Horizontal Planning – Jupiter Class – Terms 1&2 2023/24

MATHS

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

Year 5/6

Prior Learning – Flashback 4

Y5/6 – Teaching Daily Sequence Components– Place Value

	Learning Outcome	Year 5 Small Step	Year 6 Small Step
Day 1	Y5: Roman Numerals to 1,000 Y6: Consolidation/Problem Solving	1	-
Day 2	Y5: Numbers to 10,000 Y6: Consolidation/Problem Solving	2	-
Day 3	Y5: Numbers to 100,000 Y6: Numbers to 1,000,000	3	1
Day 4	Y5: Numbers to 1,000,000 Y6: Numbers to 10,000,000	4	2
Day 5	Y5: Read & write numbers to 1,000,000 Y6: Read & write numbers to 10,000,000	5	3
Day 6	Y5: Powers of 10 Y6: Powers of 10	6	4
Day 7	Y5: 10/100/1,000/10,000, 100,000 more or less Y6: Consolidation/Problem Solving	7	-

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Day 8	Y5: Partition numbers to 1,000,000 Y6: Consolidation/Problem Solving	8	-
Day 9	Y5: Number line to 1,000,000 Y6: Number line to 10,000,000	9	5
Day 10	Y5: Compare and order numbers to 100,000 Y6: Compare and order any integers	10	6
Day 11	Y5: Compare and order numbers to 1,000,000 Y6: Consolidation/Problem Solving	11	-
Day 12	Y5: Round to nearest 10, 100 or 1,000 Y6: Consolidation/Problem Solving	12	-
Day 13	Y5: Round within 100,000 Y6: Consolidation/Problem Solving	13	-
Day 14	Y5: Round within 1,000,000 Y6: Round any integers	14	7
Day 15	End of Block Assessment	-	-

<u>Y5/6 – Teaching Daily Sequence Components – Addition & Subtraction</u>

		Year 5 Small Step	Year 6 Small Step
Day 1	Y5: Mental Strategies Y6: Mental Calculations and estimation	1	16
Day 2	Y5: Add whole numbers with more than 4 digits Y6: Consolidation/Problem Solving	2	-

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Day 3	Y5: Subtract whole numbers with more than 4 digits Y6: Add and subtract integers	3	1
Day 4	Y5: Round to check answers Y6: Consolidation/Problem Solving	4	-
Day 5	Y5: Inverse operations (+ & -) Y6: Consolidation/Problem Solving	5	-
Day 6	Y5: Multi-step addition and subtraction problems Y6: Consolidation/Problem Solving	6	-
Day 7	Y5: Compare calculations Y6: Consolidation/Problem Solving	7	-
Day 8	Y5: Find missing numbers Y6: Consolidation/Problem Solving	8	-
Day 9	End of Block Assessment		

<u>Y5/6 – Teaching Daily Sequence Components– Multiplication & Division</u>

		Year 5 Small Step	Year 6 Small Step
Day 1	Y5: Multiples and Common Multiples Y6: Common Multiples	1, 2	3
Day 2	Y5: Factors and Common Factors Y6: Common Factors	3, 4	2

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Day 3	Y5: Consolidation/Problem Solving Y6: Rules of Divisibility	-	4
Day 4	Y5: Prime Numbers Y6: Primes to 100	5	5
Day 5	Y5: Square Numbers Y6: Consolidation/Problem Solving	6	-
Day 6	Y5: Cube Numbers Y6: Square and cube numbers	7	6
Day 7	Y5: Multiply by 10, 100 and 1,000 Y6: Consolidation/Problem Solving	8	-
Day 8	Y5: Divide by 10, 100 and 1,000 Y6: Consolidation/Problem Solving	9	-
Day 9	Y5: Multiples of 10, 100 and 1,000 Y6: Consolidation/Problem Solving	10	-
Day 10	Y5: Multiplication by 1 digit Y6: Multiply up to 4-digits number by a 2-digit number	Sp1	7
Day 11	Y5: Multiplication by 2 digits Y6: Solve problems with multiplication	Sp2, 3, 4, 5	8
Day 12	Y5: Short division Y6: Short division	Sp7	9
Day 13	Y5: Divide 4 digit number by 1 digit number Y6: Division using factors	Sp8	10

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Day 14	Y5: Divide with remainders Y6: Introduction to long division	Sp9	11
Day 15	Y5: Efficient Division Y6: Long division with remainders	Sp10	12
Day 16	Y5: Consolidation/Problem Solving Y6: Solve problems with division	Sp11	13
Day 17	Y5: Consolidation/Problem Solving Y6: Solve multi-step problems	Sp6	14
Day 18	Y5: Consolidation/Problem Solving Y6: Order of operations	-	15
Day 19	End of Block Assessment		

