: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periodsELG: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. |
| Art/ D & T | **ART: All Around the World**Exploring and Developing IdeasAsk questions and answer questions about stimuli. Explore the work of a range of artists, craft makers and designers, describe the differences and similarities between different practices and disciplines, and make links to their own work.Use observation, experience and imagination in the development of ideas.Investigating and MakingDesign and create images and artefacts, expressing ideas for clearly defined purposes.Use a range of materials creatively to design and make products including digital media to draw, sculpt, model, design, paint and print.Use a range of techniques and processes including drawing painting and sculpture to develop and share their ideas, experiences and imagination.Explore ways in which observations, ideas and feelings can be expressed in art. Evaluating and Developing WorkDescribe and evaluate their creative work and the work of others.Knowledge and UnderstandingUnderstand the relevance and value of the arts in their life, their locality and wider society.Recognise differences and similarities in the work of artists, craftspeople and designers in different times and cultures.Be familiar with a variety of different materials and processes used in making art, craft and design.Develop a wide range of art and design techniques using colour, texture, line and tone, shape, form and space.Knowledge Organiser  |
| Science | **Animals including humans – Animals (Y1)**NC: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identifying and classifying.Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).Identify and name a variety of common animals that are carnivores, herbivores and omnivores.Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Children will learn about five of the groups that scientists use to classify animals: mammals, fish, birds, reptiles and amphibians. They will learn to identify the group an animal belongs to by its features and will classify animals according to their group. They will also learn about the different diets animals eat. Children will learn about the parts of the human body and have the opportunity to explore the five senses through a simple investigation. Children will use all their knowledge from this unit to classify animals according to their own criteria. |
| Religious Education | **Galilee to Jerusalem**Listen to and talk about the stories of the visit of the Magi and the story of Jesus in the Temple • Talk about how the characters in these stories might have felt • Use a variety of ways to express the stories• Represent their own ideas about these stories in a variety of ways including role play and art • Write simple sentences about the stories they have heard • Decode the key religious words**Advent**Pupils will be able to recognise some of the Biblical stories about preparing for the Birth of Jesus AT1Pupils will recognise some of the symbols used to help Christians prepare during Advent Pupils will be able to recognise some of the words connected with Advent including: Advent, Nativity, Mary and Joseph, preparation, Bethlehem, Wreath, Advent Calendar, Christingle AT1Pupils will be able to recognise that Christians prepare in special ways to celebrate the birth of Jesus AT1Pupils will be able to talk about how they and others prepare during advent AT2 |
| Music | **In the Groove**In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In The Groove.In the Listen and Appraise section of this unit you will also listen to a well-known song in that week's style.[Knowledge Organiser](file:///C%3A%5CUsers%5CTainsworth%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5CKS5ZK5CL%5CIn%20the%20groove%20Term%203%20KO.pdf)  |
| ICT | **Unit 2.2 Online Safety Unit**To know how to refine searches using the Search tool. • To know how to share work electronically using the display boards. • To use digital technology to share work on Purple Mash to communicate and connect with others locally. • To have some knowledge and understanding about sharing more globally on the Internet.[Knowledge Organiser](file:///C%3A%5CUsers%5CTainsworth%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5CKS5ZK5CL%5CUnit%202.2%20KO.pdf)**1.6 Animated Stories**• 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](file:///C%3A%5CUsers%5CTainsworth%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5CKS5ZK5CL%5CUnit%201.6%20KO.pdf)  |
| P.E. | **Gymnastics Unit 1 and 2**Mastering basic movements and developing agility, balance and agility. To extend performance in movement patterns and sequences.  |
| PSHE/RSE | **I like, you like, we all like**That we all have different tastes, likes and dislikes but also similar needs (to be loved and respected to be safe)That it is natural for us to relate to and trust one anotherNC: The importance of respecting others, even when they are different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs).The importance of self-respect and how this links to their own happiness.How important friendships are in making us feel happy and secure, and how people choose and make friends.**Good Feelings & Bad Feelings**A language to describe their feelings.An understanding that everyone experiences feelings, both good and bad.Simple strategies for managing feelings.NC: How important friendships are in making us feel happy and secure. How people choose and make friends. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.How to recognize and talk about their emotions, including having a varied vocabulary of words to talk about their own and others’ feelings.**Let’s Get Real**Simple strategies for managing emotions and behaviours.That we have choices and these choices can impact how we feel and respond.We can say sorry and forgive like Jesus.NC: That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. 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.The conventions of courtesy and manners That in school and in wider society that they can treated with respect by others and that in return they should show due respect to others including those in positions of authority.The importance of permission seeking and giving in relationships with friends, peers and adults.How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.**Growing Up** That there are natural life stages from birth to death and what these are. |