

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

MATHS				
Key Concepts – Number: Measurement/Statistics/Geometry/Negative Numbers/Consolidation				
Year 5/6				
<b>Y5/6 – Teaching Daily Sequence – Measurement: Converting units, area, perimeter, volume</b>				
<b>Y5/6 – Converting Units = Total: 6 days (1 week, 1 day)</b>				
<b>Lesson by lesson overview</b>				
	Year 5	WR Unit Block and Step	Year 6	WR Unit Block and Step
Day 1	Kilometres	Old Small steps	Miles and kilometres	Autumn Block 5 Step 4
Day 2	Kilograms and kilometres		Kilograms and kilometres (Recap)	(Use Y5)
Day 3	Milimetres and millilitres		Milimetres and millilitres (Recap)	(Use Y5)
	Metric units		Metric measures	Autumn Block 5 Step 1
Day 4	Imperial units		Imperial measures	Autumn Block 5 Step 5
Day 5	Converting units of time		Convert metric measures	Autumn Block 5 Step 2
Day 6	Timetables		Calculate with metric measures	Autumn Block 5 Step 3

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

## Y5/6 – Teaching Daily Sequence – Area, Perimeter & Volume

Y5/6 – Area, Perimeter and Volume – Total: 11 days (2 weeks, 1 day)

### Lesson by Lesson overview

	Year 5	WR Unit Block and Step	Year 6	WR Unit Block and Step
Day 1	Perimeter of rectangles	Spring Block 4 Step 1	Shapes – same area	Spring Block 5 Step 1
Day 2	Perimeter of rectilinear shapes	Spring Block 4 Step 2	Area and Perimeter	Spring Block 5 Step 2
Day 3	Perimeter of Polygons	Spring Block 4 Step 3	Perimeter of Polygons (Recap)	(Use Y5)
Day 4	Consolidation Reasoning and Problem Solving		Area of a triangle	Spring Block 5 Step 3
Day 5	Area of rectangles	Spring Block 4 Step 4	Area of a right angled triangle	Spring Block 5 Step 4

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

Day 6	Consolidation Reasoning and Problem Solving		Area of any triangle	Spring Block 5 Step 5
Day 7	Area of compound shapes	Spring Block 4 Step 5	Area of a parallelogram	Spring Block 5 Step 6
Day 8	Estimate areas	Spring Block 4 Step 6	Estimate Areas (Recap)	(Use Y5)
Day 9	What is volume?	Old Small Steps	What is volume? (Recap)	(Use Y5)
Day 10	Compare volume		Volume – counting cubes	Spring Block 5 Step 7
Day 11	Estimate volume Estimate capacity		Volume of a cuboid	Spring Block 5 Step 8

## Y5/6 – Teaching Daily Sequence – Statistics

**Y5/6 – Statistics – Total: 8 days (1 week, 3 days)**

### **Lesson by lesson overview**

	Year 5	WR Unit Block and Step	Year 6	WR Unit Block and Step
--	--------	------------------------	--------	------------------------

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

Day 1	Draw line graphs	Spring Block 5 Step 1	Line graphs	Spring Block 6 Step 1
Day 2	Read and interpret line graphs	Spring Block 5 Step 2	Read and interpret line graphs (Recap)	(Use Y5)
Day 3	Read and interpret tables	Spring Block 5 Step 3	Read and interpret tables (Recap)	(Use Y5)
Day 4	Two-way tables	Spring Block 5 Step 4	Dual bar charts	Spring Block 6 Step 2
Day 5	Read and interpret timetables	Spring Block 5 Step 5	Read and interpret pie charts	Spring Block 6 Step 3
Day 6	Consolidation Reasoning and Problem Solving		Pie charts with percentages	Spring Block 6 Step 4
Day 7			Draw pie charts	Spring Block 6 Step 5
Day 8			The mean	Spring Block 6 Step 6

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

## Y5/6 – Teaching Daily Sequence – Geometry: Properties of Shape

**Y5/6 – Geometry: Properties of Shape – Total: 12 days (2 weeks, 2 days)**

### **Lesson by lesson overview**

	Year 5	WR Unit Block and Step	Year 6	WR Unit Block and Step
Day 1	Understand and use degrees	Sum Block 1 Step 1	Understand and use degrees (Recap)	(Use Y5)
Day 2	Classify angles	Sum Block 1 Step 2	Measure and classify angles	Sum Block 1 Step 1
Day 3	Estimate angles	Sum Block 1 Step 3	Calculate angles	Sum Block 1 Step 2
Day 4	Measure angles up to $180^\circ$	Sum Block 1 Step 4	Measure angles up to $180^\circ$ (Recap)	(Use Y5)
Day 5	Draw lines and angles accurately	Sum Block 1 Step 5	Draw lines and angles accurately (Recap)	(Use Y5)
Day 6	Calculate angles around a point	Sum Block 1	Vertically opposite angles	Sum Block 1

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

		Step 6		Step 3	
Day 7	Calculate angles on a straight line	Sum Block 1 Step 7	Calculate angles (Recap)	(Use Y5)	
Day 8	Lengths and angles in shapes	Sum Block 1 Step 8	Angles in triangles	Sum Block 1 Step 4/5/6	
Day 9	Regular and irregular polygons	Sum Block 1 Step 9	Angles in quadrilaterals and polygons	Sum Block 1 Step 7/8	
Day 10	3D shapes	Sum Block 1 Step 10	Nets of 3D shapes	Sum Block 1 Step 11	
Day 11	Consolidation Reasoning and Problem Solving		Circles	Sum Block 1 Step 9	
Day 12	Draw shapes accurately	(Use Y6)	Draw shapes accurately	Sum Block 1 Step 10	

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

## Y5/6 – Teaching Daily Sequence – Geometry: Position & Direction

**Y5/6 – Geometry: Position & Direction – Total: 6 days (1 week, 1 day)**

### **Lesson by lesson overview**

	Year 5	WR Unit Block and Step	Year 6	WR Unit Block and Step
Day 1	Read and plot coordinates	Sum Block 2 Step 1	The first quadrant and all four quadrants	Sum Block2 Step 1/2
Day 2	Problem solving with coordinates	Sum Block 2 Step 2	Solve problems with coordinates	Sum Block2 Step 3
Day 3	Translation	Sum Block 2 Step 3	Translations	Sum Block2 Step 4
Day 4	Translation with coordinates	Sum Block 2 Step 4	Translation with coordinates (Recap)	(Use Y6 step 4)
Day 5	Lines of symmetry	Sum Block 2 Step 5	Reflections	Sum Block2 Step 5
Day 6	Reflection in horizontal and vertical lines	Sum Block 2	Reflections (Consolidation)	(Use Y6 step 5)

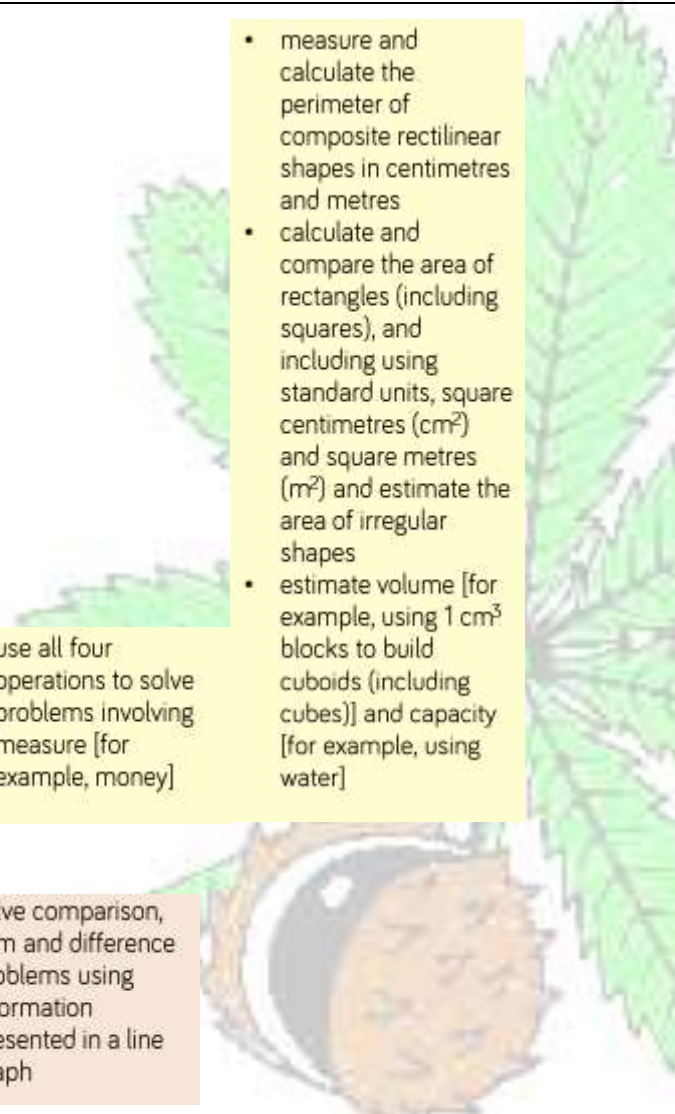
# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

