



## Magnificent Mountains Summer 1 UKS2

At Bishop Bronescombe, we strive to live by our Christian Values to inspire the very best in our pupils. We work together with passion to create a trusting, nurturing environment where everyone feels valued, secure and respected. We provide exciting and engaging opportunities to allow our pupils to persevere, thrive and achieve; to make the most of God's gifts and to develop their talents. We encourage children to take risks and show courage, having high expectations of each other and high aspirations for the future. Our aim is to ensure our children become successful, and compassionate, citizens of the future.

RE	Computing	History	Art & DT	PE
<b>Key Vocabulary</b> Muslim, mosque, sacred, Quran The Five Pillars of Islam (Shahadah, Salat, Zakat, Sawm, Hajj)	<b>Key Vocabulary</b> action, alert, algorithm, button, called, command, co-ordinates, debug, decomposition, developer	<b>Key Vocabulary</b>	<b>Key Vocabulary</b> mood, feeling, movement, tone, rotate, overlay, media, reposition, texture, depth, colour, explore, layout, mixed-media	<b>Key Vocabulary</b> fielding, striking, accuracy, distance, attacking, defending, competitive
<p><b>Islam</b></p> <ul style="list-style-type: none"> <li>• What helps Muslims through the journey of life?</li> <li>• Why is Zakah important to Muslims?</li> <li>• Why do Muslims want to go on a pilgrimage?</li> <li>• Where do Muslims get guidance for living?</li> <li>• What does it mean to be a Muslim in Britain today?</li> </ul>	<p><b>Coding</b></p> <ul style="list-style-type: none"> <li>• Can I design a playable game with a timer and a score?</li> <li>• Can I plan and use a selection of variables?</li> <li>• How does the launch command work?</li> <li>• Why are functions useful?</li> <li>• How are functions created and called?</li> <li>• How are flowcharts used to create and debug code?</li> <li>• Can I create a simulation of a room in which devices can be controlled?</li> <li>• How can user input be used in a program?</li> <li>•</li> </ul>	<p>N/A for this half term</p>	<p><b>Collage art</b></p> <ul style="list-style-type: none"> <li>• How is mood, tone and visual movement shown through art?</li> <li>• What materials would create a successful, relevant mood board?</li> <li>• Can I draw from observation?</li> <li>• How does arranging, folding and overlapping materials allow for the creation of a collage?</li> <li>• What materials and techniques will create a collage of a mountain environment?</li> <li>• How successful is our final outcome?</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>• What is bread and what is it made from?</li> <li>• How has bread-making changed throughout history?</li> <li>• How do people design and create artisan bread today?</li> <li>• What ingredients can be added to make a flavoured artisan bread roll?</li> <li>• Can I plan the artisan bread roll I wish to produce?</li> <li>• Can I safely create my artisan bread roll according to my plan?</li> <li>• Can I evaluate and make improvements to my artisan bread roll?</li> <li>• Can I share how I created my artisan bread roll?</li> </ul>	<p><b>Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>• Can I react quickly and catch balls thrown at different heights and angles?</li> <li>• How do I attack the ball using effective fielding techniques?</li> <li>• Can I throw the ball accurately over a large distance?</li> <li>• Can I strike a bowled ball over a large distance into a space?</li> <li>• Can I bowl a ball overarm at a target?</li> </ul>
<p>End Point: To have a greater understanding as to what it means to be a Muslim in Britain today.</p>	<p>End Point: To use 2Code to make a text-adventure game.</p>	<p>End Point:</p>	<p>End Point: Art - To create a mountain collage. DT – to design, plan and create an artisan bread roll.</p>	<p>End Point: To apply striking and fielding skills to complete a circuit of activities.</p>



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PSHCE	Music	French	Geography	Science
<p><b>Key Vocabulary</b> <u>Y5</u> Personal qualities, characteristics, self-esteem, online community, age restriction, grooming, trustworthy, peer pressure, influences, privacy, settings, troll, risky</p> <p><u>Y6</u> Mental health, stress, anxiety, support, self-care, coping, power, control, assertive, self-control, judgement, cyber-bullying, grief</p>	<p><b>Key Vocabulary</b> phrasing, dynamics, crescendo, diminuendo</p>	<p><b>Key Vocabulary</b> On parle français, en France, en Belgique, au Canada, au Maroc, au Cameroun, au Sénégal, en Guadeloupe, Où se situe, se situe, il y a, en Europe, en Afrique, en Asie, en Océanie, en Amérique du Sud, en Amérique du Nord</p> <p><u>Year 6</u> J'étudie, les maths, l'anglais, les sciences, l'histoire, la géographie, le français, le dessin, l'EPS, la musique, parce que c'est, J'aime, Je n'aime pas, intéressant, facile, utile, ennuyeux, difficile</p>	<p><b>Key Vocabulary</b> Fold mountain, Fault-block mountain, Volcanic mountain, Dome mountain, Plateau mountain, (Map) Legend, Contour Line, Summit, Foot, Face, Outcrop, Rdge, Treeline, Plateau</p>	<p><b>Key Vocabulary</b> fossils, evolution, inheritance, inhabited, offspring, identical, adaptation, environment, naturavariation</p>

