



Trade and Economics Summer 2 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 Humanist, secular, atheist, world view, ethical, rationality	Key Vocabulary Audience, blog, blog page, blog post, collaborative, icon	Key Vocabulary	Key Vocabulary Textile, fabric, fibre, synthetic, sustainable, yarn, knit, weave, natural, hemp, linen, organic, biodegradable	Key Vocabulary Reaction speed, underarm throw, overhead heave throw, technique, downsweep, relay, endurance, stamina, coordination
<u>Humanism</u> <ul style="list-style-type: none">Rules: do we need them? Who breaks them?Who is a Humanist? What codes for living do non-religious people use?What values matter most to Christians?What are the main agreements and disagreements between Humanists and Christians?Can we create a code for living that will help the world?	<u>Blogs</u> <ul style="list-style-type: none">What is the purpose and what are the features of writing a successful blog?Can I plan a theme and content for a blog?Can I write a blog and a blog post?How can I change the visual properties of a blog to suit an audience?Why is it important to comment on a blog?	N/A for this half term	<u>DT – rolled over from Spring 2</u> <ul style="list-style-type: none">What materials are good insulators and why?What materials would make a well insulated container?Can I test my design and suggest improvements?What makes my design effective? <p>CAW – link to how God has given us the ability to utilize different materials to help us in our day to day life.</p>	<u>Athletics</u> <ul style="list-style-type: none">Can I practise and refine fundamental movement skills needed for athletics?How can we work as a team to competitively perform a sprint relay?What techniques do I need to consider when controlling running pace over a range of distances?How can I refine my hurdling technique to create a fluent running pattern?Can I refine my jumping technique for both height and distance?Can I use the heave throw technique to throw over a distance?
End Point: To know what a humanist believes and how their beliefs are similar to Christians.	End Point: To write a blog to a chosen audience.	End Point:	End Point: To learn about insulating and conducting materials and how these can be used in everyday life for our benefit.	End Point: To take part in a range of athletics activities.



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PSHCE	Music	French	Geography	Science
<p>Key Vocabulary</p> <p>Y5</p> <p>Change, cope, opportunities, émoions, teenagers, perception, consent, puberty, relationships, conception, fertilisation, pregnancy, IVF, hormones, self-image, body-image, self-esteem, perception, affirmation</p> <p>Y6</p> <p>Real self, negative body-talk, placenta, contraception, midwife, labour, cervix, adolescent, sexting</p>	<p>Key Vocabulary</p> <p>Year 5: String section, crescendo, diminuendo, pulse, tempo, dynamic, structure, notation</p> <p>Year 6: tune, strings, chord, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody</p>	<p>Key Vocabulary</p> <p>Y5</p> <p>Le drapeau est, la capitale est, on parle français, on parle anglais, dans le nord, il y des montagnes, dans le sud, il y a des lacs, en hiver il fait froid, il neige, il y a des plages, il y a des montagnes, il y a un désert, en été il fait chaud,</p> <p>Year 6</p> <p>parce que, car, et, aussi, mais, cependant, J'étudie, À, heures, midi, après l'école, je fais, je vais, je fais mes devoirs, J'aime, Je déteste, J'aime, J'adore, On célèbre, Le quatorze juillet, La Fête Nationale, Vive la France, un défilé militaire, un jour férié, un feu d'artifice, le drapeau tricolore</p>	<p>Key Vocabulary</p> <p>Trade</p> <p>Import</p> <p>Export</p> <p>Goods</p> <p>Global</p> <p>Globalisation</p> <p>Fair Trade</p> <p>Economy</p> <p>Transportation</p> <p>Global Supply Chain</p>	<p>Key Vocabulary</p> <p>fossils, evolution, inheritance, inhabited, offspring, identical, adaptation, environment, natural selection</p>