		Step 6		
<b><u>Y5/6 – Teaching Daily Sequence – Negative Numbers</u></b>				
<b>Y5/6 – Negative Numbers – Total: 5 days (1 week)</b>				
<b>Lesson by lesson overview</b>				
	Year 5	WR Unit Block and Step	Year 6	WR Unit Block and Step
Day 1	Understand negative numbers	Sum Block 4 Step 1	Consolidation Reasoning and Problem Solving	
Day 2	Count through zero in 1's	Sum Block 4 Step 2		
Day 3	Count through zero in multiples	Sum Block 4 Step 3		
Day 4	Compare and order negative numbers	Sum Block 4 Step 4		
Day 5	Find the difference	Sum Block 4		

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

		Step 5		
<b><u>Vocabulary</u></b> Measurement – decimal notation, scaling, metric units, imperial units, inches, compound shape, irregular shapes, square centimetres, square metres, area, perimeter, volume, conversion, miles, formulae, parallelograms, triangles, feet, cubic centimetre, pounds, pint, cubic metre, cubic millimetre, cubic kilometre, gallons, stones, ounces Statistics – timetable, two-way tables, pie chart, mean Geometry: Properties of shape – regular polygon, irregular polygon, radius, diameter, circumference, dimensions, reflex angles, degrees, one whole turn, angles on a straight line, angles around a point, vertically opposite, missing angles Geometry: Position and direction – reflection, four quadrants, co-ordinate plane Negative Numbers – negative, integer, minus, through zero				
<b>Year 5</b>			<b>Year 6</b>	
<b>End points</b>			<b>End points</b>	
Measurement			Measurement	

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

<ul style="list-style-type: none"> <li>• convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</li> <li>• understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</li> <li>• use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling</li> </ul>	 <ul style="list-style-type: none"> <li>• measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>• calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (<math>\text{cm}^2</math>) and square metres (<math>\text{m}^2</math>) and estimate the area of irregular shapes</li> <li>• estimate volume [for example, using <math>1\text{ cm}^3</math> blocks to build cuboids (including cubes)] and capacity [for example, using water]</li> <li>• use all four operations to solve problems involving measure [for example, money]</li> </ul>	<ul style="list-style-type: none"> <li>• solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> <li>• use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</li> <li>• convert between miles and kilometres</li> <li>• recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>• recognise when it is possible to use formulae for area and volume of shapes</li> <li>• calculate the area of parallelograms and triangles</li> <li>• calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (<math>\text{cm}^3</math>) and cubic metres (<math>\text{m}^3</math>), and extending to other units [for example, <math>\text{mm}^3</math> and <math>\text{km}^3</math>]</li> </ul>
<p>Statistics</p> <ul style="list-style-type: none"> <li>• complete, read and interpret information in tables, including timetables</li> </ul>	<ul style="list-style-type: none"> <li>• solve comparison, sum and difference problems using information presented in a line graph</li> </ul>	<p>Statistics</p> <ul style="list-style-type: none"> <li>• interpret and construct pie charts and line graphs and use these to solve problems</li> <li>• calculate and interpret the mean as an average</li> </ul>

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

## Geometry

- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- use the properties of rectangles to deduce related facts and find missing lengths and angles

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations

- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees
- identify:
  - angles at a point and one whole turn (total  $360^\circ$ )
  - angles at a point on a straight line and  $\frac{1}{2}$  a turn (total  $180^\circ$ )
  - other multiples of  $90^\circ$

## Geometry

- draw 2-D shapes using given dimensions and angles
- compare and classify geometric shapes based on their properties and sizes
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

- recognise, describe and build simple 3-D shapes, including making nets

- find unknown angles in any triangles, quadrilaterals, and regular polygons
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes

## Negative Numbers

## Negative Numbers

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

<ul style="list-style-type: none"> <li>count forwards and backwards with positive and negative whole numbers, including through zero</li> </ul>	<ul style="list-style-type: none"> <li>use negative numbers in context, and calculate intervals across zero</li> </ul>
<p>English Key concepts</p> <p>Writing – composition, transcription</p> <p>Reading – Word reading, comprehension</p>	
<p><b>Reading knowledge &amp; Disciplinary knowledge (genres + key Disciplinary knowledge)</b></p>	
<p><b>Term 5 Key Text – The Tempest</b></p> <p><b>Y5 T5</b></p> <p>Unit 16 – Poetry – Word Meaning</p> <p>Unit 17 – Non-fiction – Retrieval</p> <p>Unit 18 – Fiction - Inference</p>	<p><b>Term 6 Key Text – Floodland</b></p> <p><b>Y5 T6</b></p> <p>Unit 19 – Non-fiction – Retrieval</p> <p>Unit 20 – Fiction – Inference</p> <p>Unit 21 – Fiction – Inference</p> <p>Progress Check – Fiction – Mixed Disciplinary knowledge</p>
<p><b>Writing knowledge &amp; Disciplinary knowledge</b></p>	
<p><b>Vocabulary, grammar &amp; punctuation</b></p> <p><b>Year 5/6 Terms 5&amp;6</b></p>	

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

<b>Term 5</b> <u>Resources</u> <b>Resource</b> <b>s</b>	Word families based on common words, showing how words are related in form and meaning	Words that can be nouns and verbs	Words that can be nouns and verbs	Words with a long /o/ sound spelt 'ou' or 'ow'	Words ending in -ible	Words ending in -ibly	Review Week
	Pronouns & Possessive Pronouns	Word Families	Subordinate Clauses	Writing Cohesive Paragraphs	Parenthesis - Commas	Homophones	
<b>Term 6</b> <u>Resources</u> <b>Resource</b> <b>s</b>	Synonyms and antonyms	Synonyms and antonyms	Synonyms and antonyms	Synonyms and antonyms	Synonyms and antonyms	Synonyms and antonyms	Review Week
	Adverbials/Fronted Adverbials	Dictionary Work	Relative Clauses	Editing & Evaluating	Parenthesis - Dashes	Assess and Review	

## End points + Composition Disciplinary knowledge Year 5/6 Terms 5 & 6

Jupiter: Composition

### Diary Entry/Survivor's recount:

- Identify features of a diary entry
- Identify the audience and purpose audience for writing
- Plan a diary entry: focussing on structure, content of paragraphs, informal language, past tense
- Distinguish between language of speech and writing
- Write a diary entry: focussing on informal writing style, cohesive paragraphs, past tense, chatty language
- Consistently link ideas across paragraphs
- Edit and improve vocabulary and sentence structure using a thesaurus
- Publish diary entry using organisational features.

### Chronological Report:

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

- Identify features of a chronological report
- Identify the audience and purpose audience for writing
- Plan a chronological report: focussing on structure, content of paragraphs, formal/technical language, use of tenses, chronological language
- Write a chronological report about the sinking of The Titanic: focussing on formal writing style, cohesive paragraphs, informative content, presentation
- Consistently link ideas across paragraphs
- Edit and improve sentence structure using a thesaurus
- Publish chronological report using ICT and organisational features

## **Poetry:**

- Read Storm poetry
- Analyse poems: focus on language and use of synonyms and antonyms for description and mood
- Plan and write own poem describing a storm/tempest
- Edit and improve vocabulary using a thesaurus
- Publish poem using organisational features
- Perform poems using appropriate intonation, volume and movement

## **Newspaper Report:**

- Identify features of a newspaper report
- Identify the audience and purpose audience for writing
- Distinguish between language of speech and writing
- Plan a newspaper report: focussing on structure, content of paragraphs, formal language, direct quotes
- Write a newspaper report: focussing on headline, byline, introduction including 5w's, factual information, formal writing style, cohesive paragraphs, past tense, direct quotes punctuated correctly and using first person, closing paragraph in present/future tense
- Consistently link ideas across paragraphs
- Edit and improve vocabulary and sentence structure using a thesaurus
- Publish newspaper report using organisational features and including an image and caption.

