



Stargazers

Year 5 & 6, 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	Computing	History	Art & DT	PE
<p>Key Vocabulary Creation, universe, Big Bang theory, evolution, adaption, awe, psalm, stewardship</p>	<p>Key Vocabulary CAD – Computer aided Design, Modelling, 3D, Viewpoint, Polygon, 2D, net, 3D Printing, Points, Template</p>	<p>Key Vocabulary N/A</p>	<p>Key Vocabulary construct, chassis, crank, friction, mechanism, pulley, wheel and axle, balanced, lever</p>	<p>Key Vocabulary dribble, reverse stick, pass, receive, opponent, accuracy, defenders, attackers, dodging, tracking, tackling, blocking, intercepting</p>
<p>Creation</p> <ul style="list-style-type: none"> To identify the purpose of the Genesis creation text. To answer questions about different theories about creation. To have an understanding of how some scientists combine their faith and their understanding of science. To make connections between the idea of creation and beliefs about God. To find out how faith inspires Christians to be good stewards. To reflect on the viewpoints of creation and science. 	<ul style="list-style-type: none"> To be introduced to 2Design and Make and the skills of computer aided design. To explore the effect of moving points when designing. To design a 3D Model to fit certain criteria. To refine and print a model. 		<p>Art – N/A</p> <p>DT</p> <ul style="list-style-type: none"> To develop their knowledge and understanding of how people design and create a go-kart using a wheel and axle component. To investigate the suitability of materials, tools and equipment needed to create a go-kart. To develop process and production skills as they work collaboratively to design, plan and create a go-kart. To evaluate and make improvements to their go kart To communicate how they designed and crated their go-kart. 	<ul style="list-style-type: none"> To dribble the ball at speed holding the hockey stick correctly. To pass and receive the ball to/from another player. To pass/receive the ball accurately whilst moving. To select the best ways to defend. To select the best ways to attack and defend.
<p>End Point: To have an understanding of different ideas of creation.</p>	<p>End To Point: To design and create a 3D Model to fit a certain criteria.</p>	<p>End Point:</p>	<p>End Point: To design and create a go-kart (for travelling on Mars), based on a simple machine and powered by a direct contact push force, using as many recycled parts as possible, for a class race</p>	<p>End Point: To take part in a competitive hockey match.</p>

<p>Impact: To realise that people can have more than one belief and how different beliefs can complement one another.</p>	<p>Impact: To have an understanding of how computer aided design works.</p>	<p>Impact:</p>	<p>Impact: To have an understanding of how technology support scientists in their work.</p>	<p>Impact: To have an understanding of another competitive sport and the importance of tactics and team work.</p>
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PSHCE	Music	French	Geography	Science
<p>Key Vocabulary Y5-genitalia, reproduction, pregnancy, puberty, adolescent, menstrual cycle, organs, conceived, physically, emotionally</p> <p>Y6-gambling, well-being, saving, budgeting, Fairtrade, risk, addiction, pressurised</p>	<p>Key Vocabulary Old school hip hop, rap, riff, synthesiser, deck, backing loops, funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>	<p>Key Vocabulary Prenom, adresse, couleur des yeux, date de naissance, nationalite, nom de famille, numero de telephone, mercure, venus, mars, Jupiter, saturne, uranus, neptune, pluton, la terre, la lune, la soleil</p>	<p>Key Vocabulary Climate zones, biomes, vegetation belts, succession, latitude, longitude, equator, northern and southern hemisphere, aquatic, desert, forest, grassland, rainforest, tundra, temperate, time zones, greenhouse gases.</p>	<p>Key Vocabulary Sun, star, moon, planet, spherical body, satellite, orbit, rotate, axis, geocentric model, heliocentric model, astronomer</p>
<p>Y5</p> <ul style="list-style-type: none"> To have a greater knowledge of the internal reproductive organs and external genitalia, understanding how they link to reproduction. To explore changes that can happen during puberty both physically and emotionally. <p>Y6</p> <ul style="list-style-type: none"> To identify how spending decisions affect us and others. To learn about risk in relation to gambling. 	<ul style="list-style-type: none"> I can recognise 'old school hip hop' style and can demonstrate how rapping is different to singing. I am more confident in my rhythmic and vocal skills and I can rap with a strong sense of pulse. I can make a simple graphic score to help remember my part. I can make up my own rap and can perform with others to a rhythmic backing. I can listen to others perform and can comment constructively on their performances. 	<ul style="list-style-type: none"> To understand basic grammar Engage in conversations To read carefully and show understanding of words, phrases and simple writing To appreciate stories, songs, poems and rhymes in the language To present ideas and information orally to a range of audiences <div style="border: 1px solid red; padding: 5px; width: fit-content;"> <p>Learning Objective for each lesson:</p> <ol style="list-style-type: none"> I can understand words used on an ID card I can ask and answer questions about someone's identity I can read simple information about planets I can read and understand simple information about planets I can create simple sentences about an imaginary planet I can make a poster about my planet creation </div>	<ul style="list-style-type: none"> To identify key features of Earth and explain their significance to different climate zones such as the equator, Tropics and the Northern and Southern hemisphere. To describe and understand key aspects of biomes and to identify the main biomes of our world. To recognise the impact of Climate Change on the development and diversity of biomes on earth. To identify similarities and differences between the environments on Earth and Mars. 	<ul style="list-style-type: none"> Explain why we know the Sun, Earth and Moon are spherical. Name and describe features of the planets in our solar system explain how planets move in our solar system Explain day and night and the apparent movement of the sun across the sky Explain the movement of the moon Understand the moon has phases and appears to change shape
<p>End Point: Y5 To have an understanding of reproduction and puberty. Y6 To have an understanding of spending decisions and gambling.</p>	<p>End To Point: To create and perform a rap.</p>	<p>End Point: To recognise simple words relating to planets and personal information through the theme of an alien ID card.</p>	<p>End Point: To produce a biome of Mars.</p>	<p>End Point: To have an understanding of the solar system.</p>

<p>Impact:</p> <p>Y5 To have an understanding of why their own bodies are changing and how to prepare for these changes.</p> <p>Y6 To have an understanding of ways to keep money safe and to identify how spending decisions affect others including the environment and supporting charities</p>	<p>Impact:</p> <p>To have an understanding of old school hip hop.</p>	<p>Impact:</p> <p>To ask and answer questions relating to identity and write a descriptive sentence.</p>	<p>Impact:</p> <p>To have a greater understanding of the climate biomes on Earth, and recognise how we are impacting our natural world through Climate Change.</p>	<p>Impact:</p> <p>To understand how theories around the solar system have developed over time.</p>
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