



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

MATHS	
Key Concepts - Number (Place value)/Addition & Subtraction/Shape/Measurement/Multiplication & Division	
Prior Learning – Flashback 4	
Component Steps to learning	
Year 1	Year 2
<b>Number: Place Value</b> Step 1 sort objects Step 2 count objects Step 3 count objects from a larger group Step 4 represent objects Step 5 Recognise numbers as words Step 6 Count on from any number Step 7 1 more Step 8 Count backwards within 10 Step 9 Compare goods by matching Step 10 Compare groups by matching Step 11 Fewer, more, same Step 12 Less than, greater than, equal to Step 13 Compare numbers Step 14 Order objects and numbers	<b>Number: Place Value</b> Step 1 Numbers to 20 Step 2 Count objects to 100 by making 10s Step 3 Recognise tens and ones Step 4 Use a place value chart Step 5 Partition numbers to 100 Step 6 Write numbers to 100 in words Step 7 Flexibly partition numbers to 100 Step 8 Write numbers to 100 in expanded form Step 9 10s on the number line to 100 Step 10 10s and 1s on the number line to 100 Step 11 Estimate numbers on a number line Step 12 Compare objects Step 13 Compare numbers Step 14 Order objects and numbers



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

Step 15 The number line  
End of block assessment

#### **Addition & Subtraction**

Step 1 Introduce parts and wholes  
Step 2 Part-whole model  
Step 3 Write number sentences  
Step 4 Fact families - addition facts  
Step 5 Number bonds within 10  
Step 6 Systematic number bonds within 10  
Step 7 Number bonds to 10  
Step 8 Addition - add together  
Step 9 Addition - add more  
Step 10 Addition problems  
Step 11 Find a part  
Step 12 Subtraction - find a part  
Step 13 Fact families - the eight facts  
Step 14 Subtraction - take away/cross out (How many left?)  
Step 15 Subtraction - take away (How many left?)  
Step 16 Subtraction on a number line  
Step 17 Add or subtract 1 or 2

Step 15 Count in 2s, 5s and 10s  
Step 16 Count in 3s  
End of block assessment (version B)

#### **Addition & Subtraction**

Step 1 Bonds to 10  
Step 2 Fact families - addition and subtraction bonds within 20  
Step 3 Related facts  
Step 4 Bonds to 100 (tens)  
Step 5 Add and subtract 1s  
Step 6 Add by making 10  
Step 7 Add three 1-digit numbers  
Step 8 Add to the next 10  
Step 9 Add across a 10  
Step 10 Subtract across 10  
Step 11 Subtract from a 10  
Step 12 Subtract a 1-digit number from a 2-digit number (across a 10)  
Step 13 10 more, 10 less  
Step 14 Add and subtract 10s  
Step 15 Add two 2-digit numbers (not across a 10)  
Step 16 Add two 2-digit numbers (across a 10)



# Brabourne

CofE Primary School

## Horizontal planning – Mars Class – Term 1/2 2023

End of block assessment (version B)

### Shape

Step 1 Recognise and name 3-D shapes

Step 2 Sort 3-D shapes

Step 3 Recognise and name 2-D shapes

Step 4 Sort 2-D shapes

Step 5 Patterns with 2-D and 3-D shapes

End of block assessment (version B)

Step 17 Subtract two 2-digit numbers (not across a 10)

Step 18 Subtract two 2-digit numbers (across a 10)

Step 19 Mixed addition and subtraction

Step 20 Compare number sentences

Step 21 Missing number problems

End of block assessment (version B)

### Shape

Step 1 Recognise 2-D and 3-D shapes

Step 2 Count sides on 2-D shapes

Step 3 Count vertices on 2-D shapes

Step 4 Draw 2-D shapes

Step 5 Lines of symmetry on shapes

Step 6 Use lines of symmetry to complete shapes

Step 7 Sort 2-D shapes

Step 8 Count faces on 3-D shapes

Step 9 Count edges on 3-D shapes

Step 10 Count vertices on 3-D shapes

Step 11 Sort 3-D shapes

Step 12 Make patterns with 2-D and 3-D shapes

End of block assessment (version B)