## **Balanced Report:**

- Identify features of a balanced report
- Plan a balanced report: focussing on structure, content of paragraphs, for and against points of view, 'balanced' language

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

- Write a balanced report about who was to blame for the Titanic disaster: focussing on formal writing style, cohesive paragraphs, informative content, including both sides of the 'discussion'
- Consistently link ideas across paragraphs
- Edit and improve sentence structure using a thesaurus
- Publish balanced report using ICT and organisational features

## **Narrative (A storm story):**

- Identify features of narrative/story writing
- Plan a storm story using a story mountain: focus on description, dialogue, paragraphs
- Describe settings, characters and atmosphere (mood, pace and meaning)
- Write a storm story: focussing on story writing style, cohesive paragraphs, dialogue to move the story forward, description
- Consistently link ideas across paragraphs
- Edit and improve sentence structure using a thesaurus
- Publish chapter report using ICT and organisational features

## History – Storms & Shipwrecks!

Key Concept: **Movement and People**

Key concept question: Why have people migrated throughout history?

Prior knowledge	Movement & People: Explorers Y1/2, Traders & Raiders Y3/4 How did trade and invasion influence British History?			
National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Evidence
a study of an aspect or theme in British history that extends pupils' chronological	<ul style="list-style-type: none"> <li>• What was The Titanic?</li> <li>• Why was The Titanic crossing the Atlantic?</li> <li>• What happened to The Titanic and its passengers and crew?</li> <li>• Who do you think was to blame for the disaster?</li> </ul>	primary evidence, secondary evidence, RMS Titanic, Empire Windrush,	Use accurate dates when describing and sequencing events.	Knowledge mind-map Pupil understanding of KQ  All pupils will be able to:

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

knowledge beyond 1066	<ul style="list-style-type: none"> <li>What is migration?</li> <li>What is the difference between emigration and immigration?</li> <li>What was the Empire Windrush?</li> <li>Why is the Empire Windrush still significant today?</li> </ul>	migration, emigration, immigration, impact, legacy, change, eye witness, consequences	<p>Use Primary and Secondary sources to investigate the Titanic and Empire Windrush.</p> <p>Use evidence to justify who/what was responsible for the Titanic sinking.</p>	<p>Explain why people on Titanic and Empire Windrush were migrating.</p> <p>Explain how Titanic influenced changes to shipping/sailing laws.</p> <p>Evaluate the impact Empire Windrush had on our nation.</p> <p>Discuss the events that led to the sinking of the Titanic.</p>
<p>T3 ART– Drawing/Printing: The Wave, Storms, JMW Turner, perspective</p> <p>KCs: • Knowledge of artists and designers: (factual knowledge) • Exploring and developing ideas: (conceptual knowledge) • Making Disciplinary knowledge: (procedural knowledge) • Evaluating: (metacognitive knowledge)</p>				
Prior knowledge	Y3/4 create art based on a great artist, runic art and Viking longship			
National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Evidence
To improve mastery of art and design techniques, including drawing in the context of using	<p>Who was JWM Turner?</p> <p>What were the features of his style?</p> <p>How can we emulate his style in our own designs?</p> <p>How can we create a storm in the style of JWM Turner?</p> <p>Who is Katsushika Hokusai?</p>	<p>JWM Turner</p> <p>Katsushika</p> <p>Hokusai</p> <p>Light</p> <p>Dark</p> <p>Shading</p>	<p>Research and develop the techniques of great artists and designers and apply this in my own work</p>	<p>Art books record their observations and are used to review and revisit ideas</p> <p>Pupil questioning of KQs</p>

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

<p>perspective, light, dark and shading</p> <p>To learn about great artists, architects and designers in history in the context of JWM Turner and Katsushika Hokusai</p>	<p>What are the features of his style? How can we emulate his style in our own designs? How can we create a Great Wave print in the style of Katsushika Hokusai?</p> <p>Storm Art</p> <p>Which colours work together to show a storm? Will we use light, dark or shading? How will we create perspective? How can I show the muted colours?</p>	<p>Perspective Print Artist Composition Final piece Intention Media Medium Style</p>	<p>Recount the work and styles of JWM Turner and Katsushika Hokusai as storm artists</p> <p>Use my sketchbook to record experiments with media and to try out new techniques and processes</p> <p>Draw using precision, perspective and detail</p> <p>Express feelings and emotions through colour</p>	<p>All pupils will be able to:</p> <p>Use a water colour paints for blending and shading</p> <p>Use the styles of JWM Turner and Katsushika Hokusai to create images of storms and waves</p>
<p>DT</p> <p>T4Cooking and Nutrition: Come Dine with Me</p> <p>KCs: Designing Making Evaluating Technical Knowledge Cooking and nutrition</p>				
Prior knowledge	Y3/4 Food: Seasonal local produce			
National Curriculum	Key knowledge	Vocabulary	Disciplinary knowledge	Evidence

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of</p>	<p>What is flavour?</p> <p>What are 'national dishes'?</p> <p>What is processed food?</p> <p>Why it is important to wash fruit and vegetables before eating?</p> <p>What happens to food before it appears on the supermarket shelf?</p>	<p>equipment</p> <p>flavours</p> <p>ingredients</p> <p>method</p> <p>research</p> <p>recipe</p> <p>bridge method</p> <p>cookbook</p> <p>cross-contamination</p> <p>farm to fork</p> <p>preparation</p> <p>storyboard</p>	<p>Write a recipe, explaining the key steps, method and ingredients.</p> <p>Include facts and drawings from research undertaken.</p> <p>Follow a recipe, including using the correct quantities of each ingredient.</p> <p>Adapt a recipe based on research.</p> <p>Work to a given timescale.</p> <p>Work safely and hygienically with independence.</p> <p>Evaluate a recipe, considering: taste, smell, texture and origin of the food group.</p>	<p>Design &amp; finish product for evaluation</p> <p>All pupils will be able to:</p> <p>Find a suitable recipe for their course of the Titanic menu.</p> <p>Record the relevant ingredients and equipment needed.</p> <p>Follow a recipe, including using the correct quantities of each ingredient.</p> <p>Write a recipe, explaining the process taken.</p> <p>Explain where certain key foods come from before they appear on the supermarket shelf.</p>
--	--	--	--	---

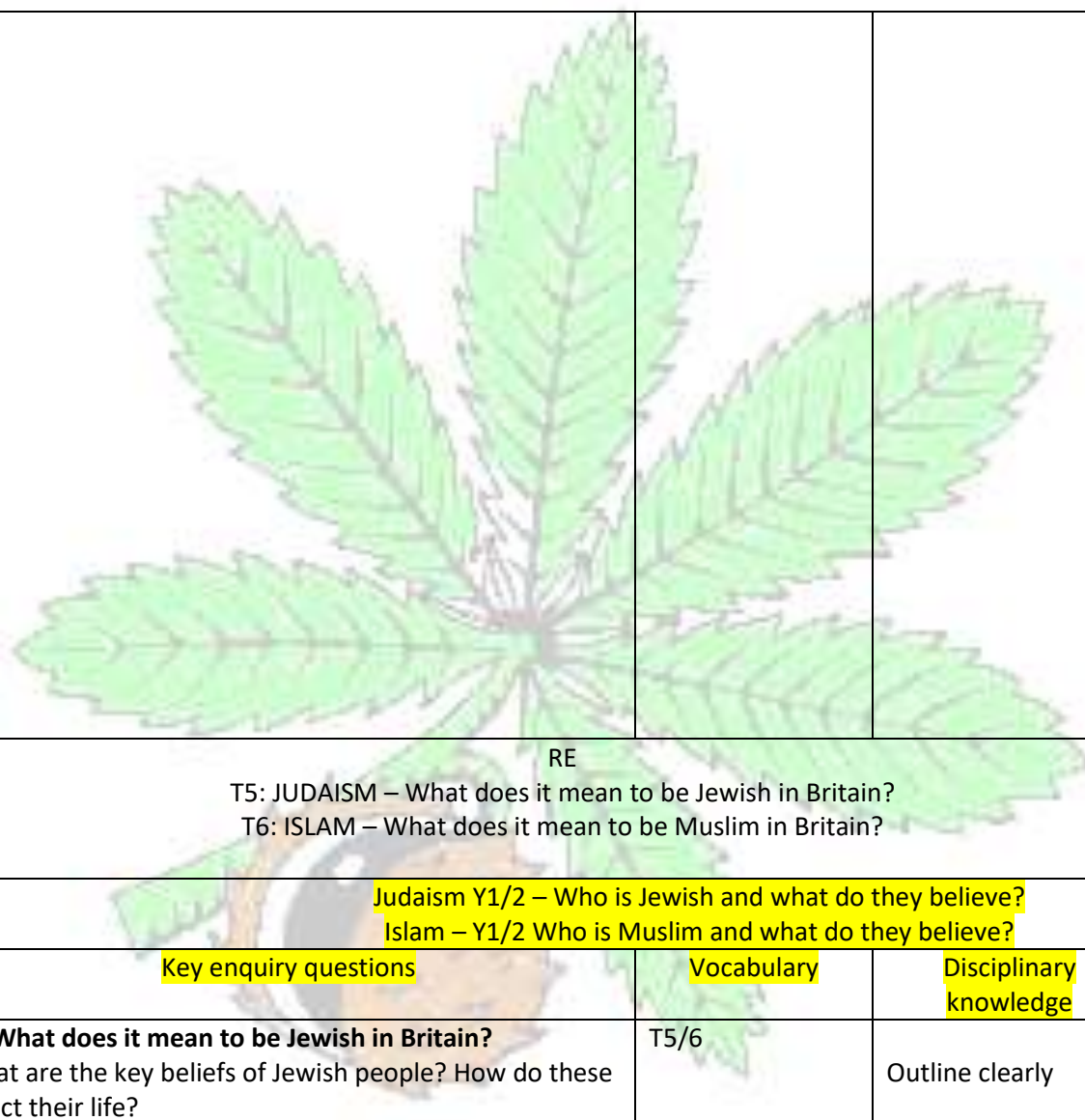
# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

