



Destination Outer-Space Spring 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
Key Vocabulary Creation, Universe, Big Bang Theory, Evolution, Adaption, Awe, Psalm, Stewardship	Key Vocabulary 2D, 3D, 3D printing, CAD-Computer aided design, Design brief, Net, Patter fill, Points, Template	Key Vocabulary	Key Vocabulary DT Chassis, energy, screw, shaft, simple machine, transfer, unbalanced force, balanced force, wedge, pulley, inclined plane, lever, wheel and axle, force, friction	Key Vocabulary Golf – Stance, Grip, Backswing, club choice, wedge, iron, driver, chipping
<div> <div></div> <div> <u>Creation and Science: Conflicting or complementary?</u> <ul style="list-style-type: none"> What is the purpose of the Genesis creation text? How did the universe begin? What about evolution and adaption? How do some scientists combine their faith and their understanding of science? What connections are there between the idea of creation and beliefs about God? How does faith inspire stewardship? How far is the Genesis 1 creation narrative in contradiction with science or complementary with science? </div> </div>	<div> <div></div> <div> <u>3D Modelling</u> <ul style="list-style-type: none"> How can 2Design be used to make 3D models? How can points be moved to adapt a design? Can a design be adapted to meet a specific purpose? How does printing a 3D model help you understand if your design has met the brief? </div> </div>	<div> <div></div> <div> No History in this half term </div> </div>	<div> <div></div> <div> <u>DT – Building and Construction</u> <ul style="list-style-type: none"> How do people design and create a go-kart using a wheel and axle component? What materials, tools and equipment are needed to create a go-kart? How can we design, plan and create a go-kart? Can we communicate how we designed and created our go-karts and evaluate their overall effectiveness? </div> </div>	<div> <div></div> <div> <u>Golf – Faith</u> <ul style="list-style-type: none"> Provided by external What does a golf grip look like? How does a golfer stand? What is a backswing? <u>4RealDance – Angels and Hope</u> <ul style="list-style-type: none"> Provided by external </div> </div>
End Point: Show understanding of why many Christians find science and faith go together.	End Point: To be able to use a CAD modelling system to create a design for a specific brief.	End Point:	End Point: DT: To design and create a go-kart based on a simple machine and powered by a direct contact force, using as many recycled parts as possible, for a class race.	End Point: Faith: To be able to hold a golf club properly and hit a ball different speeds and distances. Hope and Angels: To perform a selection of contemporary dance routines.



Destination Outer-Space UKS2 Spring 1 2024

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PSHCE	Music	French	Geography	Science
Key Vocabulary Year 5: lifestyle, career, profession, salary, contribution, society, culture, sponsorship, aspiration, communication, support Year 6: personal, issue, unrealistic, realistic, empathy, recognition, suffering, concern, criteria, hardship, global, goals	Key Vocabulary melody, harmony, play, chords, pitch, accompaniment, improvise, compose, C, D, Eb, E, F, F#, G, A, Ab, Bb, B, musical concepts	Key Vocabulary Year 5 Il fait froid, Il fait chaud, Il fait beau, Il y a du soleil, Il y a du vent, Il y a du brouillard, Il pleut, Il neige, Il gèle Year 6 le piano, la guitare, la batterie, la flute, la flûte à bec, le violon, la clarinette, la trompette Jouer – to play, Je joue – I play, Tu joues – you play, Il/ elle joue – he/she plays, Nous jouons – we play, Vous jouez – you (pl), play Ils/ elles jouent – They play	Key Vocabulary Biome, climate, temperature, equator, Tropic of Cancer/ Capricorn, North/ South Pole, Longitude, Latitude, Tundra, Forest, Savannah, Grasslands, Tropical, Rainforests, succession, vegetation, diversity	Key Vocabulary Sun, star, moon, planet, spherical body, satellite, orbit, rotate, axis, geocentric model, heliocentric model, astronomer, dwarf planet
New Jigsaw scheme <u>Dreams and Goals</u> <u>Year 5</u> <ul style="list-style-type: none">Why may money be needed to help me achieve some of my dreams?What are some of the jobs I can do and how much could I earn in that profession?How will I be motivated to achieve my dream job?What are the similarities and differences of the dreams and goals of young people in a culture different to mine?What are some of the ways in which we can all come together as	<u>Composing and Chords</u> <u>(Charanga)</u> <ul style="list-style-type: none">Can I recognise and read simple notation when performing the song 'Freedom is Coming'?Can I improvise using the notes F, G, A, Bb, C and D in our song?Can I sing as part of an ensemble our song 'All Over Again'?How can I use a graphic score to help me to repeat a performance of 'All Over Again'?Can I identify different musical concepts in a new song?	<u>The Weather (Year 5)</u> <ul style="list-style-type: none">How do the French discuss the weather?How do you describe the weather in French?What are the months of the year in French?How do the French pronounce qu and ç sounds?How do the French describe the different seasons? <u>Music and Television</u> <u>(Year 6)</u> <ul style="list-style-type: none">What instruments do people play?	<u>Biomes</u> <ul style="list-style-type: none">What are the main geographical features of our world?What are the main biomes of our world?What is the true impact of Climate Change on the different biomes? How are they impacted?How does the climate on Earth, compare to the climate on Mars?	<u>Destination Outer Space (Year 5 unit)</u> <ul style="list-style-type: none">Why are the Sun, Earth and Moon spherical?What are the main planets in our solar system?How do planets in our solar system move relative to the Sun?How do night and day occur?How does the Moon move relative to the Earth?What are the different phases of the Moon? <p><i>Moment on Awe and Wonder: Whilst looking at our solar system point out to the children how amazing the world that God made is.</i></p>

<p>a unity and support each other to achieve our aspirations?</p> <p>Year 6</p> <ul style="list-style-type: none">• What goals can I set myself?• How am I going to work towards reaching my goals?• What are some of the problems in the world and how can we talk to other people about them?• How can we work together with people to help make the world a better place?• What are some of the ways in which I can work with other people to help make the world a better place?• What are some of the things my class like or admire about me and how do I know that?	<p><i>Moment on Awe and Wonder: During this unit, children will be thinking about the social question; how can music improve our world? Children will be encouraged to think deeply about the world, their communities and their relationships with others and to remind themselves how wonderful our world is that God created.</i></p>	<ul style="list-style-type: none">• How do you say some of the main types of instruments in French?• How do the French pronounce the sounds CH and J?• How do the French say different genres of music?• How can we construct simple sentences in French to give an opinion about different types of music?		
<p>End Point:</p> <p>Year 5: To have a greater understanding of the importance of factors such as money, motivation and support in achieving job aspirations</p> <p>Year 6: To set goals and know how what they can to do to work hard towards achieve their own dreams and goals for themselves and the wider world.</p>	<p>End Point:</p> <p>To create an accompaniment and learn about chords.</p>	<p>End Point:</p> <p>To be able to discuss the seasons and weather in French (Year 5)</p> <p>To learn vocabulary for different musical instruments practising the verb 'to play' in 1st and 3rd person (cj Year 6)</p>	<p>End Point:</p> <p>To have a greater awareness of the diversity of our world, and the impact of Climate Change on diverse environments.</p>	<p>End Point:</p> <p>To understand the structure of our solar system.</p>