



'Towers, tunnels and turrets'

Year 1 & 2, Spring 1 2025

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 - 'Who is Muslim and how do they live?'	Computing - Spreadsheets: 2calculate Pictograms: 2count	History Castles	Science – Everyday materials	PE – Physical literacy
<p>Key Vocabulary Muslims, Shahadah, Allah, Qu'ran, prayer beads, Arabic, prophet, beliefs, respect, self-control</p>	<p>Key Vocabulary Compare, pictogram, record results, title Block graph, cell, column, copy, data, drag, equals, label, row, speak tool, table, total</p>	<p>Key Vocabulary Castles, towers, battlements, moat, drawbridge, portcullis, job, attack, defend, catapult, motte, bailey</p>	<p>Key Vocabulary material, properties, glass, wood, plastic, metal, fabric, rock, hard, soft, bendy, rigid, transparent, waterproof, rough, smooth</p>	<p>Key Vocabulary Roll, target, ball, underarm, beanbag, bounce, catch, accurate</p>
<ul style="list-style-type: none"> • What do people think about God? • What is the Shahadah? • What do Muslims think about God? • Why is God important to Muslims? • Who was the prophet Muhammad and why is he important to Muslims? • What did the prophet Muhammad teach Muslims? <p><i>we and wonder – focusing on the 99 names that Muslims have for Allah.</i></p>	<ul style="list-style-type: none"> • How can data be presented in a picture format? • How can I contribute to a class pictogram? • How can I use a pictogram to record the results of an experiment? • How do I use 2calculate tools? • How do you use copying, cutting and pasting shortcuts? • How can I use a spreadsheet to add up the coins and match the prices of objects? • How can I create a block graph with 2count? 	<ul style="list-style-type: none"> • What is a castle? • What was life like in a castle? • How can you attack and defend in a castle? <p><i>Outdoor learning – reenact attacking and defending a castle</i></p>	<ul style="list-style-type: none"> • Can we identify what objects are made from? • Can we identify and name a variety of everyday materials? • How do we sort objects based on their properties? • How do materials change when we squash. bend, twist and stretch them? • Can we choose materials based on their suitability? <p><i>Outdoor learning – 'materials' learning walk, what materials are there in our school grounds?</i></p>	<ul style="list-style-type: none"> • Can I roll a ball towards a target? • Can I throw a ball or beanbag underarm towards a target? • Can I catch a ball? • Can I bounce a ball? • Can I throw overarm?
<p>End Point: To be able to answer the question – 'Who is Muslim and how do they live?'</p>	<p>End Point: To be able to create to use 2calculate and 2count on purplemash effectively.</p>	<p>End Point: To answer the question 'What would it be like to live in a castle in the past?'</p>	<p>End Point: To be able to answer the question 'What materials would you use to build a castle?'</p>	<p>End Point: To complete a circuit involving these skills.</p>



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PSHE	Music – Year 1 – Exploring sounds Year 2 – Inventing a musical story	Art	Design Technology – Catapults	Geography – Comparing urban and rural environments
<p>Key Vocabulary Year 2: Realistic , strengths , persevere , challenge , difficult, partner , product , problem- solve , collaboration</p>	<p>Key Vocabulary Year 1: perform, improvise, compose, listen, respond, beat, instrument, melody, dynamics, C, D, E, F, F#, G, A, graphic score Year 2: beat, rhythmic pattern, pitch, improvise, compose, C, D, E, F, G, A, Bb, B</p>	<p>Key Vocabulary</p>	<p>Key Vocabulary design, make, evaluate, product, catapult, lever, frame, tension, projectile, equipment, tools, safely</p>	<p>Key Vocabulary Urban, rural, physical features, human features, castles, cities, towns, skyscrapers, beach, river, fields, green space</p>
<p>Year 2</p> <ul style="list-style-type: none"> Can I choose a realistic goal and think about how to achieve it? Can I carry on trying even when I find tasks difficult? How do I recognise who I work well with and who is it more difficult for me to work with? How can I work well in a group to create an end product? Can I explain some of the ways I worked well in my group to create the end product? Do I know how to share success with other people? 	<p>Year 2</p> <ul style="list-style-type: none"> Can I follow a leader while focussing on rhythmic patterns? Song: Rainbows How can I create rhythms by using words as a starting point? Song: Rainbow (2) Can I perform an instrumental part by ear and as part of our song? Song: Hands, Feet, Heart How can I improve our song by improvising (using notes C, D, E)? Song: Hand, Feet, Heart (2) Can I learn and perform our new song? Song: All Around the World <p><i>Awe and wonder – the beautiful sound that we can create together with our voices.</i></p>	<p>No Art this half term</p>	<ul style="list-style-type: none"> What is a catapult? What do I need to include in my product? Can I make a lever to create a catapult? Does my product fulfil its purpose? 	<ul style="list-style-type: none"> What does urban and rural mean? Where would you put your castle? <p><i>Awe and wonder – looking at different places in the world and thinking about how awesome our world is.</i></p>
<p>End Point: Year 2: To know about my dreams and goals and what I need to do to achieve them.</p>	<p>End Point: To be able to perform the given song as part of the class, both singing and playing a musical instrument.</p>	<p>End Point:</p>	<p>End Point: To design, create and evaluate a catapult.</p>	<p>End Point: To be able to create urban and rural environments.</p>