<p>materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand and apply principles of a healthy and varied diet.</p> <p>Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are</p>			<p>Taste testing and scoring final products.</p> <p>Suggest and write up points of improvements in productions.</p> <p>Evaluate health and safety in production to minimise cross contamination.</p>	
--	--	--	--	--

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

grown, reared, caught and processed.				
<p style="text-align: center;"><b>SCIENCE</b></p> <p style="text-align: center;">T5&amp;6 Forces Key Concept: <b>Physics</b></p> <p style="text-align: center;">Big idea: Changing the movement of an object requires a net force to be acting upon it.</p>				
<b>Prior knowledge</b>	Y3/4 Physics: T1&2 Cycle B - Forces and magnets			
<b>National Curriculum</b>	<b>Key enquiry questions</b>	<b>Vocabulary</b>	<b>Disciplinary knowledge</b>	<b>Evidence</b>
T5&6 explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ♣ identify the effects of air resistance, water resistance and friction, that act between moving surfaces ♣ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force	T5&6 What is gravity? What is the effect of gravity on an object? How can we measure the force of gravity? How was gravity discovered? What is air resistance? What is the effect of air resistance on an object? What is water resistance? What is the effect of water resistance on an object? What is friction? What is the effect of friction on an object? How do mechanisms change the effect of a force?	T5&6 Forces Gravity Air resistance Water resistance Friction Mechanisms Levers Pulleys Gears Galileo's Tower of Pisa Isaac Newton Streamlined Variables Observations Conclusions	T5&6 Identify forces acting on objects Explore the effect of gravity on objects Explore how gravity was discovered Investigate the effects of air resistance Investigate the effects of water resistance Explore and design mechanisms	Knowledge mind-map End of unit assessment Pupil questioning of KQ  All pupils will be able to:  T5&6 Identify and explain the different forces acting on objects Explain Newton's role in discovering gravity Accurately measure an object's weight and mass Explain how to increase the effects of air resistance

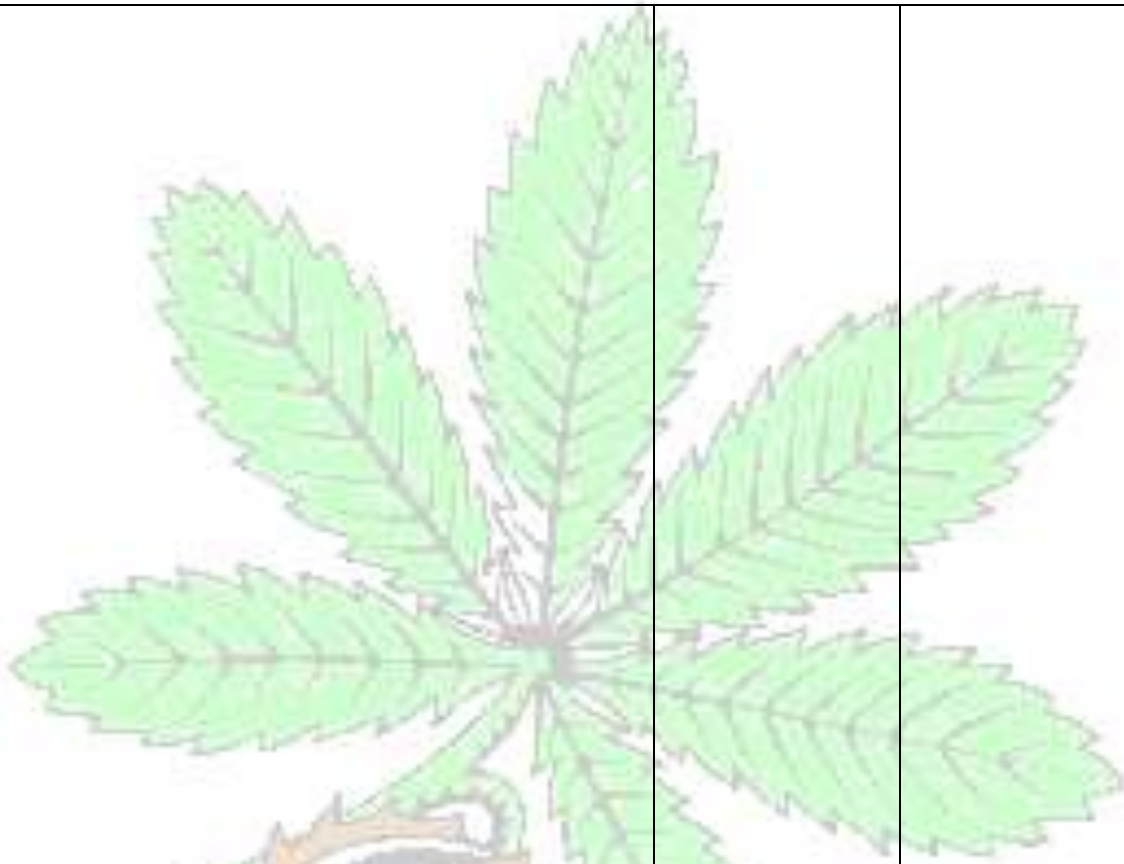
# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

to have a greater effect.				Explain Galileo's 'Tower of Pisa' experiment into gravity and air resistance Identify streamlined shapes Explain how friction is used in brake pads Investigate the effects of friction Explain how different mechanisms work Design their own mechanism to achieve a given purpose Identify the variables in an investigation Make observations and conclusions Answer questions based on their learning.
RE T5: JUDAISM – What does it mean to be Jewish in Britain? T6: ISLAM – What does it mean to be Muslim in Britain?				
Prior knowledge	Judaism Y1/2 – Who is Jewish and what do they believe? Islam – Y1/2 Who is Muslim and what do they believe?			
National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Evidence
Our RE Curriculum is delivered through the Kent Agreed	T5 <b>What does it mean to be Jewish in Britain?</b> What are the key beliefs of Jewish people? How do these affect their life?	T5/6	Outline clearly	Knowledge mind-map Pupil questioning of KQ RE books evidence.

