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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Scholastica Term 2 - Cycle B** | |
| Topic | **Bygone Benin** |
| WOW Experience |  |
| History/Geography | |  | | --- | | **National Curriculum: A non- European society that provides contrasts with British history – Benin (West Africa) AD 900-130.** |   1. What is Africa’s Big Picture?  2. If objects could speak what story would they tell?  3. Why was Benin worth visiting in Tudor and Stuart times?  4. Telling a good story: Why is the story of Eweka so important?  [History Knowledge Organiser](file:///T:\2021%20St%20Scholastica\2022-2023\Term%202\History\Benin%20-%20knowledge%20organiser.pdf) |
| Art/ D & T | **Art:**  **Contemporary Black Artists**  **National Curriculum:**   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * Learn about great artists, architects and designers in history.   [Art Knowledge Organiser](file:///T:\2021%20St%20Scholastica\2022-2023\Term%202\Art-DT\Yr6%20KO%20Art%20Contemporary%20Black%20Artists%201.docx) |
| Science | **Scientists and Inventors**  set up an enquiry into the effects of black holes;  • draw a diagram of their observations from an enquiry into black holes;  • give facts about Libbie Hyman’s life and work;  • describe the characteristics of invertebrates;  • identify foods which are good/bad for my body.  • describe Alexander Fleming’s discovery of penicillin;  • construct a scatter graph from a table of results;  • sort facts about Mary Leakey’s life and work;  • describe the fossils found by Mary Leakey;  • label the main parts of the heart;  • answer questions about Steve Jobs’ life and work;  • identify some food sources.  **National curriculum:**  To identify scientific evidence that has been used to support or refute ideas or arguments.  To describe how scientific ideas have changed over time.  To plan different types of scientific enquiries to answer questions.  [Science Knowledge Organiser](file:///T:\2021%20St%20Scholastica\2022-2023\Term%202\Science\Scientists%20and%20Inventors%20Year%206\Scientists%20and%20Inventors.pdf) |
| Religious Education | **Prayers Saints & Feasts**   * Make Links between the Lord’s Prayer and scripture in order to show understanding of the prayer AT1 * To show understanding of Jesus’ view of prayer by making links to various scripture stories AT1 * To compare their own and other people’s views to the question ‘If you are a Christian, should praying the Our Father, change the way you live?’ AT2 |
| Music | **Classroom Jazz 2**  Listen and Appraise the two main tunes and other supporting tunes  B. Musical Activities - learn about the interrelated dimensions of music through  1. Playing instruments and  2. Improvising  C. Perform and share  •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  •improvise and compose music for a range of purposes using the inter-related dimensions of music  •listen with attention to detail and recall sounds with increasing aural memory  •use and understand staff and other musical notations  •appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  •develop an understanding of the history of music.  [Music knowledge and skills](file:///T:\2021%20St%20Scholastica\2022-2023\Music%20knowledge%20and%20skills%20-%20Year%206.pdf) |
| French | **Daily Routine**  **Physical Descriptions**  • listen attentively to spoken language and show understanding by joining in and responding  •explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  •engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*  •speak in sentences, using familiar vocabulary, phrases and basic language structures  •develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*  •present ideas and information orally to a range of audiences\*  •read carefully and show understanding of words, phrases and simple writing  •appreciate stories, songs, poems and rhymes in the language  •broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  •write phrases from memory, and adapt these to create new sentences, to express ideas clearly  •describe people, places, things and actions orally\* and in writing  •understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English  •listen attentively to spoken language and show understanding by joining in and responding**.** |
| ICT | **Online Safety**  To identify benefits and risks of mobile devices broadcasting the location of the user/device.  To identify secure sites by looking for privacy seals of approval.  To identify the benefits and risks of giving personal information.  [Online Safety Knowledge Organiser](file:///T:\Planning%202021-2022\St%20Scholastica\Planning\Term%202\Computing\Computing%20Internet%20Safety%20Knowledge%20Organiser.pdf)  **Spreadsheets**  To use a spreadsheet to investigate the probability of the results of throwing many dice.  To use a spreadsheet to calculate the discount and final prices in a sale.  To use a spreadsheet to plan how to spend pocket money and the effect of saving money.  [Spreadsheets Knowledge Organiser](file:///T:\Planning%202021-2022\St%20Scholastica\Planning\Term%202\Computing\Spreadsheets%20Knowledge%20Organiser.pdf) |
| P.E. | **Gymnastics**  **Unit 1 & Unit 2**  **Curriculum Focus:**  Work collaboratively with a partner in a small group to perform.  Compare performance with previous performances and demonstrate improvement to achieve personal best.  Develop flexibility, balance, strength and control.  Enjoy communicating and collaborating during group work.  Perform for sustained periods of time demonstrating strength and stamina.  Recognise their own success by reflecting up and evaluating their own performance. |
| PSHE/RSE | **Calming the Storm**  We were created individually by God who cares for us and wants us to put our faith in Him.  Physically becoming an adult is a natural phase of life.  Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God’s great plan and the results will be worth it!  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.  Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  **Girls Bodies**  That human beings are different to other animals;  About the unique growth and development of humans, and the changes that girls will experience during puberty;  About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;  The need for modesty and appropriate boundaries.  NC  Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.  **Boys Bodies**  That human beings are different in kind to other animals;  About the unique growth and development of humans, and the changes that boys will experience during puberty;  About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;  The need for modesty and appropriate boundaries.  NC  Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.  How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.  **Spots and Sleep**  How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.  NC 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.  The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.  The characteristics and mental and physical benefits of an active lifestyle.  The risks associated with an inactive lifestyle (including obesity).  How and when to seek support including which adults to speak to in school if they are worried about their health.  What constitutes a healthy diet (including understanding calories and other nutritional content).  The principles of planning and preparing a range of healthy meals.  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).  About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.  About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.  About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. |