# Brabourne

## CofE Primary School

Horizontal planning – Mars Class – Term 1/2 2023

<b>Year 1</b>	<b>Year 2</b>
<b>Vocabulary:</b> Y1L sort, represent, multiples, partitioning, ones, tens, addition/add, subtraction, difference, equals, facts, problems, missing number problems, 2 digit number, inverse, sides, corners, properties, pyramids, faces	<b>Vocabulary:</b> Y2: Count in steps, count in multiples, place value, estimate, compare, sum, 3 digit number, commutative, pentagon, hexagon, line of symmetry, properties, cylinder, edges, vertices, vertex
<b>Composite End points T1/2</b> <b>Number:</b>	<b>Composite End points T1/2</b> <b>Number</b>



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count numbers to 100 in numerals; count in multiples of twos, fives and tens

- identify and represent numbers using objects and pictorial representations
- read and write numbers to 100 in numerals
- read and write numbers from 1 to 20 in numerals and words.

- given a number, identify one more and one less

Addition & Subtraction

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs

- read and write numbers to at least 100 in numerals and in words
- identify, represent and estimate numbers using different representations, including the number line

- use place value and number facts to solve problems.

Addition & Subtraction



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20

- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$

#### Shape

- recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]

- recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and ones
  - a two-digit number and tens
  - two two-digit numbers
  - adding three one-digit numbers

- solve problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods

#### Measurement





# Brabourne

CofE Primary School

Horizontal planning – Mars Class – Term 1/2 2023

- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Multiplication & Division



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

#### English Key Concepts

ENGLISH Key concepts Reading – Retrieval Word meaning Word choice Relationship Summarising Word meaning Inference Comparison Prediction Writing – composition, transcription





# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

<p>Reading Key texts and Concepts</p> <p>Component steps identified in Complete Comprehension <a href="#">Complete-Comprehension-Curriculum-Progression.xlsx (live.com)</a></p> <p>Prior learning – <a href="#">Brabourne-Reading-Progression-2022-2023-1.pdf</a></p>	
Term 1 Key Text – The Last Wolf (POR)	Term 2 Key Text – The Great Fire of London
<p>Reading skills Year 1 Term 1</p> <p>Level 3/4 recap and interventions.</p> <p>Phonics Level 5: ay, oy, ie,</p>	<p>Reading skills Year 1 Term 2</p> <p>Phonics Level 5: ea, a_e, i_e, o_e, u_e, e_e,</p>
<p>Reading skills Year 2 Term 1</p> <p>Phonics Level 6: y, dge/ge, -es to words ending in y, gn, kn, -ing/-ed to words ending in y</p> <p>Unit 1 – Retrieval – Lions Lions Lions</p> <p>Unit 2 – Inference – There’s a Lion in my Cornflakes</p> <p>Unit 3 – Retrieval – The Great Fire of London</p>	<p>Reading skills Year 2 Term 2</p> <p>Phonics Level 6: wr, le, -er/-est to words ending in y, el, al/il</p> <p>Unit 4 – Retrieval – Guy Fawkes</p> <p>Unit 5 - Word meaning – Eight Candles Burning</p> <p>Unit 6 – Retrieval – Christmas Eve</p>
Composite Reading end points T1/2	
<p style="text-align: center;">Y1</p> <p>To check that a text makes sense to them as they read and to self-correct. To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher with age</p>	<p style="text-align: center;">Y1</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p style="text-align: center;">Y2</p> <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.</p>



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

<p>appropriate texts. To explain clearly their understanding of what is read to them.</p> <p>To begin to make simple inferences. To predict what might happen on the basis of what has been read so far</p> <p>Y2</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher with age appropriate texts. To check that the text makes sense to them as they read and to correct inaccurate reading. Draw on what they already know or on background information and vocabulary provided by the teacher. Check the text makes sense to them as they read and correct inaccurate reading.</p> <p>To make inferences on the basis of what is being said and done. To explain what has happened so far in what they've read. To predict what might happen on the basis of what has been read so far in a text.</p>			
<p><b>Vocabulary, grammar &amp; punctuation substantive and disciplinary knowledge</b> Year 1/2 Terms 1&amp;2</p>			
<p>Prior Learning - <a href="#">Progression-of-Genres-1.pdf (brabourne.kent.sch.uk)</a> <a href="#">Brabourne-Writing-Progression-2022-2023.pdf</a></p>			
Composition	Vocabulary, Grammar & Punctuation	Composition	Vocabulary, Grammar & Punctuation