Y5/6 – Teaching Daily Sequence Components – Fractions

		Year 5 Small Step	Year 6 Small Step
Day 1	Y5: Find fractions equivalent to a unit Y6: Equivalent fractions and simplifying	1	1
Day 2	Y5: Find fractions equivalent to a non-unit fraction Y6: Equivalent fractions on a number line	2	2
Day 3	Y5: Recognise equivalent fractions Y6: Consolidation/Problem Solving	3	-
Day 4	Y5: Convert improper fractions to mixed numbers Y6: Consolidation/Problem Solving	4	-

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Day 5	Y5: Convert mixed numbers to improper fractions Y6: Consolidation/Problem Solving	5	-
Day 6	Y5: Compare fractions less than 1 Y6: Compare and order (denominator)	6	3
Day 7	Y5: Compare and order fractions greater than 1 Y6: Compare and order (numerator)	8	4
Day 8	Y5: Add and subtract fractions with the same denominator Y6: Add and subtract simple fractions	9	5
Day 9	Y5: Add fractions within 1 Y6: Add and subtract any two fractions	10	6
Day 10	Y5: Add fractions with a total greater than 1 Y6: Consolidation/Problem Solving	11	-
Day 11	Y5: Add to a mixed number Y6: Consolidation/Problem Solving	12	-
Day 12	Y5: Add two mixed numbers Y6: Add mixed numbers	13	7
Day 13	Y5: Subtract fractions Y6: Consolidation/Problem Solving	14	-
Day 14	Y5: Subtract from a mixed number Y6: Subtract mixed numbers	15	8
Day 15	Y5: Subtract from a mixed number – breaking the whole	16	9

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	Y6: Multi-step problems		
Day 16	Y5: Subtract two mixed numbers Y6: Multiply fractions by integers	17	1
Day 17	Y5: Consolidation/Problem Solving Y6: Multiple fractions by fractions	-	2
Day 18	Y5: Consolidation/Problem Solving Y6: Divide a fraction by an integer	-	3
Day 19	Y5: Consolidation/Problem Solving Y6: Divide any fraction by an integer	-	4
Day 20	Y5: Consolidation/Problem Solving Y6: Mixed questions about fractions	-	5
Day 21	Y5: Consolidation/Problem Solving Y6: Fraction of an amount/find the whole	-	6, 7
Day 22	End of Block Assessment		

<u>Key Vocabulary</u>

Number – ten thousands, one hundred thousands, powers of, integer, millions, ten millions

Addition & Subtraction – total, difference

Multiplication & Division – multiples, factors, prime numbers, square numbers, cubed numbers, short division, product, dividend, divisor, quotient, operations, multi-digit number, long division

Fractions – fifth, thousandths, mixed number, percent %, factors, integer, complements

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<u>Maths Composites Term 1/2</u>

Year 5	Year 6
End points Number	**End points** Number • read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit • (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above Additional & Subtraction

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Additional & Subtraction	• count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • count forwards and backwards with positive and negative whole numbers, including through zero • interpret negative numbers in context • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above • read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit • read Roman numerals to 1000 (M) and recognise years written in Roman numerals. • (read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit • perform mental calculations, including with mixed operations and large numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

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• use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign Multiplication & Division	Multiplication & Division

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- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})

- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

- identify common factors, common multiples and prime numbers
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers

- solve problems involving addition, subtraction, multiplication and division

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Fractions

- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5}+\frac{4}{5}=\frac{6}{5}=1\frac{1}{5}$]

- compare and order fractions whose denominators are all multiples of the same number

- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

- use their knowledge of the order of operations to carry out calculations involving the four operations

Fractions

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions > 1

- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4}\times\frac{1}{2}=\frac{1}{8}$]
- divide proper fractions by whole numbers [for example, $\frac{1}{3}\div 2=\frac{1}{6}$]

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ENGLISH Key concepts Reading – Retrieval Word meaning Word choice Relationship Summarising Word meaning Inference Comparison Prediction Writing – composition, transcription	
Reading Key texts and Concepts Component steps identified in Complete Comprehension Complete-Comprehension-Curriculum-Progression.xlsx (live.com) Prior learning – Brabourne-Reading-Progression-2022-2023-1.pdf	
Term 1 Key Focus Text – Rain Player Y6 T1 Complete Comprehension Unit 1 – Fiction – Inference Unit 2 – Poetry – Retrieval Unit 3 – Non-fiction – Summarising Unit 4 – Poetry – Relationship	Term 2 Key Focus Text – The Boy at the Back of the Class Y6 T2 Complete Comprehension Unit 5 – Fiction – Inference Unit 6 – Poetry – Word Meaning Unit 7 – Fiction – Prediction Progress Check – Fiction – Mixed Skills

