MATHS

Key Concepts - Number (Place value)/Addition & Subtraction/Multiplication & Division

Y3/4 – Place Value – Total: 19 days (4 weeks)

Lesson by lesson overview

	Year 3	WR Unit Block & Step	Year 4	WR Unit Block & Step
Day 1	Represent numbers to 100	Autumn Block 1 Step 1	Represent numbers to 1000	Autumn Block 1 Step 1
Day 2	Partition numbers to 100	Autumn Block 1 Step 2	Partition numbers to 1000	Autumn Block 1 Step 2
Day 3	Number line to 100	Autumn Block 1 Step 3	Number line to 1000	Autumn Block 1 Step 3
Day 4	Hundreds	Autumn Block 1 Step 4	Thousands	Autumn Block 1 Step 4
Day 5	Represent numbers to 1,000	Autumn Block 1 Step 5	Represent numbers to 10,000	Autumn Block 1 Step 5
Day 6	Partition numbers to 1,000	Autumn Block 1 Step 6	Partition numbers to 10,000	Autumn Block 1 Step 6
Day 7	Flexible partitioning of numbers to 1,000	Autumn Block 1 Step 7	Flexible partitioning of numbers to 10,000	Autumn Block 1 Step 7
Day 8	Hundreds, tens and ones	Autumn Block 1 Step 8	Thousands, Hundreds, tens and ones (additional)	(Use Y3 adding thousands)
Day 9	Find 1, 10 or 100 more or less	Autumn Block 1 Step 9	Find 1, 10, 100 or 1,000 more or less	Autumn Block 1 Step 8
Day 10	Number line to 1,000	Autumn Block 1 Step 10	Number line to 10,000	Autumn Block 1 Step 9
Day 11	Estimate on a number line to 1,000	Autumn Block 1 Step 11	Estimate on a number line to 10,000	Autumn Block 1 Step 10

Year 3 End Points

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- solve number problems and practical problems involving these ideas

Year 4 End Points

- count in multiples of 6, 7, 9, 25 and 1000
- count backwards through zero to include negative numbers
- find 1000 more or less than a given number
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- round any number to the nearest 10, 100 or 1000
- solve number and
- identify, represent and estimate numbers using different representations

Day 12	Compare numbers to 1,000	Autumn Block 1 Step 12	Compare numbers to 10,000	Autumn Block 1 Step 11
Day 13	Order numbers to 1,000	Autumn Block 1 Step 13	Order numbers to 10,000	Autumn Block 1 Step 12
Day 14	Roman numbers to 10 only (additional)	(Use Y4)	Roman numbers	Autumn Block 1 Step 13
Day 15	Round numbers to the nearest 10 (up to 100 – additional)	(Use Y4)	Round numbers to the nearest 10	Autumn Block 1 Step 14
Day 16	Round numbers to the nearest 100 (up to 1,000 – additional)	(Use Y4)	Round numbers to the nearest 100	Autumn Block 1 Step 15
Day 17	Consolidation Reasoning and Problem Solving		Round numbers to the nearest 1,000	Autumn Block 1 Step 16
Day 18			Round numbers to the nearest 10, 100 or 1000	Autumn Block 1 Step 17
Day 19	Count in 50s	Autumn Block 1 Step 14	Count in 50s (over 1,000 – additional)	(Use Y3)

Year 3 Vocabulary

Ascending

Descend

Ten or 100 more

Ten or 100 less

Hundreds

Year 4 Vocabulary

Negative numbers

Roman numerals

Thousands more

Thousands less,

Thousands

Round

Y3/4 – Addition and Subtraction – Total: 18 days (4 weeks)

Lesson by lesson overview

	Year 3	WR Unit Block & Step	Year 4	WR Unit Block & Step
Day 1	Applying number bonds within 10		Applying number bonds within 10 (recap)	(Use Y3)
Day 2	Add and subtract 1s and 10s (incorporating spotting patterns)	Autumn Block 2 Steps 2, 3, 5	Add and subtract 1s and 10s	Autumn Block 2 Step 1
Day 3	Add and subtract 100s (incorporating spotting patterns)	Autumn Block 2 Steps 4, 5	Add and subtract 100s and 1000s	Autumn Block 2 Step 1
Day 4	Add 1s across a 10	Autumn Block 2 Steps 6	Add 1s across 10 (over 1000 – additional)	(Use Y3)
Day 5	Add 10s across 100	Autumn Block 2 Steps 7	Add 10s across 100 (over 1000 – additional)	(Use Y3)
Day 6	Subtract 1s across a 10	Autumn Block 2 Steps 8	Subtract 1s across a 10 (over 1000 – additional)	(Use Y3)
Day 7	Subtract 10s across a 100	Autumn Block 2 Steps 9	Subtract 10s across a 100 (over 1000)	(Use Y3)
Day 8	Add 2 numbers (no exchange)	Autumn Block 2 Steps 11	Add 2, 4 digit numbers (no exchange)	Autumn Block 2 Step 2
Day 9	Add 2 numbers (across a 10)	Autumn Block 2 Steps 13	Add 2, 4 digits numbers (one exchange)	Autumn Block 2 Step 3
Day 10	Add 2 numbers (across a 100)	Autumn Block 2 Steps 14	Add 2, 4 digit numbers (more than one exchange)	Autumn Block 2 Step 4
Day 11	Add 2 digit and 3 digit numbers	Autumn Block 2 Steps 17	Consolidation Reasoning and Problem Solving	
Day 12	Subtract 2 numbers (no exchange)	Autumn Block 2	Subtract 2, 4 digit numbers (no exchange)	Autumn Block 2