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

Term 1		Term 2	
<p><b>Year 1:</b> To sequence short sentences to form short narratives To compose a sentence orally before writing it To write a variety of different genres</p> <p><b>Year 2:</b> To write narratives about personal experiences and those of others To proof read work and check grammar and punctuation To write for different purposes</p>	<p><b>Year 1:</b> Capital and lower case letters, verbs, finger spaces, verbs, writing sentences</p> <p><b>Year 2:</b> Nouns, vowels and consonants, demarcating sentences, adjectives, verbs, past and present tense</p>	<p><b>Year 1:</b> To say out loud what they are going to write about To discuss what they have written with the teacher To write a variety of different genres To use adjectives to describe To write a variety of genres including poetry</p> <p><b>Year 2:</b> To compose a sentence orally before writing To have a positive attitude towards writing and developing stamina Writing for different purposes Encapsulate what they say sentence by sentence To proof read work and check grammar and punctuation. To write for different purposes</p>	<p><b>Year 1:</b> Person pronouns I, prefixes –un, capital letters and full stops, writing sentences</p> <p><b>Year 2:</b> Singular and plural, demarcating sentences, adjectives with –er and –est, word clauses, adverbs</p>





# Brabourne

CofE Primary School

Horizontal planning – Mars Class – Term 1/2 2023

		To write simple poems	
Writing component end points T1/2			
<b>Term One End Products:</b> The Last Wolf: Captions. Story sequences. Wanted Poster. Character description. Writing in role. Non-chronological leaflet on Wolves. <b>Science: Materials fact file (Curriculum Write)</b>		<b>Term Two End Products:</b> Great Fire of London: Information Booklet, persuasive poster, warning poster (instructional writing), Christmas themed writing. <b>History: Diary entry of Samuel Pepys (Curriculum Write)</b>	

HISTORY – London's Burning

Key Concept: Cause and Effect

Key concept question: How did the Great Fire affect life in London?

KCs:

Cycle A: Power and Legitimacy – Cycle B: Change and Continuity

Cycle A: Energy and Sustainability – Cycle B: Ecology and Evolution



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

Cycle A: Movement and People – Cycle B: Cause and Effect				
Prior Key Questions: Cause & Effect – How can we be a good friend?				
Sub concept – Movement & People – YR Why do we go outside? Why do we travel?				
Assessment/memory: Mind maps, Key Questions organisers, end of unit quiz, pupil conferencing, learning journey				
National Curriculum	Key enquiry questions	Vocabulary	Disciplinary Key Questions	Composite End Point
<p>develop an awareness of the past and know where the people and events they study fit within a chronological framework.</p> <p>make comparisons by identifying similarities and differences between life in different historical periods</p>	<p>Where, when and how did the Great Fire start? <b>(cause)</b></p> <p>How did the Great Fire spread?</p> <p>How did people tackle fires then compared to now?</p> <p>What was the impact of the Great Fire? <b>(effect)</b></p> <p>Who was Samuel Pepys?</p> <p>How did Samuel Pepys help us understand the past?</p>	<p>Chronology, past, present, timeline, detective, artefact, research.</p> <p>Monarch, King, Parliament, reign, rule, past, long ago, chronological, The Great Fire of London, Pudding Lane,</p>	<p>Use words and phrases such as past, present and long ago</p> <p>Order events</p> <p>Write, draw and talk about past events</p>	<p><b>All children will be able to:</b></p> <p>Answer the KCQ: Where, when and how did the Great Fire start?</p> <p>On wall display/verbally: Order and discuss events on a timeline. Show who was King in 1666. (Charles II).</p>



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

<p>show an understanding of how we know about the past Recall some significant people from history and events beyond living memory</p>		<p>Samuel Pepys, fire brigade.</p>		<p>Diary entry: Explain how the Great Fire started/the conditions that helped the fire to spread/explain who Samuel Pepys was and why he was important.</p> <p>Then and Now Poster: explain how the fire brigade has changed over time.</p>
--	--	------------------------------------	--	---

ART

T1/2: Sculpture and 3D – Clay Houses





# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

KCS: • Key Questions of artists and designers: (factual Key Questions) • Exploring and developing ideas: (conceptual Key Questions) • Making skills: (procedural Key Questions) • Evaluating: (metacognitive Key Questions)

