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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Anthony Term 4 – Cycle B** | |
| Topic | Amazing Africa |
| WOW Experience | Safari Animal Costume Day |
| History/Geography | NC: Understand geographical similarities and differences through studying the human and physical geography of a small area of the  United Kingdom, and of a small area in a contrasting non-European country.  ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non- fiction texts and (when appropriate) maps. |
| Art/ D & T | DT: Easter Pop Up Card (Y1)  •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 Organisers](file:///T:\Subject%20Leadership\D&T\Planning\Year%201%20DT%20Knowledge%20Organisers\Yr1%20KO%20DT%20Pop%20Up%20Card.docx) |
| Science | **Seasonal Changes – Spring & Summer (Y1)**  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.  Children will continue their learning about seasons with a specific focus on spring and summer. They will continue to 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 scientific skills are used in this unit, including observation and discussion. Children will work scientifically by collecting, recording and interpreting simple data. |
| Religious Education | **Desert to Garden**  Listen to and talk about the season of Lent and Good Friday • Use a variety of ways to express what they know about Lent and Good Friday • Represent their own ideas about Lent and Good Friday in a variety of ways including role play and art • Share what they know about Lent and Good Friday with others • Write simple sentences about the season of Lent and Good Friday • Listen and talk about religious symbols used on Good Friday or in Lent • Decode the key religious words  **Revelation**  Pupils will be able to recognise some of the parablesAT1  Pupils will recognise that parables have meanings and some people try to live out the meaning of the parable. AT1  Pupils will be able to recognise some of the words connected with Parables. Examples would be: Parable, Samaritan, forgiveness  Pupils will be able to talk about their own experiences of helping others, of doing things wrong and of being forgiven.AT2  **Lent**  Pupils will recognise that Lent is a time when Christians prepare for Easter and recognise some basic facts about LentAT1  Pupils will be able to recognise the following words and phrases in the context of Lent: Ash Wednesday, Ashes, Helping others, 40 days, Holy Week, Fasting, Repent.AT1  Pupils will recognise the story of Zachaeus and will recognise the key point of the story (Please note at this stage you tell them the key point they would not be expected to work this out though some may)AT1  Pupils will be able to ask a range of questions about the story of ZachaeusAT2 |
| Music | **Round and Round**  This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Round And Round, a Bossa Nova Latin style.  The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.  [**Knowledge Organiser**](Knowledge%20Organiser%20-%20Round%20And%20Round%20-%20Year%201,%20Unit%204.pdf) |
| ICT | **Unit 2.7 Making Music**  To make music digitally using 2Sequence. • To explore, edit and combine sounds using 2Sequence. • To edit and refine composed music. • 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 and upload environmental sounds into Purple Mash. • To use these sounds to create tunes in 2Sequence.  [Knowledge Organiser](Unit%202.7.pdf)  **Unit 2.3 Spreadsheets**  To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine. • To learn how to copy and paste in 2Calculate. • To use the totalling tools. • To use a spreadsheet for money calculations. • To use the 2Calculate equals tool to check calculations. • To use 2Calculate to collect data and produce a graph.  [Knowledge Organiser](Unit%202.3.pdf) |
| P.E. | **Hit Catch Run**  Extend agility and coordination through throwing, catching and retrieving.  Participate in simple hit, catch and run games.  Score points through sending balls running. |
| PSHE/RSE | **Role Model**  We are part of God’s family.  Jesus cared for others and watned them to live good lives like Him.  We should love other people in the same way God loves us.  NC: 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.  **Who’s Who?**  To identify special people (e.g. parents, carers, friends) and what makes them special.  The importance of the nuclear family and of the 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. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for other family members, the importance of spending time together and sharing each other’s lives.  That others’ families, either in school or in the wider world sometimes look different from their family, but that they should respect these differences and know that other children’s families are also characterized by love and care.  That stable, caring relationships which may be different types are at the heart of happy families and are important for children’s security as they grow up.  How to recognize if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.  Where to get advice, e.g. family, school and/or other sources.  **You’ve got a friend in me**  How their behavior affects other people and that there is appropriate and inappropriate behavior.  The characteristics of positive and negative relationships  About 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.  That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.  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.  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 importance of permission-seeking and giving in relationships with friends, peers and adults.  What sorts of boundaries are appropriate in friendships with peers and others  That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.  **Forever friends**  To recognise when they have been unkind to others and say sorry.  That when we are unkind, we hurt God and should say sorry.  To recognise when people are being unkind to them and others and how to respond.  That we should forgive like Jesus forgives.  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.  That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  Practical steps they can take in a range of different contexts to improve or support respectful relationships.  The conventions of courtesy and manners.  How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. |