Year 3 End Points

- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
- add and subtract numbers mentally, including:
  - a three-digit number and ones
  - a three-digit number and tens
  - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

Year 4 End Points

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
- estimate and use inverse operations to check answers to a calculation

Day 13	Subtract 2 numbers (across a 10)	Autumn Block 2 Steps 15	Subtract 2, 4 digit numbers (one exchange)	Autumn Block 2 Step 6
Day 14	Subtract two numbers (across a 100)	Autumn Block 2 Steps 16	Subtract 2, 4 digit numbers (more than one exchange)	Autumn Block 2 Step 7
Day 15	Subtract a 2 digit number from a 3 digit number	Autumn Block 2 Steps 18	Efficient subtraction	Autumn Block 2 Step 8
Day 16	Complements to 100	Autumn Block 2 Steps 19	Complements to 1000 (additional)	(Use Y3)
Day 17	Estimate answers	Autumn Block 2 Steps 20	Estimate answers	Autumn Block 2 Step 9
Day 18	Inverse operations	Autumn Block 2 Steps 21	Checking strategies	Autumn Block 2 Step 10

Year 3 Vocabulary

Column addition

Column subtraction

Exchange

Estimate

Year 4 Vocabulary

Four-digit number

Operations

Methods

Year 3/4 – Multiplication and Division - Total: 35 days (7 weeks)

Lesson by lesson overview

	Year 3	WR Unit Block & Step	Year 4	WR Unit Block & Step
Day 1	Multiplication – equal groups	Autumn Block 3 Step 1	Multiplication – equal groups (Recap)	(R Use Y3)
Day 2	Use arrays	Autumn Block 3 Step 2	Use arrays (Recap)	(R Use Y3)
Day 3	Multiples of 2	Autumn Block 3 Step 3	Multiples of 2, 5 and 10 (Recap)	(R Use Y3)
Day 4	Multiples of 5 and 10	Autumn Block 3 Step 4 and Spring Block 1 Step 1	Multiply by 10 and 100	Spring Block 1 Steps 3 & 4
Day 5	Sharing and grouping - grouping	Autumn Block 3 Step 5	Multiply by 1 and 0	Autumn Block 4 Step 11
Day 6	Sharing and grouping - sharing	Autumn Block 3 Step 5	Divide by 1 and itself	Autumn Block 4 Step 12
Day 7	Divide by 2 (Recap)	(Use Y2)	Divide by 10	Spring Block 1 Step 5
Day 8	Divide by 5 and 10 (Recap)	(Use Y2)	Divide by 100	Spring Block 1 Step 6
Day 9	Multiply by 3 / 3 times table	Autumn Block 3 Steps 6 & 8	Multiples of 3 / 3 times table (Recap)	Autumn Block 4 Step 1 (Use Y3)
Day 10	Divide by 3	Autumn Block 3 Step 7	Divide by 3 (Recap)	(Use Y3)
Day 11	Multiply by 4 / 4 times table	Autumn Block 3 Steps 9 & 11	Multiply by 6 / 6 times table	Autumn Block 4 Steps 2 & 3

Year 3 End Points

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Year 4 End Points

- recall multiplication and division facts for multiplication tables up to 12 × 12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations

Day 12	Divide by 4	Autumn Block 3 Step 10	Divide by 6 / Division facts	Autumn Block 4 Steps 2 & 3
Day 13	Multiply by 8 / 8 times table	Autumn Block 3 Steps 12 & 14	Multiply by 9 / 9 times table	Autumn Block 4 Steps 4 & 5
Day 14	Divide by 8	Autumn Block 3 Step 13	Divide by 9 / Division facts	Autumn Block 4 Steps 4 & 5
Day 15	2, 4 and 8 times table	Autumn Block 3 Step 15	Multiply by 7 / 7 times table	Autumn Block 4 Steps 7 & 8
Day 16	Link Multiplication and Division	Spring Block 1 Step 6	Divide by 7 / Division facts	Autumn Block 4 Steps 7 & 8

Day 17	Consolidation Reasoning & Problem Solving	11 times table and division facts	Autumn Block 4 Step 9
Day 18		12 times table and division facts	Autumn Block 4 Step 10
Day 19		Multiply 3 numbers	Autumn Block 4 Step 13
Day 20		Informal written methods for multiplication	Spring Block 1 Step 8

Year 3 Vocabulary

Exchange

Mathematical statements

Missing number problems

Integers

Scaling problems

Correspondence problems

Derived fact

Year 4 Vocabulary

Factor pairs

Formal written layout

Distributive law

Reminder

English Key Concepts
Writing – Composition, Transcription
Reading – Word Reading, Comprehension

