|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LKS2 – Autumn 2** | | **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**  Hindu, Hinduism, belief, worship, Diwali, Gods, Goddesses, deities, Trimurti, Braham, Lakshmi, Saraswati, Shiva, Vishnu, Ganesh, Puja | **Key Vocabulary**  Debugging, grid, LOGO, LOGO commands (FD, BK, RT, LT), multi line mode, pen down, pen up, prediction, procedure, repeat, run speed, SETPS, SETPC | | **Key Vocabulary**  Monarch, heir, reign, Church of England, reformation, divorce, execution, widow | **Key Vocabulary**  Clay, sculpting, sculpture, 3d art, artists, craft makers, designers, modelling, Tudor rose, Antony Gormley, | **Key Vocabulary**  Passing, movement, space, attack, defend, control, hand eye coordination, flat side, reverse pass |
| Key question: What do Hindus believe God is like?   1. What do Hindu symbols and stories show us about belief in Braham (God)? 2. What are the Hindu beliefs about Brahman (God?) 3. What does the Trimurti represent? 4. What do Hindu deities show about Braham? 5. What can we find out about Hindu worship in the home? 6. How does the Diwali story link to a Hindu deity? 7. Can you talk about the Hindu idea that everyone has a spark of God in them? | 1. What is logo? 2. How do you create letters using logo? 3. What function does the repeat button have and how does it work? 4. How do we use procedures in computing? | | **Lesson 1: How can we find out about the past?**  Use a range of primary sources to find out about the past  **Lesson 2: Can evidence help us to reconstruct an event in history?**  Use evidence to reconstruct an event in history  **Lesson 3: How can a family tree help us to sequence different events?**  Use a family tree to sequence historical events  **Lesson 4: What can we learn about Henry VIII from his portraits?**  Use primary sources to gather evidence  **Lesson 5 and 6: Why did Henry VIII have so many wives?**  Identify reasons for people’s actions | 1. What is the history behind the Tudor rose? 2. How can you use sketching techniques, such as cross-hatching, to create your own Tudor rose? Artist link Leonardo Da Vinci and Vincent van Gogh 3. Can you decide which different types of clay modelling techniques are most effective? 4. Can you apply the clay modelling skills you have learnt to make a Tudor rose? Artist link – Antony Gormley 5. How can you use paint to enhance your artwork? | 1. How can you pass and receive a ball effectively? 2. How can you move the ball in different ways? 3. How do you move past opposing players? 4. Can you tackle a player fairly? 5. Which is the most effective shooting strategy? 6. How can you apply your skills to play a game of hockey? |
| **End Point:**  Understand Hindu beliefs of God | **End Point:**  Use logo to create a repeating procedure. | | **End Point:**  To have an understanding of a significant turning point in British history (establishing the Church of England) | **End Point:** | **End Point:**  Play a game of hockey applying taught skills and have knowledge of the rules. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **LKS2 – Autumn 2** | | **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.** | | | | |
| **PSHCE** | **Music** | | **Geography**  **N/A** | **French** | | **Science** |
| **Key Vocabulary**  Family, Loving, Caring, Safe, Connected, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Tell, Consequences, Hurtful, Compliment.  Character  Assumption  Judgement  Surprised  Different  Appearance  Accept | **Key Vocabulary**  **Christmas Carol Concert**  Lyrics, harmony, unison, verse, vocals, chorus. perform, control, dynamics, pitch | | **Key Vocabulary** | **Key Vocabulary**  Tu aimes ? J'aime /Je n'aime pas Jouer au foot /Jouer sur l'ordinateur/ Faire de la danse /Regarder la télévision/ Écouter de la musique  Il est six/deux/neuf heures/et demie. Le mardi j'aime jouer au foot. À trois heures j'aime faire de la danse. | Quel âge as-tu?  J'ai six ans, sept, huit, neuf ans. Et toi?  Je parle/ je suis anglais, français, espagnol, allemand, chinois  Comment t’appelles-tu? Je m’appelle …..  Comment ça va ?  Ça va bien  Écoutez et regardez | **Key Vocabulary**  Light, light source, dark, reflection, reflect, reflective, ray, pupil retina, shadow, opaque, translucent, transparent |
| Year 3  Year 4 | * Can you sing in tune? * Can you breathe well, pronounce words, change pitch and dynamics? * Can you perform with control and awareness of what others are singing? | |  | Y**ear 3**  **Hobbies and Routines**  **Year 4**  To learn to talk about your hobbies in French.  Revise the days of the week and giving the time.  Say when you like doing different hobbies.  Recognise and pronounce the sounds CH and J.  To produce a cartoon strip in French to describe hobbies.  Learn about how the holiday season is celebrated in Canada.  **About Me**  Give your age and ask others their age.  Recognise and pronounce the sounds EU and AU.  Describe which language you speak.  Describe your Nationality.  Make sentences about yourself.  Learn 10 words related to Christmas in France. | | ***What is darkness?*** I can recognise that I need light to see things, and that dark is the absence of light.  ***Which surfaces reflect light?*** I can investigate which surfaces reflect light.  ***How do mirrors reflect light?***  I can use a mirror to reflect light and explain how mirrors work.  ***How can you best protect your eyes from the sun? Why is this important?***  I know that light from the sun can be dangerous and that there are ways we can protect our eyes.  ***Which materials are best for blocking out the sun?***  I can investigate which materials block light to form shadows.  ***How and why do shadows change size?*** I can find patterns when investigating how shadows change size. |
| **End Point:**  Be able to recognise own and other’s strengths  Have strategies to help resolve conflict | **End Point:**  To perform a Christmas carol in front of an audience | | **End Point:** | **End Point:**  To be able to say how old I am and describe my nationality  To be able to talk about my hobbies, and when I do them. | | End Point:  **Understand what light is and how it travels.**  Identify light sources.  • Understand that we need light to see.  • Know that light travels in a straight line.  • Understand that a shadow is formed when  a solid object blocks light. |