



# LKS2 – Autumn 1

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
<p><b>Key Vocabulary</b></p> <p>Wonder, Genesis, steward, stewardship, stewardship, commandments, 'The Fall'</p>	<p><b>Key Vocabulary</b></p> <p>Adfly, attachment, citation, collaborate, cookies, copyright, digital footprint, phishing, malware, plagiarism, spam.</p>	<p><b>Key Vocabulary</b></p> <p>Stereotype, monastery, longship, plunder, raid, settler, reputation, Jorvick</p>	<p><b>Key Vocabulary</b></p>	<p><b>Key Vocabulary</b></p> <p>Heart rate, muscle groups, tempo, exercise, diet, stretch, pulse, control</p>
<p><b>Make sense of belief:</b> Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world</p> <p><b>Understand the impact:</b> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness</p> <p><b>Make connections:</b> Ask questions and suggest answers about what might be important in the Creation story</p>	<p>Lesson 1 : In: Going Phishing • To understand how children can protect themselves from online identity theft.</p> <ul style="list-style-type: none"> <li>To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.</li> </ul> <p>Lesson 2: Beware Malware • To identify the risks and benefits of installing software including apps</p> <p>Lesson 3: Plagiarism</p> <ul style="list-style-type: none"> <li>To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.</li> <li>To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.</li> </ul> <p>Lesson 4: Healthy Screen-Time •</p> <p>To identify the positive and negative influences of technology on health and the environment.</p> <ul style="list-style-type: none"> <li>To understand the importance of balancing game and screen time with other parts of their lives.</li> </ul>	<p>Lesson 1: What image do we have of the Vikings?</p> <p>WALT: understand that history can present people as stereotypes</p> <p>Lesson 2: Why have the Vikings gained such a bad reputation?</p> <p>WALT: find out how the Vikings gained their reputation</p> <p>Lesson 3: How did the Vikings try to take over the country and how close did they get?</p> <p>WALT: identify at least one period when the Vikings were successful and another when they were not</p> <p>Lesson 4: How have recent excavations changed our view of the Vikings? (Focus on Jorvic)</p> <p>WALT: use primary and secondary sources to explain why attitudes towards the Vikings have changed</p> <p>Lesson 6: Raiders or settlers: how should we remember the Vikings?</p> <p>WALT: identify and give reasons for the different ways in which the Vikings are remembered</p>		<p>Lesson 1: Health related exercise. Observe the impact of exercise on the heart.</p> <p>Lesson 2: Explore what is fitness?</p> <p>Lesson 3/4: test different ranges of fitness</p> <p>Lesson 5: understand different muscle groups and their job.</p> <p>Lesson 6: understand energy balance</p>
<p><b>End Point:</b></p> <p>To understand the Christian belief of God as a creator and that the temptations of Adam and Eve damaged that relationship that God had with his creation.</p>	<p><b>End Point:</b></p> <p>Understand how to stay safe online and protect themselves from identity theft online.</p>	<p><b>End Point:</b></p> <p>To be able to form an opinion on who the Vikings really were.</p>	<p><b>End Point:</b></p>	<p><b>End Point:</b></p> <p>To understand the body and the impact of diet and exercise on it.</p>



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PSHCE	Music	French	Geography	Science
<p><b>Key Vocabulary</b></p> <p>Career, friend/friendship, respect/respectful</p>	<p><b>Key Vocabulary</b></p> <p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison</p>	<p><b>Key Vocabulary</b></p> <p>Comment t'appelles tu ? Quel âge as-tu? Où habites-tu? Répétez, Ecoutez, Regardez, La salle de classe, Les toilettes, La cantine Un crayon, un stylo, un gomme</p>	<p><b>Key Vocabulary</b></p>	<p><b>Key Vocabulary</b></p> <p>Living things, organisms, characteristics, vertebrates, invertebrates, classification, environmental changes, endangered species</p>
<p>Year 3</p> <ul style="list-style-type: none"> <li>Explore different career paths and the skills needed to get a job</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>Understand how to make friends and what makes a good friendship</li> <li>Understand what respect is and why is it important to be respectful</li> </ul>	<ul style="list-style-type: none"> <li>Find the pulse</li> <li>Play and copy back using 2 notes (G and A) – Glocks.</li> <li>Sing in unison</li> <li>Play instrumental parts with the song by ear and/or from notation using up to 3 notes (G, A and B) – Glocks.</li> <li>Improvise using up to 3 notes (G, A and B) – Glocks.</li> <li>Compose a simple melody using simple rhythms, choosing from notes G, A and B – Glocks.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about ourselves in French.</li> <li>Recall numbers to 10 and classroom instructions.</li> <li>Say and read some numbers between 0 and 20.</li> <li>Remember days of the week and months of the year.</li> <li>Say and write names of rooms in a school.</li> <li>Say and write nouns for classroom objects.</li> </ul>		<ul style="list-style-type: none"> <li>Understand name the 7 characteristics of living things.</li> <li>Group living things in a range of ways</li> <li>identify vertebrates by observing their similarities and differences</li> <li>Use a key to identify invertebrates and use evidence to explain why.</li> <li>Create a classification key to sort living things.</li> <li>Recognise positive and negative changes to a local environment and record our observations in different ways. <u>D</u></li> <li>Describe environmental dangers to endangered species.</li> </ul>
<p><b>End Point:</b></p> <p>Y3: explore different careers and the key skills needed to get a job</p> <p>Y4: understand how to make and maintain good friendships and understand how and why to be respectful</p>	<p><b>End Point:</b></p> <p>To be able to sing, play, improvise and compose with the song Mamma Mia.</p>	<p><b>End Point:</b></p> <p>To be able to say and understand up to 3 phrases about themselves To be able to understand and say some nouns relating to school life</p>	<p><b>End Point:</b></p>	<p><b>End Point:</b></p> <p>To be able to sort, group and classify living things in a number of different ways</p>