Brabourne CEP School Horizontal planning – Neptune Class – Term 1/2 2022 (Substantive & Disciplinary knowledge)

Reading (texts key skills)

Term 1 Key Text – Roman Invasion	**Term 2 Key Text – The Sound of Silence/Windows**
Y3 T1	**Y3 T2**
Unit 1 – Summarising – non-fiction	Unit 5 – Summarising – Non-fiction
Unit 2 – Retrieval – non-fiction	Unit 6 – Retrieval – non-fiction
Unit 3 – Relationship - Fiction	Unit 7 – Word choice - Fiction
Unit 4 – Inference - Fiction	Progress check – Mixed-skills - Fiction

Writing

Vocabulary, Grammar & Punctuation/Composition
Year 3/4 Terms 1 and 2

Term 1 Resources	Words with the long /eɪ/ sound spelt with 'ei' *y3 1a wk1*	Words with the long /eɪ/ sound spelt with 'ey' *y3 1a wk2*	Homophones and near homophones *y3 1a wk5*	Homophones and near homophones *y3 1a wk6*	Homophones and near homophones *y4 1a wk5*	Creating adverbs using the suffix -ly (nochange to root word) *y3 1b wk1*	Review Week
Resources	Nouns and pronouns for clarity y3	singular and plural nouns y4	pronouns y4	Homophones *y3*	Suffixes: -ly *y3*	Assess and Review	
Term 2 Resources Resources	Creating adverbs using the suffix -ly (root word ends in '-y'with more than one syllable) *y3 1b wk2*	Creating adverbs using the suffix -ly (root word ends in '-le') *y3 1b wk3*	Creating adverbs using the suffix -ly (root word ends in '-ic'or '-al') *y3 1b wk4*	Words with 'ough' tomake a long /o/, /oo/ or /or/ sound *y4 1b wk5*	Plural possessive apostrophes with plural words *y4 2a wk6*	Review Week	Review Week
	Commas *y4*	Possessive pronouns y4	Apostrophes *y3*	Possessive apostrophes *y4*	Plural possessive apostrophes *y4*	Assess and Review	

Writing End Points + Composition skills
Year 53/4 Term 1/2

Composition

Narrative - Topic linked
Identify the features of a narrative.
Plan a narrative: focussing on character description, setting description, beginning, middle and end
Write an informal letter: character description, setting description, beginning, middle and clear end, hook/problem, 1st or 3rd

Poetry - Science linked
Explore and discuss a range of vocabulary to describe.
Plan a poem: consider different styles of poetry, plan a poem using vocabulary gathered.
Write a poem: focussing on features of a poem
Publish poem considering the most effective layout.

Diary Entry:
Identify features of a diary entry
Plan a diary entry: focussing on structure, content of paragraphs, informal language, past tense
Write a diary entry: focussing on informal writing style, cohesive paragraphs, past tense, chatty language
Edit and improve vocabulary and sentence structure.
Publish diary entry using organisational features.

Instructions:
Identify features of instructions
Plan a set of instructions: focussing on structure, pictures with captions, imperative verbs, bullet points/numbering, present tense, 2nd or 3rd person
Write a set of instructions: focussing on imperative verbs, chronological steps, illustrations to support steps
Edit and improve vocabulary and sentence structure using a thesaurus
Publish instructions using organisational features

Newspaper Report – link to topic
Identify the features of a Newspaper Report
Plan a newspaper report: focussing on headings/subheadings, introduction including 5 Ws (and conclusion Y4), topic vocabulary, paragraphs, adverbial openers
Write a newspaper report: focussing on including the format of a Newspaper report, points about the issues, paragraphs organised around key theme/time/place, embedded clauses
Publish Newspaper report focussing on report format.

