'Who's afraid of the big, bad wolf?'
Year 1 & 2, Spring 1 2024

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 Jewish and how do they live?'	Computing - Maze explorers	History	Science – Everyday materials	PE – Physical literacy
Key Vocabulary Shema, Jewish, Shabbat, precious, mezuzah, God, prayer, celebrations	**Key Vocabulary** direction, debug, algorithm, challenge	**Key Vocabulary**	**Key Vocabulary** properties, materials, objects, wood, metal, plastic, fabric, glass, rock, squash, twist, bend, stretch, compare, sort	**Key Vocabulary** Roll, target, ball, underarm, beanbag, bounce, catch, accurate
• What is precious to Jewish people? • What is a Mezuzah and why is it special? • What is the Torah and why is it special? • Why do Jewish people have Shabbat each week? • What happens on Friday night for Shabbat? • How do Jewish people spend Shabbat?	• How do I use the direction keys? • How can I use the direction keys to complete challenges? • How can I create an algorithm to debug a set of instructions? • How can I use additional direction keys in my algorithm. • How can I change and extend my algorithm list? • How can I create a longer algorithm?	No History this half term	• Can I name an object and say what it is made from? • Can I identify and name a variety of everyday materials? • Can I describe the physical properties of everyday materials? • Can I sort objects based on their properties? • Can I identify and compare the suitability of materials for particular uses? • How can objects be changed by squashing, bending, twisting and stretching? • Can I carry out a simple investigation? *Moment on Awe and Wonder: Whilst looking at materials and their suitability children will look at spiders and their incredible webs. - point out to the children how amazing the world that God made is.*	• 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?
End Point: To be able to answer the question – 'Who is Jewish and how do they live?'	**End Point:** To be able to create and use an algorithm.	**End Point:**	**End Point:** To create a house for the Three Little Pigs to keep the big bad wolf out, thinking about the most suitable materials.	**End Point:** To complete a circuit involving these skills.

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PSHCE	Music – Year 1 – Exploring sounds Year 2 – Inventing a musical story	Art	Design Technology	Geography – fieldwork skills and language
Key Vocabulary Year 2: Realistic , strengths , persevere , challenge , difficult, partner , product , problem- solve , collaboration	**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	**Key Vocabulary**	**Key Vocabulary** join, cutting, tools, design, make, evaluate, no-sew, traditional clothing	**Key Vocabulary** Map, compass, North, East, South, West, symbols, fieldwork, key, human features, physical features
Year 2 - 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?	**Year 1** - How can I find and keep a steady beat? - How will I improvise with our song 'Sing me a song?' - How might I illustrate a graphic score for our song 'Sparkly Things?' - How can I include different layers (timbre) into my song 'Rhythm in the way we walk'? - Can I play along to our song 'Big Bear Funk' using the notes D, A and C? - Can I use all of the skills to perform a final song? **Year 2** - 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	No Art this half term	No Design Technology this half term	- Can I identify aerial photographs and label features? - Can I read and create simple keys to accompany a map? - Can I use the 4 compass points to locate landmarks on a map? - Can I make a map with a key using compass points? - Can I write a set of instructions using the 4 compass points to hide the Big Bad Wolf? - Can I use the skills I have learned to read simple maps? *Moment on Awe and Wonder: Whilst looking at human and physical features- point out to the children how amazing the world that God made is.*
End Point: Year 2: To know about my dreams and goals and what I need to do to achieve them.	**End Point:** To be able to perform the given song as part of the class, both singing and playing a musical instrument.	**End Point:**	**End Point:**	**End Point:** To understand how to use a compass and symbols on a map and create a map to help someone find the wolf.