|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LKS2 – Spring 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**  Sin, Holy Week, Salvation, Palm Sunday, Good Friday, Easter Sunday, Hope, Joy Sadness | **Key Vocabulary**  Campaign, format, font, genre, opinion, reporter, viewpoint | | **Key Vocabulary**  N/A | **Key Vocabulary**  Lever, pulley, wheel and axle, inclined plane, forces, simple machine, operate, invented, combined | **Key Vocabulary**  Motif, unison, canon, dynamics, rhythm, mirroring, stimulus, improvise, spatial awareness, sequence, choreograph, style. Travel, fluency, transition, step, pace, routine, repetition, level |
| What does the concept of salvation mean to Christians?  What do the three important days in Holy Week mean to Christians?  Why do we call the day Jesus died ‘Good Friday’?  How do Christians celebrate Holy Week?  What is the importance of Holy Week?  What emotions do Christians feel during Holy Week?  Caw- how amazing is it that Jesus gave his life for us. | **Why should I change the font when writing? (Key question)**  Can you use a simulated scenario to create a newspaper report?  Can you use a simulated scenario to write for a community campaign? | |  | Can you identify suitable materials for constructing ramps, pulleys, levers and wheels and axles?  Can you design and Rube Goldberg machine that includes at least two different simple machines?  Can you select and safely use appropriate materials, tools and equipment?  Can you write and follow a process to create a Rube Goldberg machine?  Can you work independently and collaboratively to create a Rube Goldberg machine?  Can you create a Rube Goldberg machine that includes at least two different simple machines?  Can you identify suitable materials for constructing ramps, pulleys, levers and wheels and axles? | Can you improvise movement patterns inspired by Carnival of the Animals?  Can you show precision and control in response to Carnival of the Animals?  Can you vary the dynamics of a dance?  Can you demonstrate rhythm in a longer dance sequence?  Can you compose longer dance sequences using a range of dance vocabulary to describe and improve work?  CAW – it’s amazing that dance and music is a universal language and travels across cultures and timeframes. Dance allows us to express emotions and allows people to feel connected. |
| **End Point:**  To have an understanding of why Christians call the day Jesus died ‘Good Friday’. | **End Point:**  To learn that technology can be used to reorganise, develop and explore ideas and that working with information in this way can aid understanding | | **End Point:** | **End Point:**  To create a Rube Goldberg machine | **End Point:**  To learn how to dance in unison and canon and discover how to change dynamics in order to fit the mood and tempo of a piece of music |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LKS2 – Spring 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** | | **French** | **Geography** | **Science** |
| **Key Vocabulary**  YR3 oxygen calories heartbeat kilojoules fitness saturated fats attitude anxious advice strategy harmful ambulance fire engine complex appreciate emergency services police car coastguard helicopter energy heart lungs labels sugar fat drugs risk  YR4 friendship emotions friendship groups relationships follower assertive smoking pressure alcohol wrong vaping evaluate disagree opinion right value roles leader agree peers guilt advice liver disease anxiety fear believe | **Key Vocabulary**  Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, 3 – Perform & Share melody, solo | | **Key Vocabulary**  YR3 Ma sœur Mon frère Mon cousin Ma cousine J'ai sept ans J'ai huit ans Ma sœur a onze ans Mon frère a quinze ans J'ai Un chat Un chien Un hamster Un lapin Un poisson Mon lapin Mes lapins Mon chat Mes chats Mon chat s'appelle Angel Mon lapin s'appelle Otis Sentence Building J'ai un grand-père. J'ai une grand-mère. J'ai deux mères. J'ai onze cousins. J'ai un chat. J'ai trois hamsters. Mon chien s'appelle Pepper. Mon frère a treize ans  YR 4 Je suis grand Je suis grande Je suis petit Je suis petite J'ai les cheveux longs J'ai les cheveux courts Je porte des lunettes Je ne porte pas de lunettes Une tête Un dos Des épaules Des bras Des mains Des jambes Des genoux Des pieds Il est / Elle est Il a / Elle a Quatre bras Un œil Cinq yeux Huit jambes Trois têtes Six mains Sentence Building J'ai les yeux marron. J'ai les cheveux courts. Je suis petit. Je suis grand. Elle est petite. Elle est grande. Je porte des lunettes. J'ai deux mains | **Key Vocabulary**  Topsoil, subsoil, bedrock, magma, tectonic plate, eruption, active, dormant, extinct, volcano, tsunami, tornado, crust, mantle, inner core, outer core | **Key Vocabulary**  Nutrients, teeth, digestion, mouth, tongue, incisor, canine, molar, premolar, wisdom teeth, salivary gland, oesophagus, stomach, liver, gall bladder, pancreas, duodenum, small intestine, large intestine, rectum, anus, food chain, producer, consumer, predator, prey, herbivore, carnivore, omnivore, scavenger, tooth decay, faeces, enamel, salvia, digestive system, decomposer |
| Year 3  How does exercise affects our bodies? Why are our hearts and lungs such important organs? How do the amount of calories, fat and sugar that we eat affect our health? What different types of drugs are there? Which things, places and people can be dangerous? How do I know if something is unsafe and how can I keep safe? How can I can take care of my body?  Year 4  Can you identify the feelings that you have about their friends? Can you identify which people you most want to be friends with and why? Can you recognise negative feelings in peer pressure situation? Can you identify the feelings of anxiety and fear associated with peer pressure? Can you be assertive? | Can you confidently identify and move to the pulse?  Can you talk about the music and say how it makes you feel?  Can you listen carefully and respectfully to the music?  Can you clap and say back rhythms?  Can you sing in unison and in simple two-parts?  Can you follow a leader when singing?  Can you sing with awareness of being in tune?  Can you rehearse and perform you part? | | Year 3  Can you say the ages of your family? Can you say what pets you have? Can you recognise and pronounce the sounds OU and U? Can you make sentences about your family and pets? Can you talk about how April Fools is celebrated in France?  Year 4  Can you describe yourself physically? Can you name different body parts in French? Can you describe the body parts of an alien, create an alien drawing and describe it in French? An you make sentences describing yourself and others? Can you say 10 words related to Easter in French? | What is actually under our feet?  How are volcanoes formed?  What affect can volcanoes have on people’s lives?  What causes earthquakes? How can we measure an earthquake?  What causes tsunamis? What affect do tsunamis have on people’s lives?  What causes tornados? What affect do tornados have on people’s lives? | How can we keep our teeth healthy?  How many different types of teeth do we have?  What different parts are in the digestive system?  What happens during digestion?  What can we learn from a food chain?  Caw- how amazing are our bodies? |
| **End Point:**   * To know about the impotance of being healthy and keeping safe | **End Point:**  To recognise style indicators of The Beatles songs and sing a Beatles song in two simple parts | | **End Point:**  To be able to talk about my family and pets in French. To extend knowledge of facial features to include body parts including arms, legs and feet. | **End Point:**  To have an appreciation of the destructive powers of nature, understanding how and why these natural phenomena occur and how they affect people’s lives | End Point:  To have an understanding of how animals, including humans, get nutrition from what they eat |