<p><u>Changing Me</u></p> <p><u>Y5</u></p> <ul style="list-style-type: none">• What makes everyone unique and special?• What is self-image and how does my body-image fit into that?• How might someone express their feelings when things are changing?• How does a girls body change during puberty?• Why do we need to care for our physical and emotional health?• How do boys and girls bodies change during puberty?• How do people conceive? What do they need to consider?• What am I looking forward to during adolescence?• What am I looking forward to as I move into my new class? <p><u>Y6</u></p> <ul style="list-style-type: none">• What is self-image and how does body image fit into that?• How does a baby develop from the point of conception to birth?• How can being physically attracted to someone changes the nature of the relationship?• Why is it important to know myself well enough to maintain positive relationships with others whilst still keeping my own identity?• What is positive self-esteem and what can I do to develop it?• What am I looking forward to and what worries me about the transition to secondary school?	<p><u>Reflect, Rewind, Replay (Year 5)</u></p> <p><u>Consolidation of learning completed this year.</u></p> <p><u>Introduction to History and Languages of music.</u></p> <ul style="list-style-type: none">• Can I recognise and identify instruments found in 'I Want You Back'?• Can I compose a piece of music using a 'music explorer'?• Can I create my own rhythm both individually and as part of a group?• Can I recognise instruments and the music style of 'Walking on Sunshine'?• Can I compose a piece of music using a glockenspiel?• Can I use instruments in unison with singing as part of a group ensemble? <p><u>(Year 6)</u></p> <p><u>Performance practise in preparation for leavers' performance in July.</u></p> <p><u>CAW: children will be encouraged to think deeply about how wonderful our World that God created is and how music and performance can bring communities together to celebrate our successes..</u></p>	<p><u>Year 5= Countries (continued).</u></p> <ul style="list-style-type: none">• Can I describe a country's flag using different colours?• Can I understand a short text about countries that speak French?• Can I form full sentences to describe different countries?• Can I write a story about a French-speaking country? <p><u>Year 6 – time and building sentences</u></p> <ul style="list-style-type: none">• Can I use connectives to join sentences?• Can I say when I learn a subject?• Can I describe my timetable?• Can I say what activities I do after school?• Can I make a sentence about subjects I study?• Can I talk about Bastille Day?	<ul style="list-style-type: none">• What do we (The UK) trade?• Which countries around the world do the UK trade with?• Where is El Salvador? What items are traded between The UK and El Salvador?• What is Fair Trade and who does it benefit?• What is globalisation and how does it impact the global economy?• How has trade changed through history?	<p><u>Evolution and Inheritance (Year 6-rolled over from Summer 1)</u></p> <ul style="list-style-type: none">• How can traits be inherited between generations and how do they vary between each?• How do animals adapt to survive in a particular environment?• Why is there variation within and across species?• What are the theories of evolution?• Can I use evidence from fossils to explore how a living thing has evolved over time?• What is 'natural selection' and how does it work? <p><u>Caw moments – traits are inherited. Do we look like/act like our parents? Animals have adapted over thousands of years to survive in an area – link to Galapagos. Fossils we find today are millions of years old.</u></p> <p><u>Year 5</u></p> <p><u>Working Scientifically</u></p> <p>Investigations to organise.</p>	<p><u>End Point:</u></p> <p>Year 5: To understand mental health, its importance, and how to take care of it.</p> <p>Year 6: To understand the transition to secondary school, as well as accepting and managing the feelings associated.</p>	<p><u>End Point:</u></p> <p>Year 5:</p> <p>To practise in a group and be able to perform to an audience.</p> <p>Year 6: To perform 'Pirates of the Curry Bean' to an audience.</p>	<p><u>End Point:</u></p> <p>To say and understand words/ phrases/ sentences about the seaside.</p> <p>Year 5: To be able to understand and describe different countries.</p> <p>Year 6: To be able to talk about when things happen in a day and build sentences using connectives.</p>	<p><u>End Point:</u></p> <p>To be able to define trade, and recognise items that have been traded between The UK and other countries around the world.</p>	<p><u>End Point:</u></p> <p>To learn what inheritance means, and how species evolve over time and to explain how species vary across generations, as well as offering reasons for those variations.</p>
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