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

<p>Syllabus for Religious Education and the Understanding Christianity resource</p>	<p>Why do Jewish people visit the Synagogue?            What is the significance of festivals on the Jewish way of life?            What is the significance of festivals on the Jewish way of life?            What is important to Jewish people?</p> <p><b>T6 What does it mean to be Muslim in Britain?</b>            What helps you through the journey of life? What helps Muslims through the journey of life?            What is the key belief of Muslims? How does this affect their life?            Why does prayer matter to Muslims?            How is charity important to Muslims? How is charity important to you?            Why do Muslims fast?            Why do Muslims want to go on pilgrimage?            What is a special place for Muslims?            Can you think of similar commitments to the five pillars in your life? What matters to Muslims?</p>	<p>Reflection            Ramadan            Muhammed            prophet mosque            judgement            faithfulness Eid-ul-Fitr creation            baptist atheist            justice freedom            rites of passage            afterlife agnostic            Sikh suffering            synagogue            spiritual poverty            segregation            commandments            fairness principles            sawn pilgrimage            communion Hajj            Sikhism            empathise Salat</p>	<p>Give examples of ways            Express clearly            Present different views            Express own understanding/ideas            Explain the impact            Explain similarities and differences            Explain the reasons why            Make connections between            Explain why            Describe and reflect</p>	<p>All pupils will be able to:</p> <p>T5            Make connections between Jewish practice, teachings from the Torah and their beliefs about God.</p> <p>Give examples of Jewish festivals and describe how they impact Jewish people today.</p> <p>Explain the meaning and significance of Jewish rituals and practices.</p> <p>Comment thoughtfully on how the role of women varies within Judaism.</p> <p>Answer the key question from different perspectives, including my own</p> <p>T6</p>
---	---	---	---	--


# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

				<p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims.</p>
<p style="text-align: center;"><b>French</b>  T5 French Speaking World  T6 Planning a holiday</p> <p style="text-align: center;">KCs: Speaking &amp; Pronunciation, Listening, Reading &amp; Writing, Grammar, Intercultural Understanding</p>				
Prior knowledge	Prior structures : il y a, je vais, c'est, j'aime, j'adore			


# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

National Curriculum	Key knowledge	Vocabulary	Disciplinary knowledge	Evidence
<p>Listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and</p>	<p>T5 How do we give and understand directions? Where is French spoken in the world? What can you find in the French speaking world? How do we say 'more or less than'? How do we answer questions about French speaking countries?</p> <p>T6 How do we use the verb 'to go'? How do we say what we are going to do? How to name what's in my suitcase? How to understand a simple story? How do we plan a holiday to France?</p>	<p>T5</p> <p>le nord - north l'est - east le sud - south l'ouest - west dans - in quel temps fait-il ? - what is the weather like? il fait beau - it is good weather il fait mauvais - it is bad weather il fait chaud - it is hot il fait froid - it is cold il pleut - it is raining il neige - it is snowing il y a du soleil - it is sunny il y a du vent - it is windy il y a des nuages - it is cloudy dix - ten vingt - twenty</p>	<p>T5</p> <p><b>Year 5</b></p> <p>Recall number vocabulary and using this to describe distance.</p> <p>Ask and answer questions with accurate pronunciation and intonation.</p> <p>Use gist to develop understanding of spoken French.</p> <p>Read fiction and non-fiction texts to extract key points.</p> <p>Write sentences using familiar language.</p>	<p>Pupil questioning/evidence in books/end of unit quiz</p> <p>T5</p> <p>Pupils who are <b>secure</b> will be able to:</p> <p>Read and understand a range of sentences including directions. Recognise and respond to directions. Form directional phrases accurately by applying grammatical rules. Ask, answer questions and seek clarification. Apply language detective strategies to work out meaning in spoken and written sources.</p>

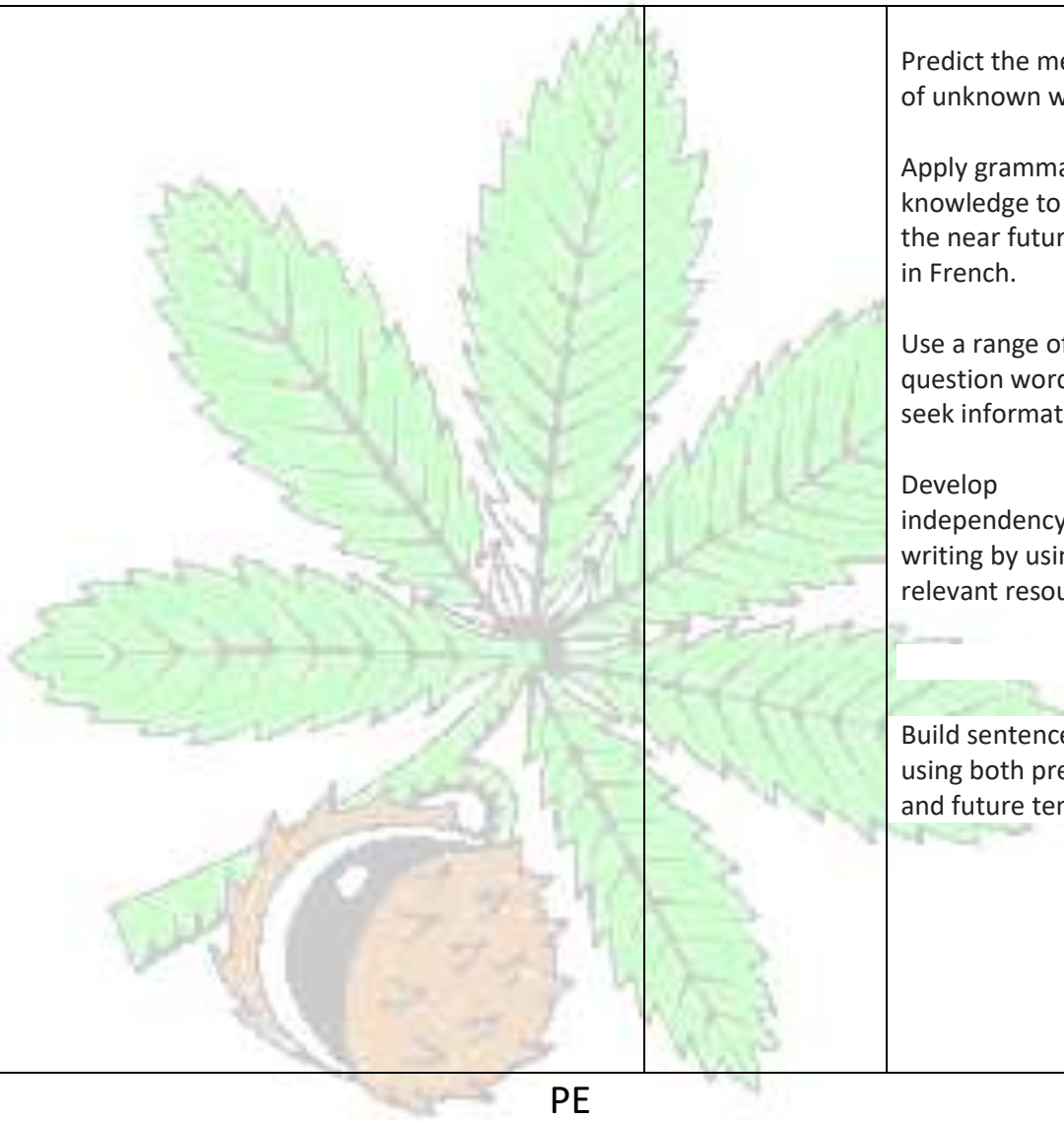
# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

<p>intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and</p>		<p>trente - thirty quarante - forty cinquante - fifty soixante - sixty soixante-dix - seventy quatre-vingts - eighty quatre-vingt-dix = ninety cent - one hundred</p> <p>T6 aller - to go je vais - I go tu vas - you go (informal) il/elle va - he/she goes nous allons - we go vous allez - you go (formal/group) ils/elles vont - they (masc/fem) go je vais aller - I am going to go rester - to stay faire - to do/make</p>	<p>Present information orally using weather-related vocabulary.</p> <p><b>Year 6</b></p> <p>Use directional vocabulary accurately, Ask and answer questions using full sentences.</p> <p>Create detailed sentences justifying opinions.</p> <p>Read authentic texts containing some new language, using detective Disciplinary knowledge to work out meaning.</p> <p>Present detailed information clearly to an audience.</p>	<p>T6</p> <p>Pupils who are <b>secure</b> will be able to:</p> <p>Read and understand a simple story. Identify use of present and future tenses in reading and listening. Know how to form the near future tense. Speak in sentences. Integrate familiar language into a new context. Create a written paragraph including present and future tenses. Use a bilingual dictionary confidently.</p>
--	---	--	---	---