**Prior learning:**

YR-Y1 Hold tools like pencils, paint brushes, scissors with increasing precision  
 Experiment with using different everyday and art materials to explore colour, texture and form  
 To explore their ideas and imagination by creating drawings, paintings and sculptures.  
 To explore creating designs and art work on a range of scales.  
 To explore a range of techniques to draw, paint, print and sculpt to help them create art work.  
 Recognising and exploring the colour, patterns and shapes in other artists' work.  
 Expressing opinions and feelings in response to their own art work and other artist's work.  
 Sharing their work with other people, talking about what they have created it

**Assessment/memory: End of unit Success Criteria**

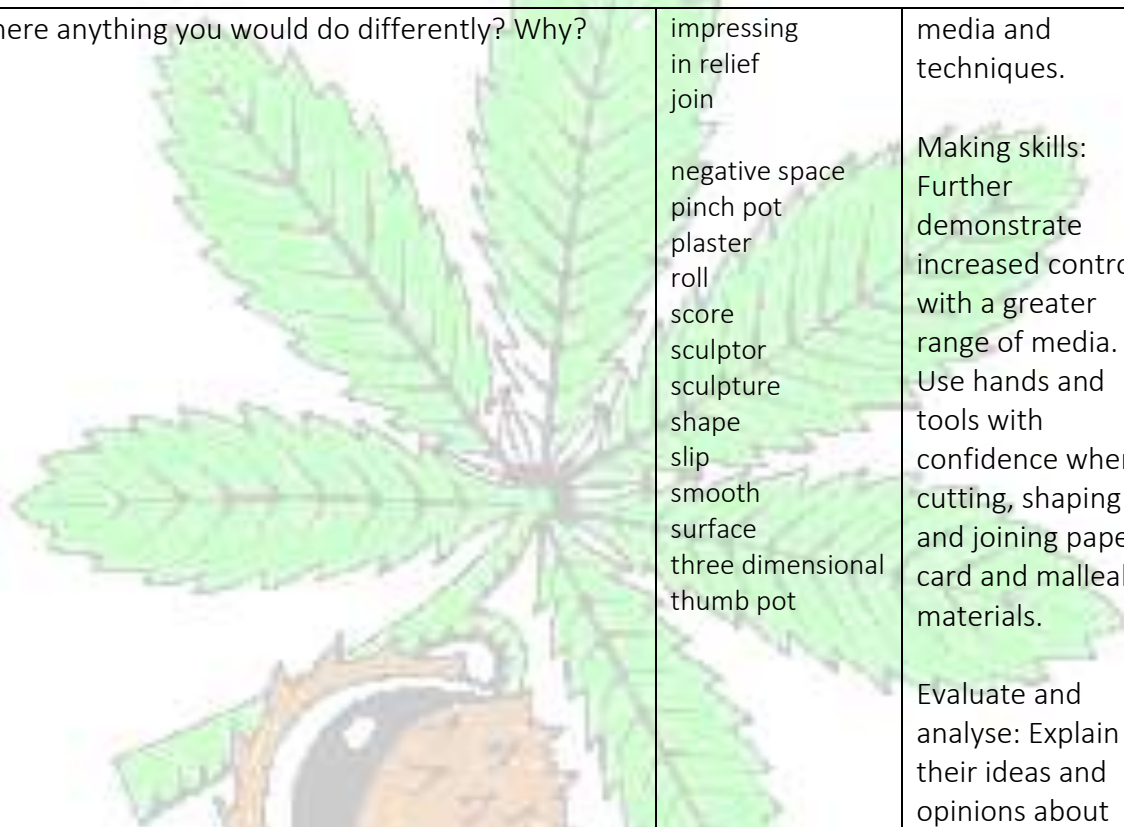
National Curriculum	Key enquiry questions	Vocabulary	Skills	Composite End Point
To use a range of materials creatively to design and make products	Who was Gaudi and why was he important? How do we form and join pieces of clay? How can we smooth and flatten clay? How can we add pattern and texture to clay? How did you make your clay model?	casting ceramic cut detail flatten glaze	Generate ideas: Begin to generate ideas from a wider range of stimuli, exploring different	All children will be able to: Form: Pieces of clay can be joined using



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Is there anything you would do differently? Why?</p> 	<p>impressing in relief join</p> <p>negative space pinch pot plaster roll score sculptor sculpture shape slip smooth surface three dimensional thumb pot</p>	<p>media and techniques.</p> <p>Making skills: Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Evaluate and analyse: Explain their ideas and opinions about</p>	<p>the 'scratch and slip' technique.</p> <p>Form: A clay surface can be decorated by pressing into it or by joining pieces on.</p> <p>Shape: Patterns can be made using shapes. Can roll clay into cylinders and balls. Can make a pinch pot. Can make a relief sculpture of a Tudor house. Can use clay tools effectively. Can discuss their art preferences (2d – 3d, painting to clay etc). Can reflect on their art.</p>
---	---	--	--	--