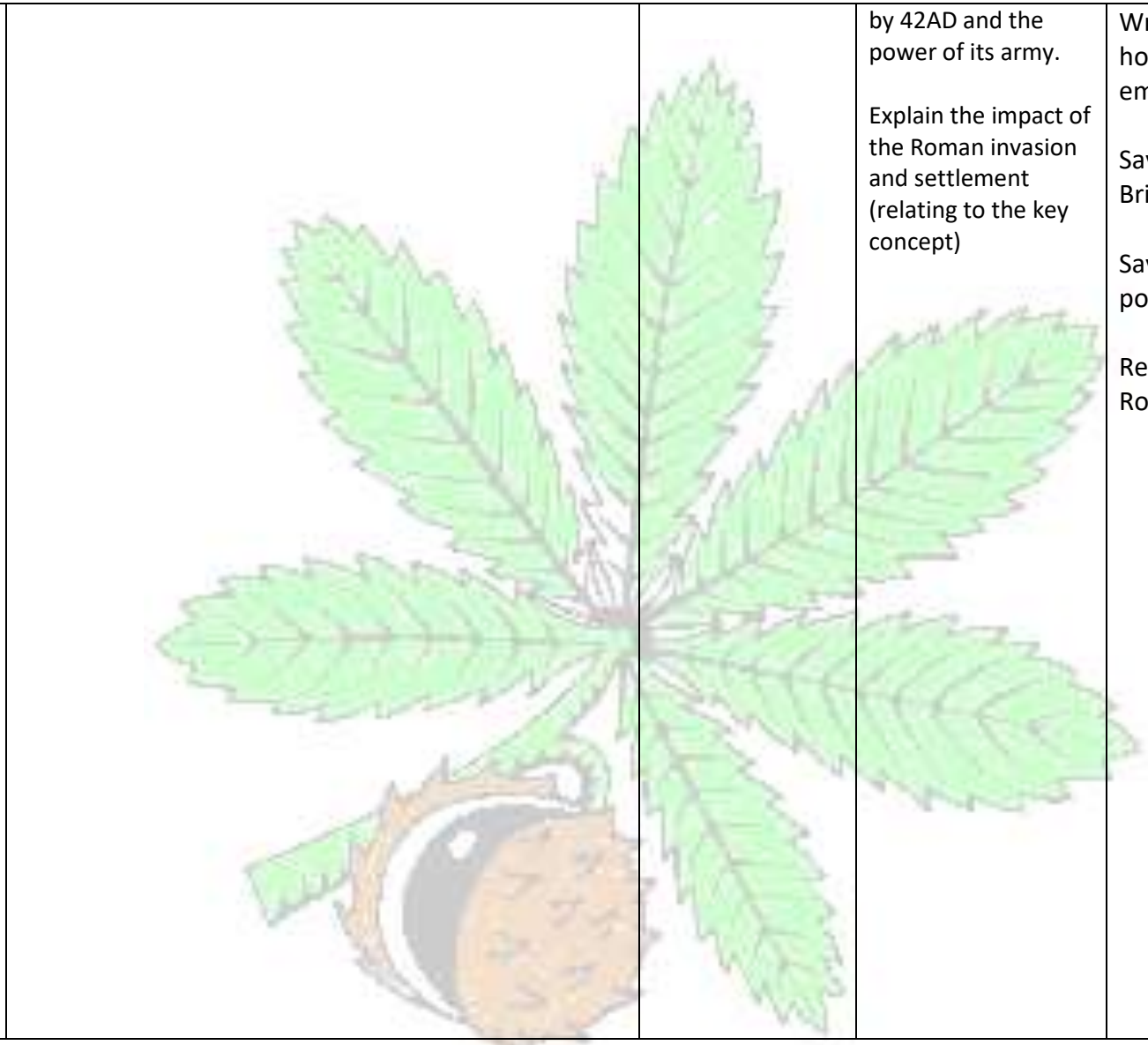
Recount – link with topic visit
Identify text type of a recount and it's features.
Plan a recount around a lived experience: focussing on clear introduction (and conclusion Y4), points around the events, adverbial openers, consistency in tense.
Write a recount: focussing on detail to extend ideas, emotive language about the experience, paragraphs organised around each event
Publish recount writing.

History– Ruthless Romans

Key Concept: Power & Legitimacy

Key concept question: How did the Romans use their power to govern and rule?

National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Evidence
Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study	How did Roman empire spread? How did the Romans invade Britain? Why did the Romans build new roads in Britain? How did the Roman empire affect different people? How did people feel and react to the changes? Who was Emperor Hadrian? Why were the Romans so successful? How did they use their power to govern and rule? How did the Roman empire fall?	Roman empire Legion Picts Emperor Celts Caledonia Iceni	Find Rome on a map. Explain how the Roman invasion affected people in the past and present. Give an overview of the Roman Empire	Knowledge mind-map Pupil questioning of KQ All children will be able to: Name key features of Roman life. Know how the Romans became powerful.

Construct informed responses that involve thoughtful selection and organisation of historical information by knowing when, how and why. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance Geography Locate countries in the world Name and locate counties and cities of the UK Use maps, atlases, globes			by 42AD and the power of its army. Explain the impact of the Roman invasion and settlement (relating to the key concept)	Write about famous Romans and how they impacted on the Roman empire. Say when the Romans conquered Britain Say how the Romans used their power to govern and rule. Recall some general facts about the Romanisation of Britain.
ART – Sculpture & 3D: Mosaics & Shields				

KCs: • Knowledge of artists and designers: (factual knowledge) • Exploring and developing ideas: (conceptual knowledge) • Making skills: (procedural knowledge) • Evaluating: (metacognitive knowledge)

DT –Mechanisms: Roman Chariots

KCs: Designing Making Evaluating Technical Knowledge Cooking and nutrition

National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Evidence
To improve mastery of art and design techniques, including drawing in the context of pencil and charcoal drawings Use research and develop design criteria Select from and use a wider range of materials and components Evaluate their ideas and products against their own design criteria and consider the views of others to	How do we create a Roman mosaic? How do we build a Roman Shield? How do we construct a Roman Chariot? How can we edit and improve our design? Have we created what we designed? Have we used the materials effectively? How can we edit and improve our design? Have we created what we designed? Have we used the materials effectively?	Plan Design make model join clay pattern mosaic Pencil Crayon pastels Pens shading Overlapping strength, weakness Templates Stitch Seam seam allowance	Use different art techniques by selecting the best materials. Edit and improve design and compare to finish product. Look at and comment on own and others finished work Use a range of sources to gain ideas Record ideas in art books and annotate	Sketch books record their observations and are used to review and revisit ideas All children will be able to: Show examples of finished pieces against design Write a short reflection comparing design and finished piece

improve their work.				

