

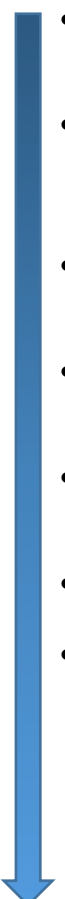
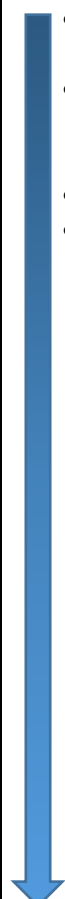





Who's afraid of the big bad wolf?

Year 1 & 2, Spring 1 2022

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?	Geography Fieldwork skills and language	Music- Your imagination	Computing – Maze explorers	PE – Physical literacy	Science – Everyday materials
Key Vocabulary Shema, Jewish, Shabbat, precious, mezuzah, God, prayer, celebrations	Key Vocabulary Map, compass, North, East, South, West, symbols, fieldwork, key, human features, physical features	Key Vocabulary Percussion, listen, orchestra, respect, claves, maracas	Key Vocabulary direction, debug, algorithm, challenge	Key Vocabulary Roll, target, ball, underarm, beanbag, bounce, catch, accurate	Key Vocabulary properties, materials, objects, wood, metal, plastic, fabric, glass, rock, squash, twist, bend, stretch, compare, sort
 <p>To recognise the words of the Shema as a Jewish prayer To understand the importance of the Mezuzah to Jewish people</p> <ul style="list-style-type: none"> To give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like To give examples of how Jewish people celebrate special times (e.g. Shabbat) To make links between Jewish ideas of God found in the stories and how people live To give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat) 	<ul style="list-style-type: none"> To explore local area/ investigate their surrounding area To use information books, pictures, aerial photographs etc To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical feature To locate and name features on a map To follow and use compass directions (known as N, E, S, W) To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. To devise a simple map; and use and construct basic symbols in a key 	 <p>To talk with my friends about how the music I hear makes me feel.</p> <ul style="list-style-type: none"> To pay attention and concentrate when my friends talk about the music we listen to and I respect their ideas. To try my best to sing in tune and in time with others. To take care to play classroom instruments properly. 	 <ul style="list-style-type: none"> To understand functionality of the basic direction keys To be able to use the direction keys to complete challenges successfully. To understand how to create and debug a set of instructions (algorithm). To use additional direction keys as part of their algorithm. To understand how to change and extend the algorithm list. To create a longer algorithm for an activity. To provide an opportunity for the children to set challenges for each other. 	 <ul style="list-style-type: none"> To roll a ball towards a target To throw a ball or beanbag underarm towards a target To catch a ball To bounce a ball 	 <ul style="list-style-type: none"> To distinguish between an object and the material from which it is made To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock To describe the simple physical properties of a variety of everyday materials To compare and group together a variety of everyday materials on the basis of their simple physical properties. To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. To carry out an investigation into materials
End Point: To answer the question "Who is Jewish and how do they live?"	End Point: To create a map to help someone find the wolf	End Point:	End Point: To be able to create and use an algorithm	End Point: To complete a circuit involving these skills	End Point:

		To be able to perform a song by singing along to a tune and play an instrument musically			To create a house for the Three Little Pigs to keep the big bad wolf out.
Impact: To appreciate the Jewish faith and to understand how Jewish people live differently to us.	Impact: To understand how to use a compass and symbols on a map	Impact: To be able to sing along to a tune ad be able to play different notes on a glockenspiel	Impact: To understand how algorithms work	Impact: To be able to show these skills within a circuit	Impact: To understand the properties and suitability of different materials.