



# Lest We Forget Autumn 1 UKS2

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| RE  | Computing  | History   | Art & DT   | PE   |
|---|--|---|--|--|
| <p><b>Key Vocabulary</b></p> <p>gospels, sermon, disciples, meek, community, interpretation</p>   | <p><b>Key Vocabulary</b></p> <p>Digital footprint, password, PEGI rating, phishing, screen time, spoof website</p>   | <p><b>Key Vocabulary</b></p> <p>Allies, Axis power, Blitz, Blitzkrieg, evacuee, evacuate, front line, home front, Luftwaffe, Propaganda, treaty, rationing, Primary source, Secondary source</p>  | <p><b>Key Vocabulary</b></p> <p>watercolour, wash, primary, secondary, complimentary, tertiary, brush, palette, tone, texture, pure, perspective, impression, silhouette</p>   | <p><b>Key Vocabulary</b></p> <p>flexibility, strength, technique, control, balance, speed, agility, teamwork</p>   |
| <p><b>How do Christians decide how to live? What would Jesus do?</b></p> <ul style="list-style-type: none"> <li>• What makes strong foundations for life?</li> <li>• What qualities did Jesus believe were important to live a good life?</li> <li>• What would Jesus do about prayer today?</li> <li>• What would Jesus do about ill health?</li> <li>• Can enemies become friends?</li> <li>• Why be generous?</li> </ul> | <ul style="list-style-type: none"> <li>• What are some of the benefits and risks of mobile devices broadcasting the location of the user/ device?</li> <li>• How do I know if a site is secure?</li> <li>• What are the benefits and risks of giving out personal information?</li> <li>• What is a digital footprint?</li> <li>• What behaviours are acceptable when online?</li> <li>• How can certain information online persist?</li> <li>• Why is it important to balance game and screen time with other parts of your our lives?</li> <li>• What are some of the positive and negative influences of technology on health and the environment?</li> </ul> | <ul style="list-style-type: none"> <li>• What are the key events leading up to the declaration of WW2?</li> <li>• What was evacuation like during WW2?</li> <li>• How were those involved on the home front encouraged to deal with the war?</li> <li>• What was it like to be involved in Operation Dynamo?</li> <li>• What was the Battle of Britain? Why were the British victorious?</li> <li>• What was The Blitz?</li> <li>• What were the events of the D-Day landings? What effect did these have on people of the home front?</li> </ul> | <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• What are some of the main watercolour techniques?</li> <li>• How can I use a watercolour wash to create a Blitz background?</li> <li>• Can I find images of WW2 which reflect the mood and tone of the times?</li> <li>• How can silhouette art be used to depict the war?</li> <li>• What are the key elements need to assemble my piece of art work together to create a WW2 scene?</li> </ul> <p><b>DT</b></p> <p>No DT for this half term</p> | <p><b>Circuit training</b></p> <ul style="list-style-type: none"> <li>• How can we exercise safely?</li> <li>• How can I exercise at different levels of intensity?</li> <li>• In what ways can exercise boost mental wellbeing?</li> <li>• How can exercise improve physical strength?</li> <li>• What skills will be needed to lead another individual in a circuit of exercises?</li> <li>• How can we work effectively as a group to lead a training session?</li> </ul> |
| <p><b>End Point:</b></p> <p>To explore what people believe and what difference this makes to how they live.</p>   | <p><b>End Point:</b></p> <p>To demonstrate an understanding of their responsibility to others as well as to themselves when communicating and sharing content online.</p>  | <p><b>End Point:</b></p> <p>To understand the significance of World War 2 within British History.</p>   | <p><b>End Point:</b></p> <p>To create a silhouette painting, to reflect The Blitz.</p>   | <p><b>End Point:</b></p> <p>To learn about exercise guidelines and consider the benefits of different types of exercise on their mental and physical wellbeing.</p>  |