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

<p>develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to</p>		<p>au/en/aux - to (masc/fem/plural )</p> <p>quand - when</p> <p>où - where</p> <p>pourquoi - why</p> <p>en vacances - on holiday</p> <p>en été ou en hiver ? - in summer or in winter?</p> <p>quel temps va-t-il faire? - what will the weather be like?</p> <p>que vas-tu faire ? - what are you going to do?</p> <p>qu'est-ce qu'il y a dans ta valise ? - what is in your suitcase?</p>	<p>Use conjunctions to give contrasting information.</p> <p>T6</p> <p><b>Year 5</b></p> <p>Recognise familiar words and cognates.</p> <p>Recognise high frequency verbs in the present and near future tenses.</p> <p>Understand the gist of a text.</p> <p>Adapt a model to create more complex sentences.</p> <p>Use rehearsed questions to seek information.</p> <p>Notice and match adjectival agreements.</p> <p><b>Year 6</b></p>	
--	---	--	---	--

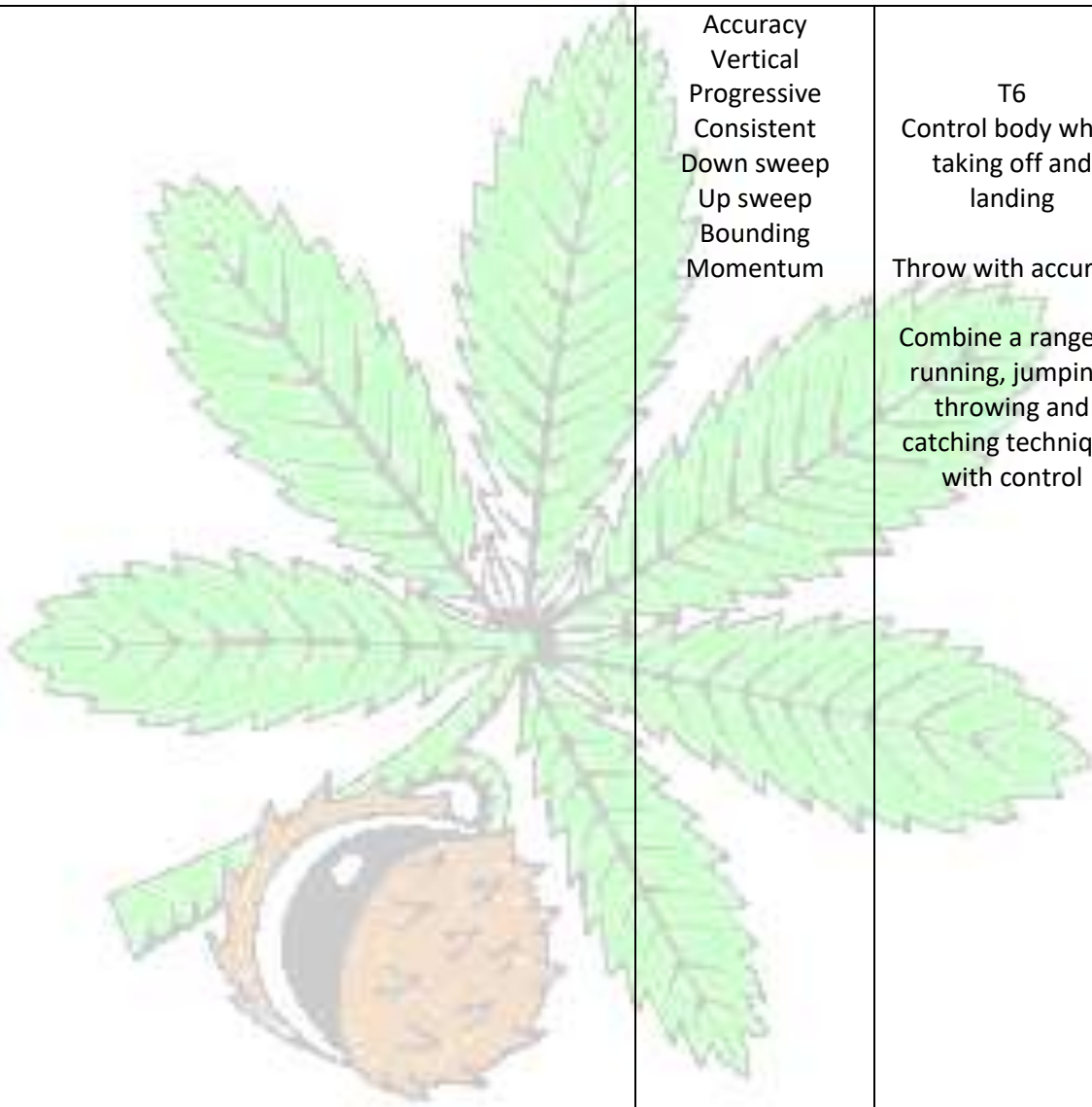
# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

<p>apply these, for instance, to build sentences; and how these differ from or are similar to English</p>			<p>Predict the meaning of unknown words.</p> <p>Apply grammatical knowledge to form the near future tense in French.</p> <p>Use a range of question words to seek information.</p> <p>Develop independency in writing by using relevant resources.</p> <p>Build sentences using both present and future tenses.</p>	
PE				

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

T5 Cricket T6 Athletics KCs: Competence, Performance, Creativity, Healthy Lifestyle, Evaluation & Analysis				
Prior knowledge	Y3/4 Cricket and athletics			
National Curriculum	Key knowledge	Vocabulary	Disciplinary knowledge	Evidence
<p>♣ swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations.</p> <p>use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where</p>	<p>T5 How do we throw and catch under pressure? How do we develop bowling under pressure? How do we strike a bowled ball? How do we use fielding techniques? How do we apply tactic in a game? How do we apply Disciplinary knowledge and knowledge to play in a tournament?</p> <p>T6 How do we apply different Disciplinary knowledge over distances? How do we develop fluency and coordination? How do we develop technique in relay changeovers? How do we build power and momentum in the triple jump? How do we develop throwing with force over longer distances? How do we develop throwing with greater force and technique?</p>	<p>T5 Striking Fielding Target Opponent Batter Bowler Natters Fielders Tracking Bowling Continuous Pace Spin Seam Drive Defence</p> <p>T6 Speed Power Strength</p>	<p>T5 Use a range of technique when fielding</p> <p>Hit, throw, bowl and catch with accuracy</p> <p>Play competitive games to agreed rules</p> <p>Explain rules to others</p> <p>Communicate a plan to a team</p> <p>Use a range of techniques with confidence</p>	<p>End of unit tracking</p> <p>All pupils will be able to:</p> <p>T5 Develop a wider range of fielding Disciplinary knowledge and begin to use these under some pressure. Identify when successful and what is needed to do to improve. Strike a bowled ball with increasing consistency. Work co-operatively with others to manage our game. Understand the need for tactics and can identify when to use</p>

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

<p>appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>		<p>Accuracy Vertical Progressive Consistent Down sweep Up sweep Bounding Momentum</p>	<p>T6 Control body when taking off and landing  Throw with accuracy  Combine a range of running, jumping, throwing and catching technique with control</p>	<p>them in different situations. Understand the rules of the game and I can apply them honestly most of the time. Understand there are different Disciplinary knowledge for different situations and Begin to use this.  T6  Choose the best pace for a running event. Identify good athletic performance and explain why it is good. Perform a range of jumps showing some technique. Show control at take-off and landing in jumping activities. Take on the role of coach, official and timer when working in a group. Use feedback to improve sprinting technique.</p>
---	---	---	--	--

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

				Persevere to achieve personal best. Show accuracy and power when throwing for distance.
<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;">T5 Singing in unison and canon, Simple notation, improvisation with varied instruments leading to composition. T6 Singing in unison and canon, Working in great detail with songs for performances. Stagecraft KC: Singing, Listening, Composing, Performing, Musicianship</p>				
Prior knowledge	see vertical planning Y3/4			
National Curriculum	Key knowledge	Vocabulary	Disciplinary knowledge	Evidence
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to	<p style="text-align: center;">T5</p> <p>What is an interval? How do we sing recognising intervals? What are symbols of notation? How do we recognise symbols of notation?</p> <p style="text-align: center;">T6</p> <p>How do we create an instrumental vocal piece? How do we perform an instrumental vocal piece? How do we create and perform an instrumental vocal piece with harmony and melody?</p>	<p style="text-align: center;">T5</p> <p>Intervals Melody Tonality Staves Clefs Rest Note-values</p> <p style="text-align: center;">T6</p> <p>Stagecraft Performance Stable tempo Confidence Solos</p>	<p style="text-align: center;">T5</p> <p>Listen and copy rhythmic patterns</p> <p>Read rhythmic notation up to four parts</p> <p>Read and perform pitch notation</p> <p>Identify note names and durations</p> <p style="text-align: center;">T6</p>	<p style="text-align: center;">End of unit performance/end of unit quiz/pupil questioning of KQs</p> <p>All pupils will be able to:</p> <p style="text-align: center;">T5</p> <p>Recognise intervals and sing with intervals</p> <p>Identify rudimentary symbols of notation</p> <p style="text-align: center;">T6</p>