SCIENCE

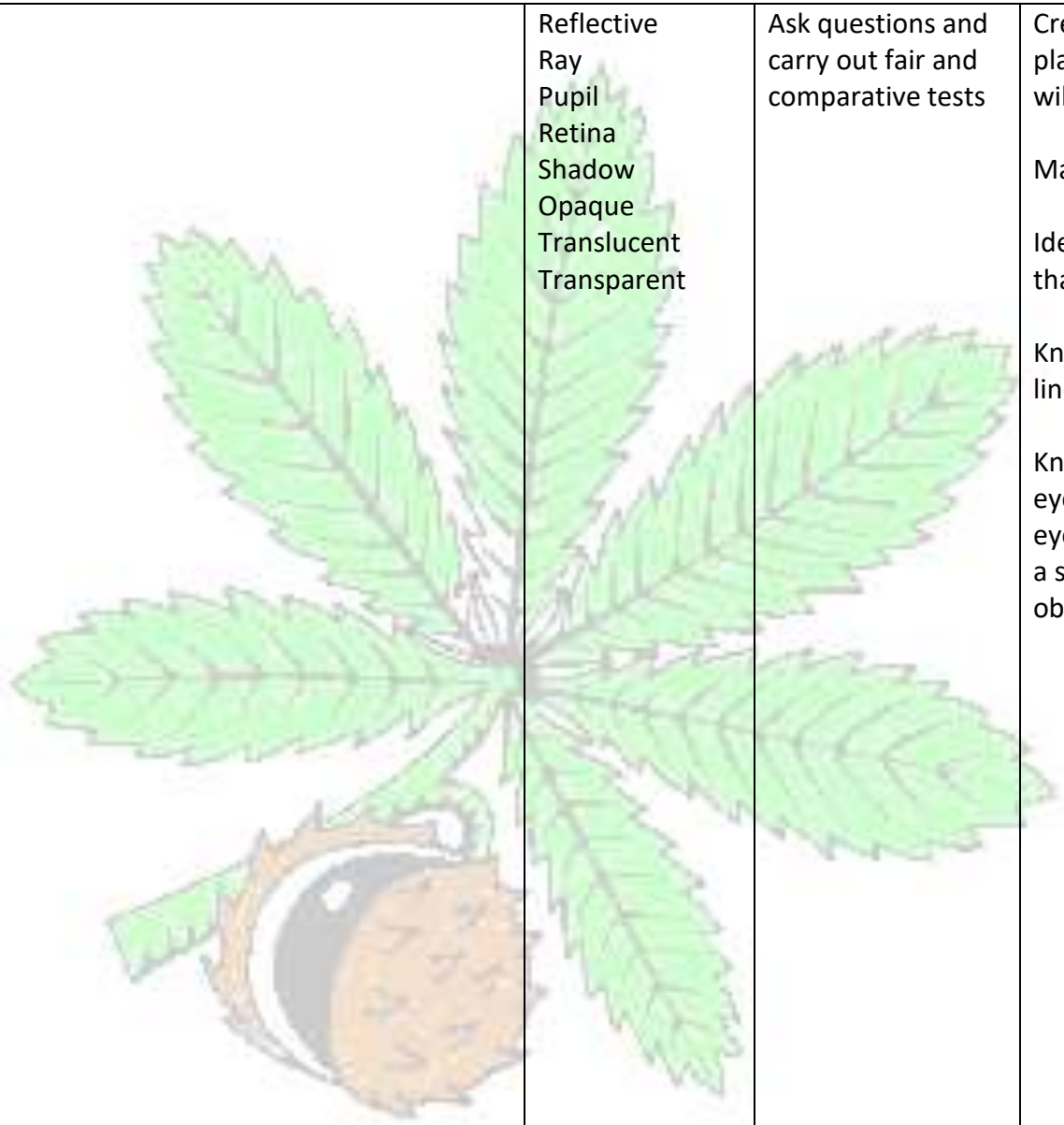
T1 Sound KC: Physics

Big idea: Objects can affect other objects from a distance (sound waves, vibrations)

T2 Light KC: Physics

Big idea: Objects can affect other objects from a distance (shadows)

National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Evidence
To identify how sounds are made, associating some of them with something vibrating To find patterns between the volume of a sound and the strength of the vibrations that produced it To recognise that vibrations from sounds travel through a medium to the ear To recognise that sounds get fainter	T1 How are sounds made? Where does sound come from? How do different sounds travel? How can you change the pitch of a sound? How can sound be absorbed? How do musical instruments make different sounds? T2 How does light affect the way we see things? Which surfaces reflect light the best? How do mirrors work? How can I be sun safe? Which materials block light to form shadows? How do shadows change size when the distance between light and an object change?	T1 ear eardrum vibration sound wave volume amplitude pitch particles distance soundproof absorb sound vacuum T2 Light Light source Dark Reflection Reflect	Ask questions and carrying out fair and comparative tests Observe and measure changes Identify, classify, record and present data Draw conclusions, notice patterns and present findings Use scientific evidence and secondary sources of information	Knowledge mind-map End of unit assessment Pupil questioning of KQ All children will be able to: Describe sounds around them. Identify high and low sounds. Identify loud and quiet sounds. Observe how different sounds are made. Describe how sounds change over distance. Participate in an investigation to find the best material for absorbing sound. Answer questions based on their learning using prompts.