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Who let the Gods out? By Maz Evans To Asgard! By Rachel Piercey Hidden Figures by Margot Lee Shetterly The British (serves 60 million) by Benjamin Zephaniah	War Horse by Michael Morpurgo For the Fallen by Laurence Binyon Sky Song by Abi Elphinstone The Snow Queen by Hans Christian Andersen
Reading Composites T1/2	
To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters, change and develop through texts by drawing inferences based on indirect clues. To predict what might be happening from details stated and implied. To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review)	To draw inferences from characters' feelings, thoughts and motives and justify with evidence from the text. To make predictions based on details stated and implied, justifying them in detail with evidence from the text. To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. To draw inferences from characters' feelings, thoughts and motives and justify with evidence from the text. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.
Writing	
Vocabulary, grammar & punctuation substantive and disciplinary knowledge **Year 5/6 Terms 1&2**	

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Prior Learning - Progression-of-Genres-1.pdf (brabourne.kent.sch.uk)
Brabourne-Writing-Progression-2022-2023.pdf

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1 Resources Resources	Words with endings that sound like /shuhs/ spelt with '-cious'	Words with endings that sound like /shuhs/ spelt with '-tious' or '-ious'	Words with the short vowel sound /i/ spelt with 'y'	Words with the long vowel sound /i/ spelt with 'y'	Homophones and near homophones	Homophones and near homophones	Review Week
	Noun Phrases	Modal Verbs and Subjunctive Mood	Suffixes - Nouns and Adjectives to Verbs	Relative Clauses	Commas	Assess and Review	
Term 2 Resources Resources	Words with 'silent' letters	Words with 'silent' letters	Modal verbs	Words ending in 'ment'	Adverbs of possibility and frequency	Statutory spelling challenge words	Review Week
	Pronouns & Possessive Pronouns	Adverbs to Show Frequency	Prefixes	Colons in Lists	Subordinating Conjunctions and Clauses	Assess and Review	

Writing composites
Year 5/6 Terms 1&2

Jupiter: Composition

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Instructions:

- Identify features of instructions
- Identify the audience and purpose audience for writing
- Plan a set of instructions: focussing on structure, imperative verbs, bullet points, chronological order
- 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

Persuasive Poster:

- Identify the features of persuasive writing
- Identify the audience and purpose audience for writing
- Distinguish between language of speech and writing
- Plan a formal persuasive poster: focussing on structure, content, vocabulary of persuasion
- Write a persuasive poster: focussing on correct tense, cohesion, formal persuasive language, informative content
- Consistently link ideas
- Edit and improve vocabulary using a thesaurus
- Publish persuasive poster using organisational features

Diary Entry:

- Identify features of a diary entry

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- 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.

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
- Write a balanced report about consumption of chocolate: 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

Poetry:

- Read poetry
- Analyse poems: focus on language and use of synonyms and antonyms for description and mood
- Plan and write own poem describing a books I have read

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- Edit and improve vocabulary using a thesaurus
- Publish poem using organisational features
- Perform poems using appropriate intonation, volume and movement

Narrative (Another Chapter):

- Identify features of narrative/story writing
- Plan the next chapter of a story using a story mountain: focus on description, dialogue, paragraphs
- Describe settings, characters and atmosphere (mood, pace and meaning)
- Write another chapter for Rain Player: 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

Biography:

- Identify the features of a biography
- Identify the audience and purpose audience for writing
- Distinguish between language of speech and writing
- Plan a biography: focussing on structure, content of paragraphs, vocabulary of third person
- Write a biography: focussing on correct tense, cohesive paragraphs, formal language, informative content
- Consistently link ideas across paragraphs

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• Edit and improve vocabulary using a thesaurus • Publish biography using organisational feature

History – Magnificent Maya Key Concept: Cause and Effect Key concept question: How did the Spanish colonisation impact on South America then and now? KCs: Cycle A: Power and Legitimacy – Cycle B: Change and Continuity Cycle A; Energy and Sustainability – Cycle B: Ecology and Evolution Cycle A: Movement and People – Cycle B: Cause and Effect	
Prior knowledge	Cause & Effect: The Great Fire of London Y1/2 How did the Great Fire affect life in London? Sub-concept: Movement & People Y3/4 Traders and Raiders Hard Times Y3/4 How did the effects of the early 19th Century change life in Britain?
Assessment/memory	Mind maps, knowledge organisers, end of unit quiz, pupil conferencing, learning journey