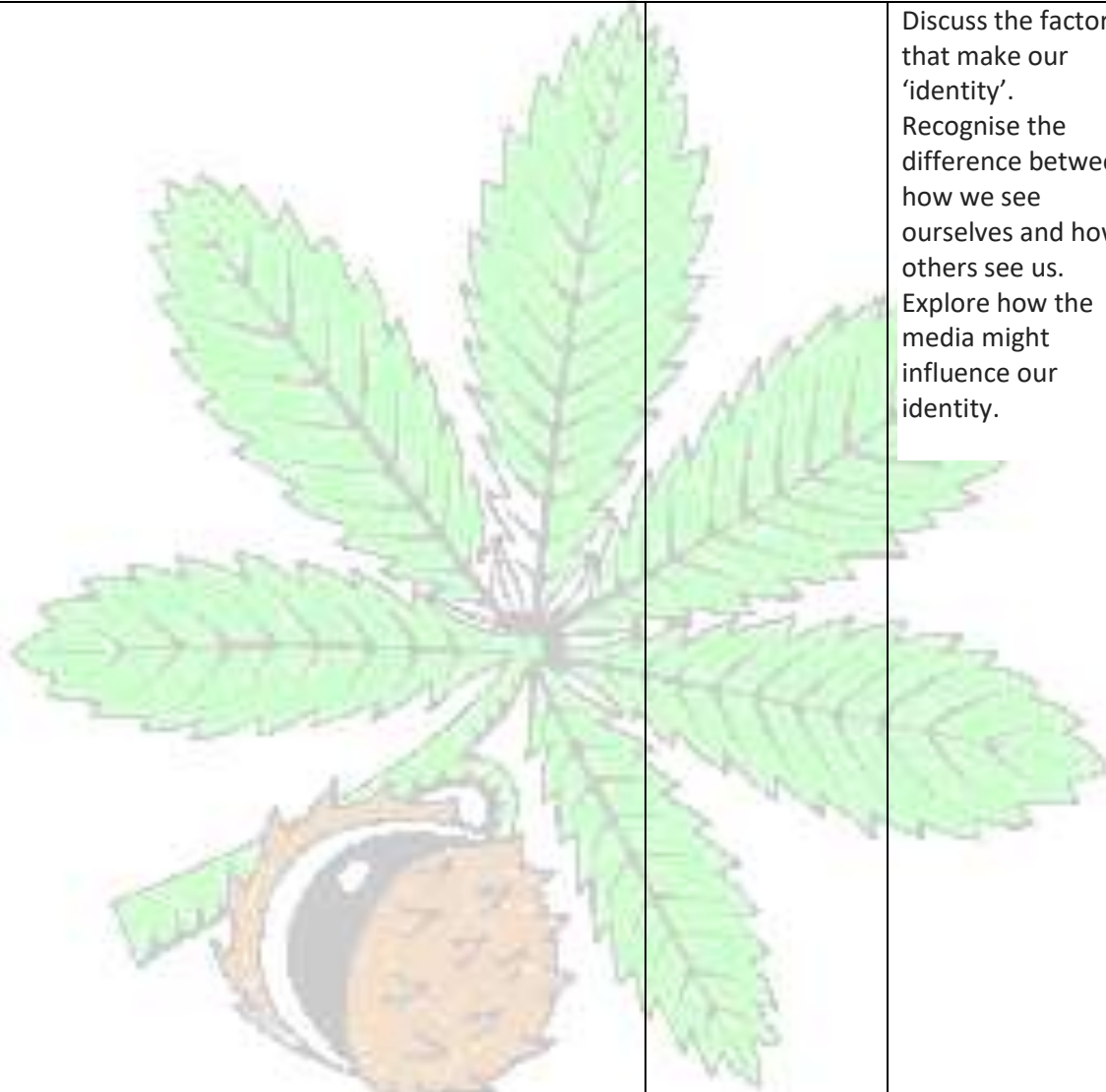
# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

<p>detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music</p>		<p>Self-confidence 3 chord trick</p>	<p>Sing a broad range of songs from extended repertoire</p> <p>Sing three-part rounds</p> <p>Sing in solos, with a partner or with a group</p> <p>Perform a range of songs to an audience</p> <p>Listen and copy rhythmic patterns</p>	<p>Create/perform an instrumental and vocal piece using simple harmony and melody</p>
<p><b>PSHE</b> KC5: Safety and The Changing Body KC6: Identity and Transition</p> <p>KCs: Family &amp; Relationships * Health &amp; Well-being * Safety &amp; the Changing Body * Citizenship * Economic Well-being * Transition * Identity</p>				
Prior knowledge	Y3/4 Safety and the Changing Body, Transition			
National Curriculum	Key Knowledge	Vocabulary	Disciplinary knowledge	Evidence
N/A	<p>T5</p> <p>What is the process of the menstrual cycle?</p>	<p>T5</p> <p>Breasts</p>	T5	<p>Knowledge mind-map</p> <p>Pupil questioning of KQ</p>

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

	<p>What are the names of the external sexual parts of the body and the internal reproductive organs? Does puberty happen at different ages for different people? What are the steps to take before sending a message online (using the THINK mnemonic)? What are some of the possible risks online? What strategies can we use to overcome pressure from others and make our own decisions? What risks are associated with drinking alcohol? <u>Y6 only</u> How does a baby develop in the womb?</p> <p>T6 What is identity? How do others see us and how do we see ourselves? Are all images realistic?</p>	<p>Cervix Clitoris Conception Cyberbullying Decision Egg or ova Ejaculation Erection Fallopian tube Fertilisation Friend Genitals Influence Internet trolling Labia Menstruation/period Nipples Ovary/ovaries Penis Pregnant Private Puberty Pubic hair Scrotum</p> <p>T6 Change Identity Images Manipulation Media</p>	<p>Learn about the emotional changes during puberty. Identify reliable sources of help with puberty. Develop an understanding of how to ensure relationships online are safe. Learn to make 'for' and 'against' arguments to help with decision making. Discuss the reasons why adults may or may not drink alcohol. Learn how to help someone who is choking. <u>Y6 only</u> Discuss problems that might be encountered during puberty and using knowledge to help.</p> <p>T6</p>	<p><b>End of unit assessment</b></p> <p>All pupils will be able to:</p> <p>T5 Understand what is safe to share online and what to do before sending a message. Identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information. Recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty. Understand some of the reasons adults decide to drink or not drink alcohol. Understand that other people can influence our decisions but we have the right to make our own choices. <u>Y5 only</u></p>
--	--	---	--	--


# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

			<p>Discuss the factors that make our 'identity'.</p> <p>Recognise the difference between how we see ourselves and how others see us.</p> <p>Explore how the media might influence our identity.</p>	<p>Accurately name all the relevant parts of the body.</p> <p>Understand the changes their own gender will go through during puberty.</p> <p>List the range of changes they will go through during puberty.</p> <p><u>Y6 only</u></p> <p>Understand the changes that take place during puberty.</p> <p>Understand the menstrual cycle and that a male and a female are needed to conceive a baby.</p> <p>Understand that a baby changes in the womb and some of the baby's requirements during the first months of life.</p> <p>T6</p> <p>Understand the factors which make up identity.</p> <p>Understand that images can be manipulated by the professional media but also by individuals</p>
--	---	--	---	---


# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

				and that they are not realistic.
<p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;">T5 : (Y6) KC –Creating Media: History of computers Online Safety (Y5)</p> <p style="text-align: center;">T6 : (Y6) KC – Disciplinary knowledge Showcase: Inventing a product</p> <p style="text-align: center;">KCs: • Computing systems and networks • Programming • Data and information • Creating media • Online Safety</p>				
Prior learning	Y3/4 Online Safety, Creating Media: Video Trailers, Website Design			
National Curriculum	Key Knowledge	Vocabulary	Disciplinary knowledge	Evidence
<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of</p>	<p>T5</p> <p>What are radio plays? How can sound clips be recorded? How can sound clips be edited? How do we stay safe online? What are the pros and cons of online communication. Is information on the Internet always accurate? What do we do if we experience bullying online? How do we use an online community safely?</p> <p>T6</p> <p>What does designing an electronic product involve? Which programming software/language is best to achieve a purpose? What are the building blocks of computational thinking?</p>	<p>T5</p> <p>Background noise Devices Gigabyte Hardware Memory storage Overlay Radio play Record Script Sound effects Byte File Graphics Kilobytes Mouse Play RAM</p>	<p>T5</p> <p>Learn about the history of computers and how they have evolved over time. Use the understanding of historic computers to design a computer of the future. Use search and word processing Disciplinary knowledge to create a presentation. Plan, record and edit a radio play.</p>	<p>Knowledge mind-map Pupil questioning of KQ End of unit assessment</p> <p>All pupils will be able to: T5 Explain how to record sounds and add in sound effects over the top. Produce a simple radio play with some special effects and simple edits which demonstrate an understanding of how to use the software.</p>

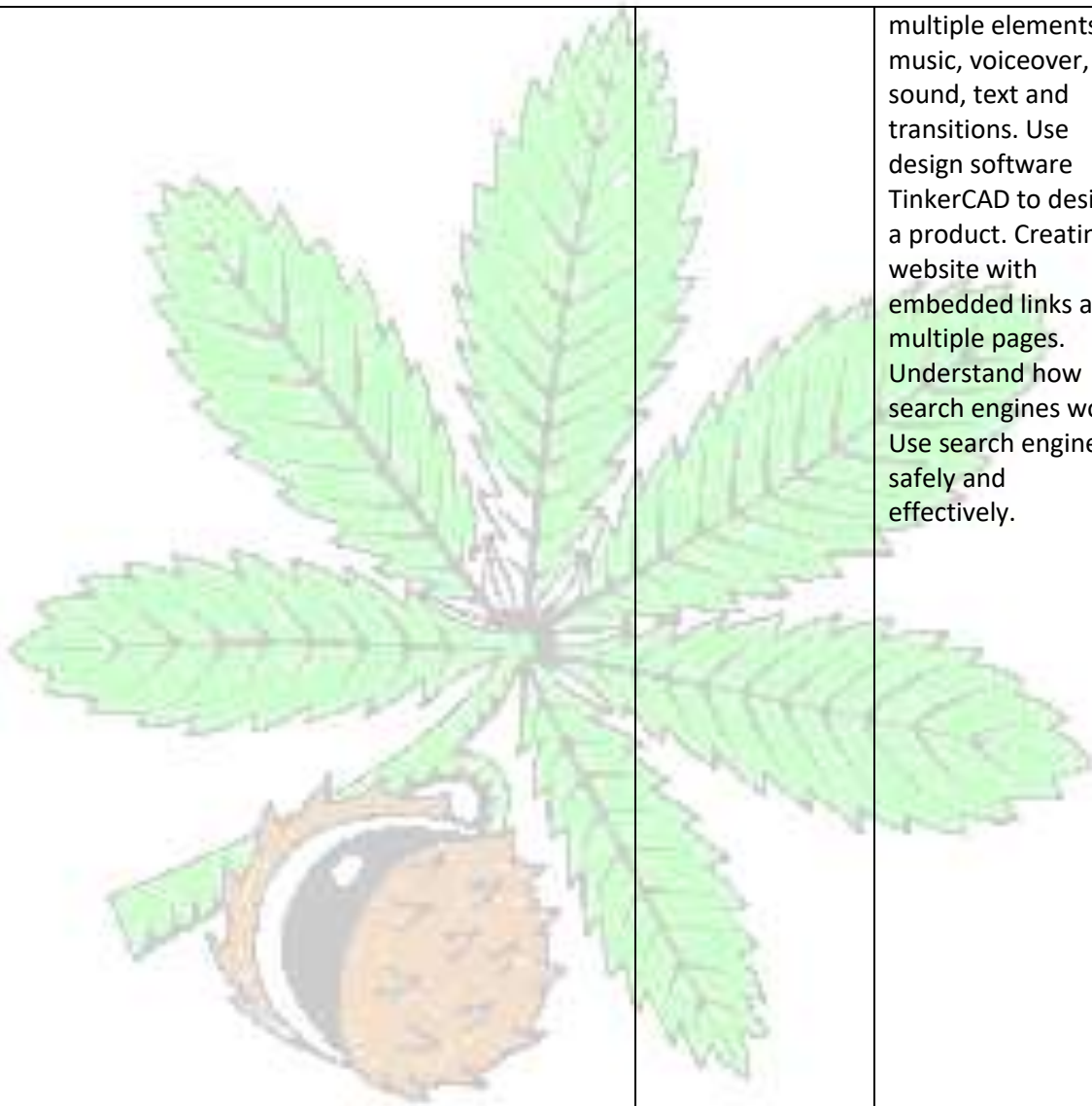
# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

<p>ways to report concerns about content and contact</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given</p>		<p>Reverb</p> <p>Smartphone</p> <p>Computer</p> <p>FX</p> <p>Hard drive</p> <p>Megabyte</p> <p>Operating system</p> <p>Processor</p> <p>ROM</p> <p>Sound</p> <p>Bullying</p> <p>Health</p> <p>Judgement</p> <p>Mindfulness</p> <p>Opinion</p> <p>Personal information</p> <p>Real World</p> <p>Support</p> <p>Application</p> <p>Communication</p> <p>In-app purchases</p> <p>Memes</p> <p>Positive contributions</p> <p>Apps</p> <p>Emojis</p> <p>Mental Health</p> <p>Private information</p>	<p>Create and edit sound recordings for a specific purpose.</p> <p>Understand that passwords need to be strong and that apps require some form of passwords.</p> <p>Recognise a couple of the different types of online communication and know who to go to if they need help with any communication matters online.</p> <p>Search for simple information about a person, such as their birthday or key life moments.</p> <p>Know what bullying is and that it can occur both online and in the real world.</p> <p>Recognise when health and wellbeing are being affected in either a positive or negative way through online use.</p>	<p>Create a document that includes correct date information and facts about the computers and how they made a difference.</p> <p>Demonstrate a clear understanding of their device and how it affected modern computers, including well-researched information with an understanding of the reliability of their sources.</p> <p>Describe all of the features that we'd expect a computer to have including RAM, ROM, hard drive and processor, but of a higher specification than currently available.</p> <p>Understand that passwords need to be strong and that apps require some form of passwords.</p> <p>Recognise a couple of the different types of online communication</p>
--	---	---	--	---

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

<p>goals, including collecting, analysing, evaluating and presenting data and information</p>		<p>T6</p> <p>Adapt Bugs Design Evaluate Images Inputs Product Screenshot Sequence Advert Coding Edit Facts Influence Loops Output Program Search engine Algorithm Debugging Image rights Manipulation Repetition Selection</p>	<p>Offer a couple of advice tips to combat the negative effects of online use.</p> <p>T6</p> <p>Use past experiences to help solve new problems. Write increasingly complex algorithms for a purpose. Debug quickly and effectively to make a program more efficient. Remix existing code to explore a problem. Change a program to personalise it. Evaluate code to understand its purpose. Predict code and adapting it to a chosen purpose. Use logical thinking to explore software independently, iterating ideas and testing continuously. Create and edit videos, adding</p>	<p>and know who to go to if they need help with any communication matters online. Search for simple information about a person, such as their birthday or key life moments. Know what bullying is and that it can occur both online and in the real world. Recognise when health and wellbeing are being affected in either a positive or negative way through online use. Offer a couple of advice tips to combat the negative effects of online use.</p> <p>T6</p> <p>Evaluate code, understanding what it does and adapt existing to code for a specific purpose. Debug programs and make them more efficient using</p>
---	---	--	---	--

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

			<p>multiple elements: music, voiceover, sound, text and transitions. Use design software TinkerCAD to design a product. Creating a website with embedded links and multiple pages. Understand how search engines work. Use search engines safely and effectively.</p>	<p>sequence, selection, repetition or variables. Design appropriate housing for their product using CAD software, including any input or output devices needed to make it work. Create an appealing website for their product, aimed at their target audience which explains what their product is and what it does, using persuasive language. Create an edited video of their project, articulating the key benefits. Describe and show how to search for information online and be aware of the accuracy of the results presented.</p>
--	---	--	---	---

# Brabourne CEP School Horizontal planning – Jupiter Class – Term 5/6 2023