as the distance from the sound source increases To recognise that we need light in order to see things and that dark is the absence of light To notice that light is reflected from surfaces To recognise that light from the sun can be dangerous and that there are ways to protect our eyes. To recognise that shadows are formed when the light from a light source is blocked by a solid object To find patterns in the way that the size of shadows change		Reflective Ray Pupil Retina Shadow Opaque Translucent Transparent	Ask questions and carry out fair and comparative tests	Create a musical instrument that will play different sounds. Predict what will happen in an investigation. Make observations. Identify light sources. Understand that we need light to see. Know that light travels in a straight line. Identify reflective surfaces. Know that the Sun can damage their eyes. Know how to protect their eyes from the Sun. Understand that a shadow is formed when a solid object blocks light.

RE
Key Concept1: Sikhism
Concept2: God

National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Evidence
Our RE Curriculum is delivered through the Kent Agreed Syllabus for Religious Education and the Understanding Christianity resource	**What is important for Sikh people?** **What is it like to follow God?**	T1 Sikhism Sikh Guru Guru Nanak gurdwara Guru Granth Sahib sargun Nirgun T2 God Christian Christianity Miracle Festival Christmas Jesus Creator Celebrate	Develop skills of listening and thinking about what people believe. Express our own ideas about religious beliefs and spirituality. Keep an open mind about how we feel. Look at how people act because of religious beliefs. Show how religious beliefs affect people's lives.	Knowledge mind-map Pupil questioning of KQ RE books evidence. All children should be able to: T1 Describe things that are important to Sikhs and show how these impact their lives and actions. Make suggestions about what Sikhs believe about God. Make links between Sikh stories and the actions of Sikhs today. Explain what the 5 K's are and why they are important to Khalsa Sikh's. Make suggestions about why it is important for Sikhs to become part of the Khalsa. T2 Make clear links between the story of Noah and the idea of covenant.

				Make clear links between the story of Abraham and the concept of faith. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities. Make links between the story of Noah and how we live in school and the wider world.
French T1 – All About Me T2 – Describing Animals KCs: Phonics, vocabulary, grammar, Cultural Understanding				
National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Evidence
listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language	T1 Où habites-tu? J'habite dans ... rapide lent rapidement lentement doucement fort Quelle heure est-il? une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures, onze heures, douze heures T2	T1 Où habites-tu? J'habite dans ... rapide lent rapidement lentement doucement fort Quelle heure est-il? une	Repeat modelled words Show understanding through physical response Ask and answers some basic questions	Pupil questioning/evidence in books/end of unit quiz All pupils will be able to: Greet each other Say some basic facts about themselves Know some numbers up to 12

through songs and rhymes and link the spelling, sound and meaning of words	Bonjour/salut/au revoir/a bientôt/merci/s'il vous plait Comment t'appelles-tu ? Je m'appelle… Quel age as-tu ? J'ai…ans Ca va ? Ca va bien/mal Qu'est-ce que c'est? C'est un/une--- Tu aimes--? J'aime … J'adore… Je n'aime pas ….. Je deteste… Je suis….il est/elle est Je voudrais Qu'est-ce que tu fais? Quand/En…….je……(+activities) C'est…..(+ like dislike) As-tu ? J'ai un/une… Je n'ai pas de Il/elle a… Ou habites-tu ? J'habite…..	heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures, onze heures, douze heures T2 Phonemes; a i y o u Bonjour! Salut! Ça va? Ça va bien/mal. Et toi? Au revoir Monsieur/Madame oui/non Je m'appelle … Comment tu t'appelles? Voici … un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Quel âge as-tu? J'ai sept/huit ans	Begin to express simple opinions Present some simple rehearsed statements Read and write some basic words	Describe the time Ask some basic questions Say which pets they have Say what they like or dislike

PE
T1 Football
T2 Netball

KCs: Competence, Performance, Creativity, Healthy Lifestyle, Evaluation & Analysis

National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Evidence
Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Take part in outdoor and adventurous activity challenges both individually and within a team.	T1 How can we best send and receive a ball accurately? How can we track a ball? How do we dribble to attack? How do we use space to move defenders away from each other? What is our role as an attacker and defender? What tactics can we use? What are the rules of the game? T2 How do we catch the ball when receiving it? What techniques can we use to pass? How do we use space to keep possession? How do we attack? How do we defend? What are the rule of the game?	Kick Control Dribble Attack Defend Opposition Team Possession Defence Co-ordination Mark Pivot receiver foot work rebound tracking interception mark travelling playing area outwit opposition opponent contact	Be aware of space and use it to support team-mates and to cause problems for the opposition Use rules fairly Begin to use simple tactics. Be able to pass, throw and catch accurately with control Be able to keep possession of the ball Be able to vary my tactics and adapt my skills depending on what is happening in a game	End of unit tracking/Assessment using KQs. All pupils will be able to: Y3 Begin to use simple tactics. Learn the rules of the game and begin to use them to play honestly and fairly. Dribble, pass, receive and shoot the ball with some control. Find space away from others and near to my goal. Provide feedback using key words. Track an opponent to slow them down.