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National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End points
a non-European society that provides contrasts with British history – Mayan civilization c. AD 900	• What was the Maya Civilisation? • How did the Maya Civilisation grow to become so important? • Why was Chichen Itza an important discovery? • How does the Maya writing, maths and calendar systems compare with ours? • How was Maya society organised? How does it compare to modern society? • What was everyday life like for the Maya? • Why was maize so important to the Maya people? • How are Maya religious beliefs similar/different to Christian beliefs? • Who was Pakal the Great? • How, and when, did Europeans encounter the Maya Civilisation? • Why did the Maya Civilisation decline? • What is the mystery of the abandoned Maya cities?	Primary End points, secondary End points, Maya Civilisation, Explorer, BCE/AD, Scribes, Codex/codices impact, legacy, change, eye witness, Conquistadors consequences	Use accurate dates when describing and sequencing events. Use Primary and Secondary sources to investigate the Maya Civilisation. Use End points to justify what was responsible for the Maya decline.	All pupils will be able to: Answer the KCQ: **How did the Spanish colonisation impact on South America then and now?** Explain what the Maya Civilisation was and how it grew to be so important. Explain how the Spanish colonisation impacted on the Maya Civilisation. Explain why the Maya Civilisation declined.

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T1 ART– Drawing/Painting: 3D Mayan temple, Frederick Catherwood, Maya Masks KCs: Knowledge of artists and designers: (factual knowledge) Exploring and developing ideas: (conceptual knowledge) Making Disciplinary knowledge: (procedural knowledge) Evaluating: (metacognitive knowledge)				
Prior knowledge	Y3/4 charcoal art			
Assessment	End of unit Success Criteria			
National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End points
To improve mastery of art and design techniques, including drawing in the context of using perspective, light, dark and shading To learn about great artists, architects and designers in history in the context of Frederick Catherwood To learn about Maya masks and create own	Who was Frederick Catherwood? What were the features of his style? How can we emulate his style in our own designs? How can we create Maya art in the style of Frederick Catherwood? Maya Art How can we create a 3D temple using perspective? Why did the Maya create masks? What did the masks represent? How will we create Maya style masks?	Frederick Catherwood Light Dark Shading Perspective Print Artist Composition Final piece Intention Media Medium Style 3D	Research and develop the techniques of great artists and designers and apply this in my own work Recount the work and style of Frederick Catherwood Use my sketchbook to record experiments with media and to try out	All pupils will be able to: Use perspective to create a 3D temple image Use the style of Frederick Catherwood to create Maya images

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designs using Maya ideas			new techniques and processes Draw using precision, perspective and detail Express feelings and emotions through mask design	
DT T2 Electrical Systems: Steady Hand Game KCs: Designing Making Evaluating Technical Knowledge Cooking and nutrition				
Prior knowledge	Y3/4 Electrical Systems: Electronic poster/torch			
Assessment	Knowledge organiser/End of unit Success Criteria			
Big ideas	To know that 'form' means the shape and appearance of an object. To know the difference between 'form' and 'function'. To understand that 'fit for purpose' means that a product works how it should and is easy to use. To know that 'form over purpose' means that a product looks good but does not work very well.			

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	To know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind. To understand the diagram perspectives 'top view', 'side view' and 'back'.			
National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End points
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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and	What does 'form' mean? What is the difference between 'form' and 'function'? What does 'fit for purpose' mean? What does 'form over purpose' mean? What is the importance of 'form follows function' when designing?	Assemble battery battery pack benefit bulb bulb holder buzzer circuit circuit symbol component conductor copper design design criteria evaluation fine motor skills fit for purpose form	Design a steady hand game, identifying and naming the components required. Draw a design from three different perspectives. Generating ideas through sketching and discussion. Model ideas through prototypes. Understand the purpose of products	All pupils will be able to: Design & finish product for evaluation All pupils will be able to: Explain simply what is meant by 'form' (the shape of a product) and 'function' (how a product works). State what they like or dislike about an existing children's toy and why. Learn about skills developed through play and apply this

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computer- aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design		function gross motor skills insulator LED user	(toys), including what is meant by 'fit for purpose' and 'form over function'. Construct a stable base for a game. Accurately cut, folding and assembling a net. Decorate the base of the game to a high-quality finish. Make and test a circuit. Incorporate a circuit into a base. Test their own and others' finished	knowledge in a survey of one or more children's toys. Identify the components of a steady hand game. Design a steady hand game of their own according to their design criteria, using four different perspective drawings. Create a secure base for their game, with neat edges, that relates to their design. Make and test a functioning circuit and assemble it within a case.