Relationships	Year 5 – Improvising with confidence	Year 5 – countries and landscapes	Magnificent Mountains	Evolution and Inheritance
<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>Who am I as a person in terms of my characteristics and personal qualities?</li> <li>Why does belonging to an online community have both negative and positive consequences?</li> <li>What are my rights and responsibilities in an online community or social network?</li> <li>What are my rights and responsibilities when playing a game online?</li> <li>How can I reduce screen time so my health is not affected?</li> <li>How can I stay safe when using technology to communicate with my friends?</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>Why is it important to take care of my mental health?</li> <li>How can I take care of my mental health and help others who are worried about a mental health problem?</li> <li>What is grief and how can I develop strategies to manage those feelings of loss?</li> <li>How can I stand up for myself and my friends when others are trying to gain power or control?</li> <li>When is something safe and helpful online and how can I resist pressure to do something online that might hurt me or others?</li> <li>How can I use technology safely to communicate with friends or family?</li> </ul>	<p><b>Year 5 – Improvising with confidence</b></p> <ul style="list-style-type: none"> <li>Can I sing the song Wake Up and play a glockenspiel using the notes F, Ab, Eb ?</li> <li>Can I compose with the song, Wake Up?</li> <li>Can I sing the song Down By the Riverside and play a glockenspiel using notes G, A, B, D, E, F# ?</li> <li>Can I compose with the song, Down By the Riverside?</li> <li>Can I sing the song Dance the Night Away and play the glockenspiel using notes F, G, Ab, Bb, C ?</li> </ul> <p><b>Year 6 – Production songs</b> Hope and Faith to learn songs for the production in plenty of time for performances in SUM2.</p>	<p><b>Year 5 – countries and landscapes</b></p> <ul style="list-style-type: none"> <li>Can I say the names of other countries that speak French?</li> <li>Can I use 'se saituer' to say where a country is?</li> <li>Can I practise my pronunciation of É and È?</li> <li>Can I use 'il y a' to describe the landscape of a country?</li> <li>Can I practice the vocabulary that I have used?</li> </ul> <p><b>Year 6 – schools and subjects</b></p> <ul style="list-style-type: none"> <li>Can I say what I study at school?</li> <li>Can I practise my pronunciation using my French phonics knowledge?</li> <li>Can I say which subject I like and don't like?</li> <li>Can I say why I like and don't like a subject?</li> <li>Can I practise the vocabulary I have learnt?</li> </ul> <p><b>Outdoor learning opportunity: describe our landscape and where we live in French.</b></p>	<p><b>Magnificent Mountains</b></p> <ul style="list-style-type: none"> <li>Where are the key mountain ranges in the world and what are their features?</li> <li>Where are the mountains in the UK?</li> <li>What are the key features of mountains?</li> <li>How are each of the mountain types formed?</li> <li>What is the typical climate of mountain environments?</li> <li>How does tourism affect mountain regions? What is the appeal of mountain environments to tourists?</li> </ul> <p><b>CAW: Moment on Awe and Wonder: wonders of our world- what makes them so wonderful? What makes different mountains so unique?</b></p> <p><b>Outdoor learning opportunity: observations of our local area/ physical and human features in our local area. How does this compare to mountainous areas?</b></p>	<p><b>Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>How can traits be inherited between generations and how do they vary between each?</li> <li>How do animals adapt to survive in a particular environment?</li> <li>Why is there variation within and across species?</li> <li>What are the theories of evolution?</li> <li>Can I use evidence from fossils to explore how a living thing has evolved over time?</li> <li>What is 'natural selection' and how does it work?</li> </ul> <p><b>CAW: Moment on Awe and Wonder: traits can be inherited – we can look like our parents. Animals have adapted over thousands of years to survive an environment – link to Galapagos. Fossils we find today are millions of years old</b></p>
<p><b>End Point:</b> To have a greater understanding of how to build positive, healthy relationships</p>	<p><b>End Point:</b> Year 5: To create a personal musical idea that considers phrasing and dynamics. Year 6: to sing and perform in the end of year production</p>	<p><b>End Point:</b> Year 5 – To talk about the names of different countries and continents and talk about their landscapes. Year 6 – To talk about different subjects in school and say why they like/don't like a subject.</p>	<p><b>End Point:</b> To be able to describe how mountains are formed, what the climate of mountain environments is like, as well as having a consideration of the appeal of mountain regions to tourists.</p>	<p><b>End Point:</b> To learn what inheritance means, and how species evolve over time and to explain how species vary across generations, as well as offering reasons for those variations.</p>