		pivet court field pitch		Understand my role as an attacker and as a defender. Work co-operatively with my group to self-manage games. Y4 Understand the rules of the game and use them often and honestly. Delay an opponent and help to prevent the other team from scoring. Dribble, pass, receive and shoot the ball with increasing control. Move to space to help my team to keep possession and score goals. Provide feedback using key terminology and understand what I need to do to improve. Use simple tactics to help my team score or gain possession. Share ideas and work with others to manage our game.
Music T1 Folk Songs T2 Pulse & Rhythm				

Brabourne CEP School Horizontal planning – Neptune Class – Term 1/2 2022 (Substantive & Disciplinary knowledge)

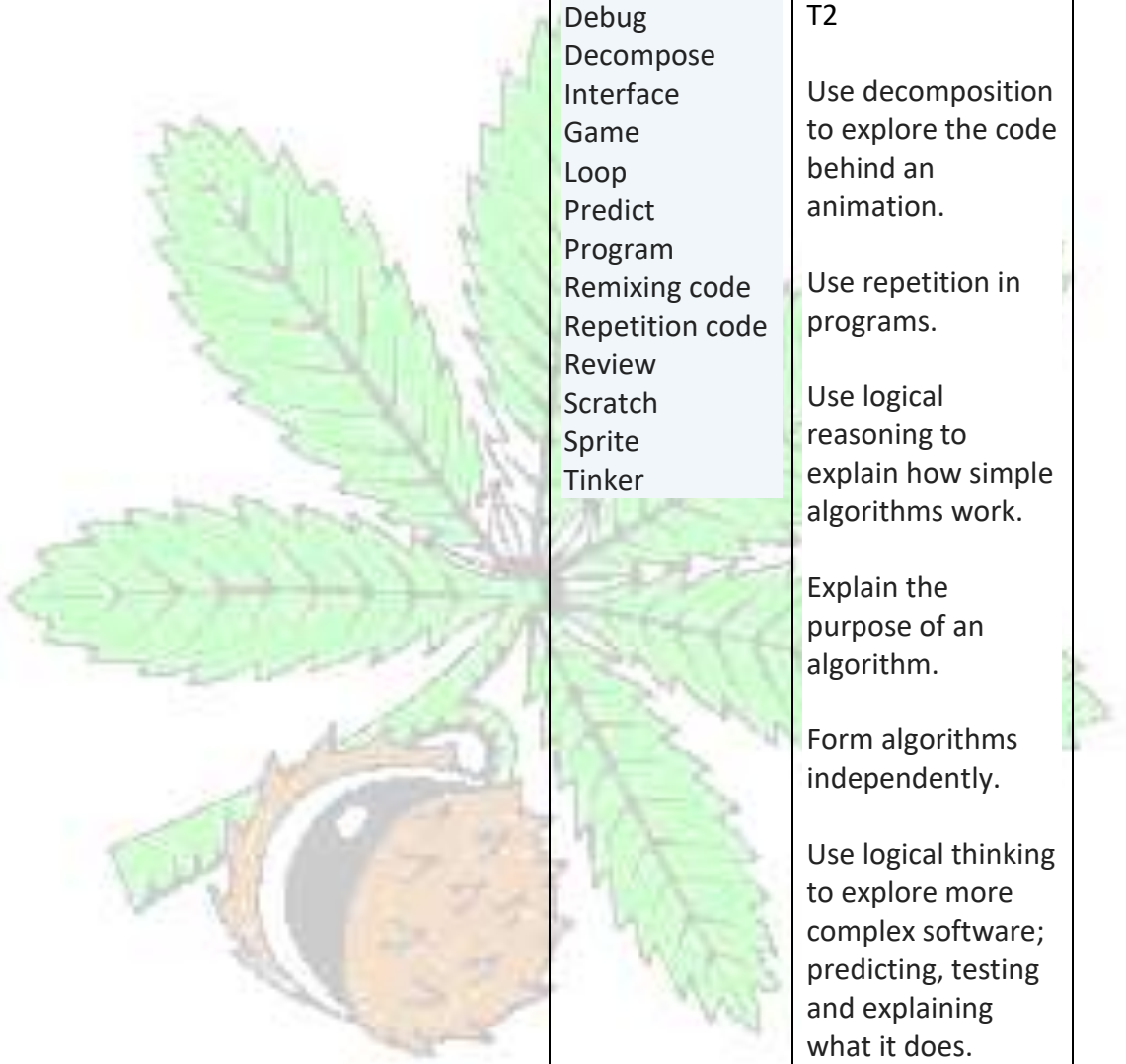
KC: Singing, Listening, Composing, Performing, Musicianship				
National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Evidence
Use and understand staff and other musical notations listen with attention to detail and recall sounds with increasing aural memory develop an understanding of the history of music	T1 **Folk (work songs)** What are pentatonic scales? What is singing in unison and canon? How do we work on tuning and pitch? T2 **Pulse & Rhythm** What is singing in unison and canon? How do we use pulse and rhythm using non-tuned percussion and body percussion?	T1 Nose words Composer Ostinato Rhythm & Pulse Pentatonic scale Clefs Staves Base/treble Duration Canon Rhythmic notation T2 Non tuned/tuned percussion Pulse & rhythm Melody & harmony Accompaniment Rhythmic notation Notate Capture ideas Graphic score	Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Recognise and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Represent the features of a piece	End of unit performance/end of unit quiz/pupil questioning All pupils will be able to: Know what pentatonic scales are and use them in practice Sing a complex song in unison and canon Know what tuning and pitch are and know how to use them in practice Sing in unison and canon Know how to use pulse and rhythm using percussion and body percussion instruments