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criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].			games, identifying what went well and making suggestions for improvement. Gather images and information about existing children's toys. Analyse a selection of existing children's toys.	
SCIENCE T1 Living Things and Their Habitats ~ Key Concept: Biology Big Idea: Organisms are organised on a cellular basis and have a finite life span. T2 Electricity ~ Key Concept: Physics				

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Big idea: Changing the movement of an object requires a net force to be acting upon it. KCs: Physics, Biology, Chemistry				
Prior knowledge	Y1/2 Biology: T5&6 Cycle B – Living Things and Their Habitats, Y3/4 Biology: T3&4 Cycle B – Living Things and Their Habitats Y3/4 Physics: T3&4 Cycle B –Electricity			
Assessment	Concept cartoons, mind maps, end of unit quiz, learning journey, knowledge organisers			
National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End points
T1 describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro - organisms, plants and animals; give reasons for classifying plants and	T1 How are living things classified into groups? Why are living things classified into groups? Who was Carl Linnaeus? What is the Linnaean System of classification? What are the characteristics of different types of animals? What are microorganisms? How are some microorganisms helpful and some harmful? What are the characteristics of different types of microorganisms?	T1 Carl Linnaeus Classification Characteristics Taxonomist Key Bacteria Microorganisms Microscope Species T2 Electrical wires Crocodile clips	T1 Sort and group animals for a zoo. Find out about the Linnaean System of classification. Identify characteristics of different animals. Explore unusual creatures and classify them.	All pupils will be able to: T1 Sort and group animals based on their features, using examples as a guide. Describe Carl Linnaeus and his development of his classification system. Place animals into given groups based on certain characteristics.

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animals based on specific characteristics. T2 associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.	T2 What is the importance of the major discoveries in electricity? What is the effect of differing volts in a circuit? What is a component? How do different components function?	Bulbs Bulb holders Batteries Volts Buzzers Motors Switches Battery holders Thomas Edison Nikola Tesla Alessandro Volta Michael Faraday Alternating current Direct current	Explore helpful and harmful microorgamisms. Identify the characteristics of different types of microorganisms. Classify organisms in the local habitat. T2 Discuss major discoveries made by scientists in the field of electricity. Observe and explain the effect of different volts in a circuit. Investigate the relationship between wire length and bulb brightness or buzzer loudness.	Design a creature with a specific set of characteristics, using prompts and a word grid. Name types of microorganism. Set up an investigation into harmful microorganisms. Design a microorganism using given characteristics. Complete descriptions on the characteristics of groups of organisms, using images as prompts. T2 Know the main circuit symbols and use these to draw circuit diagrams.

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				Be able to plan and conduct an investigation. Plan an investigation based on the results of a previous investigation. Decide how to record data.
RE T1: Creation– Creation or Science? T2: Gospels – What would Jesus do? KCs: God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God				
Prior knowledge	Creation Y3/4 What do Christians learn from the Creation Story? Christianity Gospels –Y3/4 What kind of world did Jesus want?			
Assessment	Mind maps, pupil conferencing, learning journey, knowledge organisers			
Big ideas	**Bid ideas (Conceptual building blocks):** Christians believe God is omnipotent,omniscient andeternal, and that this means God is worth worshipping. Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and			

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	injustice(see Fall) but also being loving, forgiving and full of grace. Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. Christians believe getting to know God is like getting to know a person			
National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End points
Our RE Curriculum is delivered through the Kent Agreed Syllabus for Religious Education and the Understanding Christianity resource	T1 **Creation or Science?** Do all Christians believe that Genesis is strictly true and that God created the world in 6 days? What do different Christians believe about how the world was created? What type of text do some Christians say that Genesis is? Are some scientists Christians? What do they believe? How do some Christians link the text of Genesis to science? Are Genesis and science conflicting or complementary? What might Christians find inspiring about the story in Genesis? T2 **What would Jesus do?** What mattered to Jesus? How did Jesus teach his followers to love?	T1 God Pray Christian Baptism Universe Commandement Sin Omnipotent Eternal Proverb Charity Creation Universal T2 Forgiveness Disciple	Outline clearly 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	All pupils will be able to: T1 Answer the question: 'Are the creation story and science conflicting or complementary? Identify what type of text some Christians say Genesis 1 is, and its purpose Take account of the context, suggest what Genesis 1 might mean, and compare their ideas

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	What do Jesus' parables about forgiveness teach Christians today? How do Christians try to follow Jesus' teachings of justice and fairness? What did Jesus teach about being generous and being greedy? What would Jesus do today? What have we learned about living by the values of Jesus in the modern wold/	Parable Justice Greed Values Fairness		with ways in which Christians interpret it, showing awareness of different interpretations Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring Weigh up how far the Genesis 1 creation narrative is in conflict, or

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				is complementary, with a scientific account, giving good T2 Answer the question: 'What would Jesus do?' Outline Jesus' teaching on how his followers should live Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live Explain the impact Jesus' example and teachings might have on Christians today

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				Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.

