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| **LKS2 – Spring 1** | | **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** |
| **Key Vocabulary**  Mandir, Dharma, Sanatan Dharma, Arti, Diwali, Bhajans, puja | **Key Vocabulary**  Action, alert, algorithm, background, button, code blocks, command, debug, deign, execute, event, flowchart, if/else statement, input, nest, object, prompt, predict, repeat, repeat until, run | | **Key Vocabulary**  N/A | Key Vocabulary  DT – loom, woven, fabric, material, textiles, weaving, yarn, hand-crafted, natural fibres  Art – Picasso, Cubism, Modernist, painter, artist | **Key Vocabulary**  Passing, scoring, offside, tag, dodging, handling, pitch |
| What is a Hindu’s life like in Britain?  How do Hindu’s worship in the community?  How is Diwali celebrated?  How are different cultures represented in Britain? | Can you explain the stages of the design, code, test, debug coding process?  What does selection mean in coding and how can you achieve this in 2Code?  How can variables and if/else statements be useful when coding programs with selection?  What is the difference between the different object types in 2Code Gibbon level? | |  | DT  Can you come up with different ideas for a hand-made, woven textile product?  Can you plan how to make a textile product using a hand-made loom?  Can you create your own loom-   woven product using your plan?  Can you evaluate your hand-crafted product?    Art  Who was Picasso?  What styles did Picasso use in this art?  What is cubism?  Can you create your own piece of art using Picasso’s cubism technique? | Can you throw and catch a rugby ball?  Can you execute a successful pass whilst on the move?  Can you use and apply the rules of tagging?  Can you gain possession by intercepting a pass?  Can you use attacking and defending skills to make tactical decisions?  Can you apply attacking and defending skills in a game of tag rugby? |
| **End Point:**  To celebrate the Hindu culture in Britain | **End Point:**  To create a playable game. | | **End Point:** | **End Point:**  DT – Create a woven textile product using a simple loom.  Art – create a piece of art inspired by Picasso’s cubism | **End Point:**  To apply the skills and rules of tag rugby to a competitive game |

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| **PSHCE** | **Music** | | **French** | **Geography** | **Science** |
| **Key Vocabulary**  co-operation motivated excited enthusiastic efficient responsible frustration solutions review evaluate respect  determination resilience disappointment positive attitude positive experiences self-belief commitment | **Key Vocabulary**  Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo | | **Key Vocabulary**  Le papa, Le frère, Le bébé, Le grand- père, La maman, La soeur, La grand-mère, La famille, le nez, la bouche, la tête, les cheveux les yeux,  les oreilles | **Key Vocabulary**  Capital city, landmark, currency, mountain range, grid reference, arid climate, frigid climate, population, head of state (monarch or President), Iberian Peninsula, island, climate, temperate climate, temperature, cardinal points, ordinal points | **Key Vocabulary**  Vibration, sound wave, volume, amplitude, pitch, ear, particles, distance, sound proof, absorb sound, vacuum, ear drum |
| **Year 3 Dreams and Goals**  What challenges do some people face? • Why is having dreams and ambitions is important? • How should I face new challenges? • How can I overcome obstacles? • How I can improve my learning process for the future?  **Year 4 Dreams and Goals**  What are my hopes and dreams? • How can I manage feelings of disappointment? • How might it help to think positively and reflect on my experiences? • How can I change and make new plans? • Can I learn to take small steps to achieve a goal on my own or as part of a group? | Can you name some of the style indicators of these songs?  Do you know the difference between pulse, rhythm and pitch?  Can you find the pulse of these songs and other musical dimensions when you listen to them?  Can you improvise with the songs you have learnt?  Can you compose a simple melody?  Can you play the notes G, A, B, C, D + E on the glockenspiel?  Can you use the notes G, A, B, C, D + E on the glockenspiel to create your own composition? | | **Year 3 Family and Pets**  Describe which family members you have . Recognise and pronounce the sounds E and E. Describe which family members you have and how many. Count from 1-20. Revise the vocabulary covered this half term.  **Year 4 How I look**  Revision of animals and colours in French. Recognise and pronounce the sounds UN and ON. To learn the words for the different parts of the face. To use ‘ j’ai’ to talk about your face. Describe your hair and eyes. Understand how to use adjectives in French. Revise the vocabulary in French. | What facts can you find out about Spain?  What types of human and physical features would you find in Spain?  How can we use eight points of the compass to locate places in Spain?  How can we use 4-figure grid references to locate cities in Spain?  How does the climate of Spain compare to the climate in the UK?  What would you include in a guided tour of Madrid? | How are sounds made?  How can we hear sounds?  What is pitch? Can you spot a pattern between pitch and the object that produced the sound?  How can sound be absorbed?  How do sounds change over distance? |
| **End Point:**  Y3 – How a range of people have achieved success when facing personal challenges • How I might feel when I achieve my dreams/ambitions • How I am responsible for my own learning • How I can use my strengths to achieve a challenge • How to manage feelings of frustration when obstacles occur  Y4 How it feels to have hopes and dreams • How disappointment feels and how to cope with it • How to help others cope with disappointment • How to be resilient and have a positive attitude • How it feels to rise to a group challenge and share our success | **End Point:**  To compose a piece of soul/gospel music | | **End Point:**  To be able to name parts of the face and name up to four family members | **End Point:**  Be able to locate Spain and places within Spain, identify human and physical features and be able to compare Spain to the UK | End Point:  To have an understanding of how vibrations cause sounds, how sound travels and how sounds can change in pitch and loudness |