			of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.	
PSHE Key Concept1: Family & Relationships Key Concept2:Health & Well-being				
National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Evidence
N/A	T1 What is being healthy? What happens if there's a conflict with a friend? What is the impact of bullying? How can we communicate effectively? How do we learn who to trust? How do we respect differences? What is stereotyping? T2 How do we lead a healthy lifestyle? What are the benefits of a good diet and dental health? How can we relax? Who am I? What are our personal strengths? Why are mistakes good?	T1 friend problem talking listening calm forgive apologise bullying witness repeated report gender male female stereotype Discrimination	T1 Use respectful language to discuss different families. Explore ways to resolve friendship problems. Develop an understanding of the impact of bullying and what to do if bullying occurs.	Knowledge mind-map Pupil questioning of KQ End of unit assessment All children will be able to: Understand that families are all different. Know that families offer each other support but sometimes they can experience problems. Understand that problems occur in friendships and that violence is never right.

	How do we keep our teeth healthy? How do we stay happy?	Equality Act Disability Respect Same Different Similar Respect Permission Boundary Expect Trust Reliable Issues Resolve Breaking trust Let down T2 Exercise Balance Diet Energy Intake Teeth Healthy Balanced Food group Feeling Balance Relax Stretch	Explore physical and emotional boundaries in friendships Explore the negative impact of stereotyping. Identify who you can trust. Discuss how to help someone who has experienced a bereavement. T2 Discuss why it is important to look after my teeth.. Learn stretches which can be used for relaxation. Develop the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	Understand what bullying is and what to do if it happens. Describe what a good listener is and know how to show that they are listening. Say who they trust and why. Understand that people can have similarities and differences and explain how differences can be a positive thing. Understand how toys can reinforce gender stereotypes. Understand that stereotypes arise from a range of factors, including some of those associated with age. Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day. Work in pairs so that one person can do a stretch while the other draws a stick figure to show the pose. Understand the different aspects of my identity.

		Group Identity Belonging Alone Lonely Hero Power Strengths Mistake Learn Resilience Feelings Emotions Happy	Explore ways we can make ourselves feel happy or happier. Develop a growth mindset. Explore my own identity through the groups I belong to. Identify my strengths and exploring how I use them to help others.	Identify their own strengths and that they can help other people. Describe how they would break a problem down into small, achievable goals. Understand the benefits of healthy eating and dental health
Computing T1 KC: Computer Systems & Networks T2 KC: Programming				
National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Evidence
	T1 What is a network? What is a server? What is a router? How does the Internet work?	T1 Cables Component Connection Corrupted	T1 Learn about the purpose of routers.	Knowledge mind-map Pupil questioning of KQ End of unit assessment All children will be able to:

	What is a packet? T2 What is Scratch? How do you use loops or programming? What is decomposition? How can you remix and adapt code?	Data Desktop Device DSL Fibre File Internet Laptop Network Network map Network switch Packets Radio waves Router Server Submarine cables Tablet Text map The Cloud Web server Website Website trackers WiFi T2 Algorithm Animation Application Code	Understand the role of the key components of a network. Understand that websites & videos are files that are shared from one computer to another. Learn about the role of packets. Understand how networks work and their purpose. Identify the key components within a network, including whether they are wired or wireless. Recognise links between networks and the internet.	Recognise that a network is two or more devices connected. Explain how information moves around a network and the role of the server. Understand that networks connect to the internet via a router. Explain some of the journey a website goes through to reach your computer. Explain that websites are split into small pieces (packets) to be sent via the internet. Explain what some of the blocks do in Scratch. Explain what a loop is and include one in their program. Suggest possible additions to an existing program. Recognise where something on screen is controlled by code. Use a systematic approach to find bugs.

		Code block Coding application Debug Decompose Interface Game Loop Predict Program Remixing code Repetition code Review Scratch Sprite Tinker	Learn how data is transferred. T2 Use decomposition to explore the code behind an animation. Use repetition in programs. Use logical reasoning to explain how simple algorithms work. Explain the purpose of an algorithm. Form algorithms independently. Use logical thinking to explore more complex software; predicting, testing and explaining what it does.	Explain what an algorithm is and its purpose.

			Incorporate loops to make code more efficient. Continue existing code. Make reasonable suggestions for how to debug their own and others' code.	