French T1 Transport T2 In My French House KCs: Speaking & Pronunciation, Listening, Reading & Writing, Grammar, Intercultural Understanding	
Prior knowledge	Prior structures : j'ai/je n'ai pas de/ou est ?/c'est…/tu aimes ? J'aime/je n'aimes pas/j'adore/je deteste/il y a
Assessment/memory	Knowledge organiser, quiz
Big ideas	T1 The English language contains some words borrowed from the French language, but these may have different meanings such as **un car** (a coach) and **travail** (work) The connective **car** (because) can be used to extend a sentence and give a justification. Accents change the sound of the words they appear on. French is spoken in many countries other than France. The indefinite article changes depending on the gender of a noun. Questions can be structured using a statement and changing my intonation.

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	hen talking about a countable object in French we use the indefinite article **un** (before a masculine singular noun) **une** (before a feminine singular noun). me nouns are irregular in the plural form such as **bateau** – **bateaux**.

T2

National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End points
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. Engage in conversations; ask	T1 Transport • How do we work out the meaning of new language? • How do we develop speaking skills? • How do we describe a journey? • How do we conduct a survey in French? • How do we understand, express and justify opinions? T2 In My French House – coming soon	T1 J'aime Je déteste voyager car c'est rapide lent confortable inconfortable amusant polluant Tu vas où ? Tu y vas comment ?	T1 Plan, ask, and answer questions. Use a bilingual dictionary to check the spelling, and meaning of words and to source new language.	T1 All pupils will be able to: Identify which nouns are cognates or near cognates. Use language detective strategies to work out the meaning of new words.

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and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases		T2 – coming soon	Extend sentences using connectives and a range of adjectives. Give and justify opinions. Apply accurate sound-spelling links. Use the preposition **y** (there) to indicate a place and avoid repetition. Correctly placing **ne…pas** (don't in this context) around the verb to	Form simple statements by adapting a model. Apply accurate word order in French. Identify and extract key information from short texts. Write sentences containing familiar language, with correctly formed accents. Use the verb **aller** in the present tense to ask for and give information about how people travel.

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Present ideas and information orally to a range of audiences Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including			create a negative phrase. Pronounce the phonemes **ou**, **in**, **a u**, **on** and, **oi** accura tely T2	Select the correct preposition **en** or **à** de pending on the type of transport. T2 Pupils who are **secure** will be able to:

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through using a dictionary Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 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 apply these, for				

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instance, to build sentences; and how these differ from or are similar to English				
PE T1 Football & Hockey T2 Netball & Hockey KCs: Competence, Performance, Creativity, Healthy Lifestyle, Evaluation & Analysis				
Prior knowledge	Y3/4 Football, Hockey, Netball Previous year Football, Hockey, Netball			
Assessment	Pupil conferencing/end of term spreadsheet			
National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End points

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play competitive games, modified where 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	T1 How do we maintain possession when dribbling? How do we dribble with control under pressure? How do we select the appropriate skill, choosing when to pass and when to dribble? How do we move into and create space to support a teammate? How do we use the appropriate defensive technique for the situation? How do we apply rules, skills and principles to play in a tournament? T2 How do we develop passing and moving to maintain possession? How do we use a variety of attacking skills to lose a defender? How do we move into and create space to support a teammate? How do we use defending skills to gain possession? How do we develop accuracy in the shooting action under pressure?	T1 Dribbling Marking Space Defend Attack Determination Hold Concede Switch Retreat Travel Technique Formation Patterns of play T2 Receive Opponent Dodging Attack Possession	T1 Play competitive games to agreed rules Explain rules to others Communicate a plan to a team Use a range of techniques with confidence and skills in a game Evaluation – to be covered throughout all units T2	All pupils will be able to: T1 Create and use space to help my team dribble, pass, receive and shoot the ball with increasing control under pressure Select the appropriate action for the situation and make this decision quickly Use marking, tackling and/or interception to improve my defence Use the rules of the game consistently to play honestly and fairly

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compare their performances with previous ones and demonstrate improvement to achieve their personal best.	How do we use and apply skills, principles and tactics to a game situation?	Interception Formation Patterns of play	To be able to throw and catch a ball accurately Use a number of techniques to pass, dribble and shoot with control and accuracy Apply basic principles suitable for attacking and defending Evaluate – to be covered throughout all units	Work collaboratively to create tactics with my team and evaluate the effectiveness of these Recognise my own and others strengths and areas for development and can suggest ways to improve. T2 Create and use space to help my team. Pass, receive and shoot the ball with increasing control under pressure. Select the appropriate action for the situation and make this decision quickly.

