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| **‘Towers, tunnels and turrets’**  **Year 1 & 2, Spring 1 2025** | | **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 -**  **‘Who is Muslim and how do they live?** | **Computing -**  **Spreadsheets: 2calculate**  **Pictograms: 2count** | | **History**  **Castles** | **Science –**  **Everyday materials** | **PE –**  **Physical literacy** |
| **Key Vocabulary**  Muslims, Shahadah, Allah, Qu’ran, prayer beads, Arabic, prophet, beliefs, respect, self-control | **Key Vocabulary**  Compare, pictogram, record results, title  Block graph, cell, column, copy, data, drag, equals, label, row, speak tool, table, total | | **Key Vocabulary**  Castles, towers, battlements, moat, drawbridge, portcullis, job, attack, defend, catapult, motte, bailey | **Key Vocabulary**  material, properties, glass, wood, plastic, metal, fabric, rock, hard, soft, bendy, rigid, transparent, waterproof, rough, smooth | **Key Vocabulary**  Roll, target, ball, underarm, beanbag, bounce, catch, accurate |
| * What do people think about God? * What is the Shahadah? * What do Muslims think about God? * Why is God important to Muslims? * Who was the prophet Muhammad and why is he important to Muslims? * What did the prophet Muhammad teach Muslims?   *Awe and wonder – focusing on the 99 names that Muslims have for Allah.* | * How can data be presented in a picture format? * How can I contribute to a class pictogram? * How can I use a pictogram to record the results of an experiment? * How do I use 2calculate tools? * How do you use copying, cutting and pasting shortcuts? * How can I use a spreadsheet to add up the coins and match the prices of objects? * How can I create a block graph with 2count? | | * What is a castle? * What was life like in a castle? * How can you attack and defend in a castle?   *Outdoor learning – reenact attacking and defending a castle* | * Can we identify what objects are made from? * Can we identify and name a variety of everyday materials? * How do we sort objects based on their properties? * How do materials change when we squash. bend, twist and stretch them? * Can we choose materials based on their suitability?   *Outdoor learning – ‘materials’ learning walk, what materials are there in our school grounds?* | * Can I roll a ball towards a target? * Can I throw a ball or beanbag underarm towards a target? * Can I catch a ball? * Can I bounce a ball? * Can I throw overarm? |
| **End Point:**  To be able to answer the question –  ‘Who is Muslim and how do they live?’ | **End Point:**  To be able to create to use 2calculate and 2count on purplemash effectively. | | **End Point:**  To answer the question ‘What would it be like to live in a castle in the past?’ | **End Point:**  To be able to answer the question ‘What materials would you use to build a castle?’ | **End Point:**  To complete a circuit involving these skills. |

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| **PSHE** | **Music –**  **Year 1 – Exploring sounds**  **Year 2 – Inventing a musical story** | | **Art** | **Design Technology –**  **Catapults** | **Geography –**  **Comparing urban and rural environments** |
| **Key Vocabulary**  Year 2:  Realistic , strengths , persevere , challenge , difficult, partner , product , problem- solve , collaboration | **Key Vocabulary**  Year 1: perform, improvise, compose, listen, respond, beat, instrument, melody, dynamics, C, D, E, F, F#, G, A, graphic score  Year 2: beat, rhythmic pattern, pitch, improvise, compose, C, D, E, F, G, A, Bb, B | | **Key Vocabulary** | **Key Vocabulary**  design, make, evaluate, product, catapult, lever, frame, tension, projectile, equipment, tools, safely | **Key Vocabulary**  Urban, rural, physical features, human features, castles, cities, towns, skyscrapers, beach, river, fields, green space |
| Year 2   * Can I set a simple goal? * Can I set a goal and work out how to achiever it? * Can I understand how to work well with a partner? * Can I tackle a new challenge and understand how this might stretch my learning? * Can I tell you about obstacles that make it more difficult to achieve my goal? * Can I tell you how I felt when I achieved a new challenge? | Year 1   * Sing clearly and rhythmically with the Pop backing track.   Song: If you are happy and you know it   * Vocal: Sing a melody that travels up and down (ascending and descending) in leaps and steps. Instrumental: Which part did you play? Part 1: F, G, A Part 2: F, G   Improvise/Compose: Which notes or symbols did you improvise?  Song: Sing me a song   * Vocal: Sing clearly and rhythmically with the Pop backing track. What did the lyrics mean to you? What was your favourite line in the song? Did you think of some actions to go with the song? What were they?   Compose: Which notes or symbols did you compose with?  Song: Sparkle   * Sing a melody that has long and short rhythms, and high and low sounds. Did you move your feet with the beat?   Song: Rhythm in the way we walk   * Vocal Sing clearly and rhythmically with the Funk backing track. Did it make you want to dance? Instrumental Which part did you play? Part 1: C, D, A Part 2: C, D Improvise/Compose Which notes or symbols did you improvise and/or compose with?   Song: Big Bear Funk   * Vocal Sing a song with five beats in a bar. Did you count five beats? Did you stand nicely when performing the song? Perform Which songs did you perform? Which was your favourite?   Song: Baby Elephant  *Awe and wonder – the beautiful sound that we can create together with our voices.* | | No Art this half term | * What is a catapult? * What do I need to include in my product? * Can I make a lever to create a catapult? * Does my product fulfil its purpose? | * What does urban and rural mean? * Where would you put your castle?   *Awe and wonder – looking at different places in the world and thinking about how awesome our world is.* |
| **End Point:**  Year 2: To know about my dreams and goals and what I need to do to achieve them. | **End Point:**  To be able to perform the given song as part of the class, both singing and playing a musical instrument. | | **End Point:** | **End Point:**  To design, create and evaluate a catapult. | **End Point:**  To be able to create urban and rural environments. |