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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Anthony Term 6 – Cycle A** | |
| Topic | King and Queens  The History of Buckingham Palace |
| WOW Experience | Royal tea party |
| 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 periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]. Significant historical events, people and places in their own locality.  ELG: 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 | DT: Hand Puppets (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.  [Click for link to D & T Topic](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Yr1-KO-DT-Hand-Puppets.docx) |
| Science | **Animals, including humans – Humans (Y1)**  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 scientific investigation. |
| Religious Education | Life to the Full  Listen to stories about, and talk about the words of the Prophet Joel and Jesus in St John’s Gospel  • Use a variety of ways to express what they know about the words of Joel  • Respond to what they have heard about the words of Joel and ‘The New Commandment’  • Represent their own ideas about being a friend  • Share what they know about what God wants with others  • Listen, talk or role play how people might behave in the Church Community if they are trying to follow the ‘New Commandment’  • Decode the key religious words  **Pentecost**  Pupils will recognise the Pentecost story as told in Acts of the Apostles AT1  Pupils will recognise subject specific words including: Pentecost, Disciple, Spirit AT1  Pupils will recognise the symbols of Pentecost AT1  Pupils will be able to say what they wonder about concerning the Pentecost AT2  Pupils will be able to recognise that disciples of Jesus acted in specific ways because of their beliefs AT2  **Sacraments**  Pupils will be able to recognise the story of Peter asking Jesus about forgiveness  Pupils will be able to recognise that Jesus asks people to forgive each other AT1  Pupils will recognise that Jesus taught that God always forgives People AT1  Pupils will be able to recognise the story of the Servant and the kingAT1  Pupils will be able to talk about their own experiences of a) falling out with a friend or family member, b)being angry with someone c) being able to say sorry or make up with some one. AT2  Pupils will be able to draw a picture showing forgiveness AT2 |
| Music | **Reflect, rewind, replay**  Musical learning focus:  Listen and Appraise  Continue to embed the foundations of the interrelated dimensions of music using voices and instruments  Sing and revisit nursery rhymes and action songs  Play instruments within the song  Improvisation using voices and instruments  Riff-based composition  Share and perform the learning that has taken place  •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 | EYFS UTW - Technology   * 1. Pictograms   This unit is an introduction to pictograms and looking at how they can be used to represent  data.  1.6 Animated Story Books  The series of lessons will provide an opportunity for the children to develop the skills to create, organise, store, manipulate and retrieve digital content through the creation of their own animated story book. |
| P.E. | **Cooperate & Solve Problems**  **Unit 1 & Unit 2**  **National Curriculum Focus**:  Preparing for cooperative physical activities.  Developing cooperation and solve problem skills. |
| PSHE/RSE | **God is Love**  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: 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.  **Loving God Loving Others**  What a community is, and that God calls us to live in community with one another  Some Scripture illustrating the importance of living in a community  No matter how small our offerings, they are valuable to God and He can use them for His glory.  NC: The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  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.  **Me, You, Us**  That they belong to various communities, such as home, school, parish, the wider local area, nation and the 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 they live  NC The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  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 conventions of courtesy and manners.  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.  **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. |