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				Use marking, and/or interception to improve my defence. Use the rules of the game consistently to play honestly and fairly. Work collaboratively to create tactics with my team and evaluate the effectiveness of these. Work in collaboration with others so that games run smoothly. Recognise my own and others strengths and areas for development and can suggest ways to improve.
Music				

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<table>
<tr><td colspan="5">T1 Living on a Prayer (rock anthems)
T2 Christmas Performance and O2
KC: Listening, Singing, Playing, Creating, Performing, Technical Focus
.</td></tr>
<tr><td>Prior knowledge</td><td colspan="4">Interrelated dimensions of music run through all lessons
Music timelines: How Rock music developed from the Beatles onwards.</td></tr>
<tr><td>Assessment/memory</td><td colspan="4">Beginning/end of unit quiz/knowledge organiser</td></tr>
<tr><td>National Curriculum</td><td>Key Questions</td><td>Vocabulary</td><td>Disciplinary knowledge</td><td>Composite End points</td></tr>
</table>

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Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory. 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. Listen with attention to detail and recall sounds with increasing aural memory.	T5 What are the 'style indicators' of Rock music? How do we learn to sing a rock song? How do we play an instrument to accompany a rock song? How do we improvise with an instrument to a rock song? How do we compose our own rock song? How do we perform a joint class piece? play, improvise, compose and perform with T6 How do we learn to work collaboratively to create a varied vocal and instrumental performance?	T5 : Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose T6 Carols Choir Singing Collaboration Performance Harmony Instruments Musicianship	T5 Listen with attention to detail and recall sounds with increasing aural memory Use their understanding of musical themes to draw links between pieces of music from different genres and time periods. Give a balanced opinion on a piece of music by using their understanding of musical elements and structure.	All pupils will be able to: Identify and explain the style indicators of rock music Understand where the development of rock music lies in a music timeline Know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and keep internal pulse in rock music.

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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. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.			Sing with a good sense of ensemble, observing rhythm, phrasing, dynamics, pitching and appropriate style Create, rehearse and present a holistic performance, with an understanding of the musical, cultural and historical contexts. Plan and compose an 8 or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. Play a melody following staff	Sing along with tune, timing and rhythm to a rock song Play an instrument in time to the beat of a rock song Improvise with an instrument to a rock song Contribute to a collaborative performance T6 Work collaboratively to create a final class performance in front of an audience, singing in harmony, whole group or as a solo.

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			notation written on one stave and using notes within an octave range with awareness of dynamic range. T6 Create, rehearse and present a holistic performance, with an understanding of the musical, cultural and historical contexts. Perform with an awareness of the importance of the performing space and how to use it.	

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			Children can sing with a good sense of ensemble, observing rhythm, phrasing, dynamics, pitching and appropriate style.	

PSHE KC1: Family & Relationships KC2: Health & Wellbeing KCs: Family & Relationships * Health & Well-being * Safety & the Changing Body * Citizenship * Economic Well-being * Transition * Identity	
Prior knowledge	Y3/4 Family & relationships, health & wellbeing Previous year: Family & relationships, health & wellbeing
Assessment/memory	Knowledge organiser, quiz
Big Ideas	T1 To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise. To understand what respect is. To understand that everyone deserves respect but respect can be lost.

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	To understand that stereotypes can lead to bullying and discrimination. To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies. T2 To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness. To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits. To understand that a number of factors contribute to my mental health (diet, exercise, rest/relaxation). To know the effects technology can have on mental health.			
National Curriculum	Key Questions	Vocabulary	Disciplinary knowledge	Composite End points
N/A	T1 What is conflict and how can it occur in friendships? What are the concepts of negotiation and compromise? What is respect? Everyone deserves respect but respect can be lost. What are stereotypes and how can they lead to bullying and discrimination? What is loss and how can change cause a range of emotions?	T1 authority conflict earn expectation grief grieving resolve respect stereotype	T1 Identify ways to resolve conflict through negotiation and compromise. Discuss how and why respect is an important part of relationships.	All pupils will be able to: T1 Understand that everyone can expect a level of respect but this can be lost.