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| PSHE   | Music  | French   | Geography  | Science   |
|--|--|--|--|---|
| <p><b>Key Vocabulary</b></p> <p>Year 5: vision, opportunities, appreciation, denied, wealthy, prejudice, migrants, motivation, deprive, asylum, empathise, persecution, refugee, privilege, conflict</p> <p>Year 6: needs, opportunities, comparison, motivation, participation, citizen, obstacles, collaboration, lawful, illegal,</p>   | <p><b>Key Vocabulary</b></p> <p>Pulse, rhythm, pitch, tempo, dynamics, structure, time signature, treble clef, scale, key signature, semibreves, minims, crotchets, paired quavers, semiquavers, expression, dynamics, echo, question-and-answer phrases, melody</p>   | <p><b>Key Vocabulary</b></p> <p>Year 5:<br/>Bonjour, salut, Je m'appelle, Comment t'appelles-tu? Comment ça va? Ca va bien, Au revoir, A bientôt, J'habite, en Angleterre, en France, en Ecosse, dans une ville, dans une grand ville, dans un village, dans le nord, dans le sud, dans l'est, dans l'ouest,</p> <p>Year 6:<br/>Bonjour, salut, Je m'appelle, Comment t'appelles-tu? Comment ça va? Ca va bien, Au revoir, A bientôt, une mairie, une bibliothéque, un centre commercial, une cathédrale, des musées, des monuments, des jardins, derrière, devant, en face de, a cote de, pres de, entre, dans.</p> | <p><b>Key Vocabulary</b></p> <p>Rural, Urban, Landscape, land use, erosion, deposition, succession, deforestation, urbanisation</p>  | <p><b>Key Vocabulary</b></p> <p>Forces, gravity, weight, mass, friction, air-resistance, water-resistance, buoyancy, streamlined, up-thrust, mechanisms, levers, pulleys, gears</p>   |
| <p><b>Being Me In My World</b></p> <p><u>Y5</u></p> <ul style="list-style-type: none"> <li>• How can I face new challenges positively?</li> <li>• What are some of my rights and responsibilities as a citizen of my country?</li> <li>• What are some of my rights and responsibilities as a citizen of my country and as a member of my school?</li> <li>• How can I make choices about my behaviour based on rewards and consequences?</li> <li>• How can an individual's behaviour impact on a group?</li> </ul> | <p><b>Music and Technology</b></p> <ul style="list-style-type: none"> <li>• Can I use body percussion, instruments and my voice with confidence in response to musical stimuli?</li> <li>• Can I recognise a range of musical styles and traditions and discuss their style indicators, referring to the musical elements?</li> <li>• Do I understand the importance of a musical introduction/coda (outro)?</li> <li>• How can I communicate how the song connects to the world and its relevant culture?</li> <li>• Do I understand the connection I have to the music I am performing?</li> </ul> | <p><u>Y5</u></p> <ul style="list-style-type: none"> <li>• Can I revise how to introduce myself and greet people?</li> <li>• Can I say what country I live in and give details about where I live?</li> <li>• Can I recognise and pronounce the sounds GN and N?</li> <li>• Can I give an opinion about where I live?</li> <li>• Can I describe where in the country I live?</li> <li>• Can I revise and use the vocabulary used in this unit?</li> </ul>   | <ul style="list-style-type: none"> <li>• What are the differences between human and physical Geography?</li> <li>• How was land-use used during WW2?</li> <li>• How can processes cause large-scale environmental changes ?</li> </ul> | <ul style="list-style-type: none"> <li>• What forces act on objects?</li> <li>• What effect does gravity have on an object?</li> <li>• What is air resistance?</li> <li>• What is water-resistance?</li> <li>• What is friction?</li> <li>• What are the different types of mechanisms and why are they important?</li> </ul> |

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| <ul style="list-style-type: none"> <li>• How does democracy and having a voice benefit the school community?</li> </ul> <p><u>Y6</u></p> <ul style="list-style-type: none"> <li>• What are my goals for this year? What are my fears and worries for the future and how will I overcome them?</li> <li>• What are some of children's universal rights? Why may these rights not be met?</li> <li>• How do my actions affect people locally and globally?</li> <li>• How can I make choices about my behaviour based on rewards and consequences?</li> <li>• How can an individual's behaviour impact on a group?</li> <li>• How does democracy and having a voice benefit the school community?</li> </ul> |   | <p><u>Y6</u></p> <ul style="list-style-type: none"> <li>• Can I revise how to introduce myself and greet people?</li> <li>• Can I name and spell French cities?</li> <li>• Can I revise and pronounce the sounds AN and IN?</li> <li>• Can I recognise places in a town?</li> <li>• Can I give the location of places in town?</li> <li>• Can I revise and use the vocabulary I have learnt this unit?</li> </ul> |  |  |
| <p><b>End Point:</b></p> <p>To have a greater understanding of who they are and how they fit into the world.</p>   | <p><b>End Point:</b></p> <p>To have a greater understanding about how music technology can be used to help create music</p> | <p><b>End Point:</b></p> <p>To be able to greet and introduce myself, talk about where I live and what my town looks like.</p>  | <p><b>End Point:</b></p> <p>To be able to consider how people during the war used their environment, and how the environment changes through time.</p> | <p><b>End Point:</b></p> <p>To identify and investigate the different types of forces.</p> |