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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Anthony Term 5 – Cycle B** | |
| Topic | Magic Malmesbury |
| WOW Experience | *Local Walk* |
| History/Geography | NC: Explore significant historical events, people and places in their own locality  ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. |
| Art/ D & T | **ART The Great Outdoors**  **Drawing**   * Use a range of different media with control. * **Line**-control lines made. Copy images looking at the lines made. * **Tone**-Make light and dark lines and patterns by using and selecting different media. * **Texture**-investigate and discuss a range of textures. * **Shape**-draw shapes from observations and memory.   **Painting**   * Use a range of tools and techniques. * Work on different scales. * Mix primary shades and create new colours. * Choose different colours for a purpose. * Use different types of paint. * Try different printing techniques.   [Knowledge Organiser](file:///T:\Subject%20Leadership\Art\St%20Anthony%20Class%20Planning\Yr1%20KO%20Art%20All%20Around%20the%20World.docx) |
| Science | **Plants (Y1)**  NC: To identify and describe the basic structure of a variety of common flowering plants.  To ask simple questions and recognise that they can be answered in different ways.  To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  To gather and record data to help in answering questions.  To observe closely, using simple equipment.  To use their observations and ideas to suggest answers to questions.  Children will learn about the structure of plants and trees and what they need to grow well. Children will learn to identify common plants and trees in the garden and in the wild, sorting deciduous and evergreen leaves. Children will plant their own bean in lesson 1 and observe it closely over the coming weeks by measuring and recording its growth. |
| Religious Education | **To the ends of the earth**  Listen to stories about, and talk about the season of Easter and Pentecost  • Use a variety of ways to express what they know about Easter and Pentecost • Respond to what they have heard about Easter and Pentecost  • Represent their own ideas about Easter and Pentecost including through music, art and drama • Share what they know about Easter and Pentecost with others  • Talk about how they and others show feelings (for example the disciples at Pentecost)  • Listen, talk or role play how people might behave in the Church Community  • Listen and talk about religious symbols used in Easter or Pentecost  • Decode the key religious words  **Easter**  Pupils will recognise the basic Easter story  Pupils will recognise that because of the resurrection story Christians believe that God is with them  Pupils will specific words and phrases like: resurrection, empty tomb, messenger  Pupils will recognise at least 3 symbols of the resurrection  Pupils will be able to say what the wonder about concerning the resurrection. |
| Music | **Your Imagination**  by Joanna Mangona and Pete Readman  This is a song about using your imagination.  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!  [Knowledge Organiser](Knowledge%20Organiser%20-%20Your%20Imagination%20-%20Year%201,%20Unit%205.pdf.crdownload) |
| ICT | **Unit 1.3 Pictograms**  • To understand that data can be represented in picture format.  • To contribute to a class pictogram.  • To use a pictogram to record the results of an experiment.  [Knowledge Organiser](Unit%201.3.pdf) |
| P.E. | **Send and Return (Yr1) Unit 1 and 2**  Extend Co-ordination for hitting  Participate in simple sending and receiving games  Score points through sending balls using hitting skills to correct areas. |
| PSHE/RSE | **Safe Inside and Out**  About safe and unsafe situations indoors and outdoors, including online.  That they can ask for help from their special people.  NC: The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  That for most people the internet is an integral part of life and has many benefits.  About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.  Where and how to report concerns and get support with issues online.  About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.  **My Body, My Rules**  To know they are entitled to bodily privacy  That they can and should be open with ‘special people’ they trust if anything troubles them  That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest  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 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.  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 the concept of privacy and the implications of it for both children and adults;  That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  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 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.  Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).  **Feeling Poorly**  Medicines should only be taken when a parent or doctor gives them to us.  Medicines are not sweets.  We should always try to look after our bodies because God created them and gifted them to us.  NC How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.  **People Who Help Us**  There are lots of jobs designed to help us.  Paramedics help us in a medical emergency.  First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance  NC: How to make a clear and efficient call to emergency services if necessary.  **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.  NC: The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.  The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).  **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  NC  How and when to seek support including which adults to speak to in school if they are worried about their health.  How to make a clear and efficient call to emergency services if necessary.  Concepts of basic first-aid, for example dealing with common injuries, including head injuries.  The facts and science relating to immunisation and vaccination |