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	Grief is the process people go through when someone close to them dies. T2 How do vaccinations give us protection against disease? How are changes in the body possible signs of illness? What factors contribute to my physical health (diet, exercise, rest/relaxation, dental health)? What are good and bad health and wellbeing habits? What factors contribute to my mental health (diet, exercise, rest/relaxation)? What are the effects technology can have on mental health?	T2 antibodies growth mindset habit qualities responsibility skill vaccination	Identify ways to challenge stereotypes. Explore the process of grief and understanding that it is different for different people T2 Consider ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health. Identify a range of relaxation strategies and situations in which they would be useful.	Understand what respect is and how they should be respected. Understand how stereotypes influence our ideas and opinions. Understand a range of stereotypes and share this information effectively. Create a resolution guide that includes strategies to manage conflicts and describes situations where conflict is likely to arise. Understand the term grief and describe some of the associated emotions

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			Explore ways to maintain good habits. Set achievable goals for a healthy lifestyle. Explore my personal qualities and how to build on them. Develop strategies for being resilient in challenging situations.	T2 Describe qualities or values they want to develop and create achievable goals. Describe the importance of relaxation and suggest different strategies. Describe how they take care of their physical wellbeing. Understand that technology can have an impact on physical and mental health and know some strategies they can use to overcome this.

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				Describe what resilience is, why it is important and some useful resilience strategies. Understand how vaccination works and why it is important to individuals. Understand that habits can be good or bad for health. Understand that changes in their body could indicate illness and know what to do if they notice them.
Computing T1 : (Y5) KC –Programming Music T2 : (Y5) KC – Stop Animation KCs: • Computing systems and networks • Programming • Data and information • Creating media • Online Safety				

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Prior learning	Y3/4 Programming 1 & 2, Creating Media: Video Trailers Previous year: Programming – Mircobit			
Assessment/Memory	Knowledge organiser/End of unit quiz			
Big ideas	T1 To know that a soundtrack is music for a film/video and that one way of composing these is on programming software. To understand that using loops can make the process of writing music simpler and more effective. To know how to adapt their music while performing. T2 To know that decomposition of an idea is important when creating stop-motion animations. To understand that stop motion animation is an animation filmed one frame at a time using models, and with tiny changes between each photograph. To know that editing is an important feature of making and improving a stop motion animation.			
National Curriculum	Key Questions	Vocabulary	Disciplinary knowledge	Composite End points
Understand computer networks including the internet; how they can provide multiple services, such as the	T1 What is a soundtrack? How can a soundtrack be composed using programming software? What are loops?	T1 Beat Buffer Bugs Coding	T1 Predict how software will work based on previous experience.	All pupils will be able to: T1

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world wide web; and the opportunities they offer for communication and collaboration Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a	Why does using loops make the process of writing music simpler and more effective? How can music be adapted while performing? T2 Why is decomposition an important idea when creating stop-motion animations? What is stop motion animation? (An animation filmed one frame at a time using models, and with tiny changes between each photograph.) Why is editing an important feature of making and improving a stop motion animation?	Commands Debug Decompose Error Format Instructions Live loops Loop Melody Mindmap Music Output Performance Pitch Play Predict Programming Rehearsal Repetition Rhythm Sleep Sonic Pi Soundtrack Spacing	Write more complex algorithms for a purpose. Iterate and develop their programming as they work. Confidently use loops in their programming. Use a more systematic approach to debugging code, justifying what is wrong and how it can be corrected. Write code to create a desired effect.	Iterate ideas, testing and changing throughout the lesson. Explain what the basic commands do: 'play', 'slee'p, '2.times do'. Explain how their program links to the theme. Include a loop in their work. Correct their own simple mistakes. Explain their scene in the story. Link musical concepts to their scene.

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range of ways to report concerns about content and contact 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 goals, including collecting, analysing, evaluating and presenting data and information		Tempo Timbre Tinker Tutorials Typing Typo T2 Animation Animator Background Character Decomposition Design Digital device Edit Evaluate Flip book Fluid movement Frames Model Moving images Onion skinning Still images	Use a range of programming commands. Use repetition within a program. Amend code within a live scenario. Use logical thinking to explore software more independently, making predictions based on their previous experience. Use a software programme (Sonic Pi) to create music. Identify ways to improve and edit programs, videos, images etc.	Include a live loop and explain its function. Use samples effectively to enhance music. Code a piece of music that combines a variety of structures. Use loops in their programming. Recognise that programming music is a way to apply their skills. T2 Create a toy with simple images with a single movement. Create a short stop motion with small

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		Stop motion Storyboard Thaumatrope Zoetrope	T2 Decompose animations into a series of images. Decompose a story to be able to plan a program to tell a story. Use video editing software to animate.	changes between images. Think of a simple story idea for their animation then decompose it into smaller parts to create a storyboard with simple characters. Make small changes to the models to ensure a smooth animation and delete unnecessary frames. Add effects such as extending parts and titles. Provide helpful feedback to other groups about their animations.

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