# Brabourne

CofE Primary School

Horizontal planning – Mars Class – Term 1/2 2023

<p>Evaluate and analyse creative works using the language of art, craft and design.</p>		<p>their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Develop observational skills to look closely and reflect surface</p>	
---	--	--	--

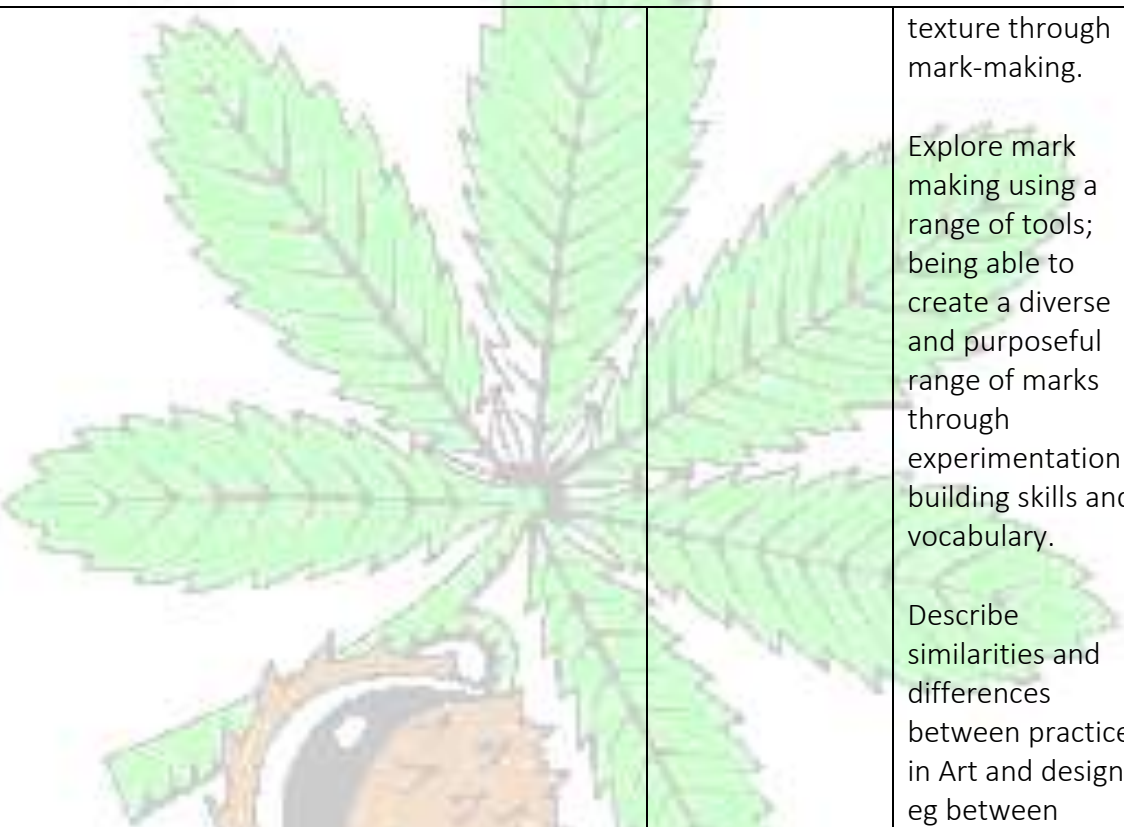




# Brabourne

CofE Primary School

Horizontal planning – Mars Class – Term 1/2 2023

			<p>texture through mark-making.</p> <p>Explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p> <p>Describe similarities and differences between practices in Art and design, eg between</p>	
--	---	--	--	--



# Brabourne

CofE Primary School

Horizontal planning – Mars Class – Term 1/2 2023

			painting and sculpture, and link these to their own work.  Describe and compare features of their own and other's art work	
--	--	--	--	--

DT

T1/T2: n/a – Art and Design is the focus this Autumn Term. DT will be taught in the Spring Term.

KCs: Designing Making Evaluating Technical Key Questions Cooking and nutrition

SCIENCE

T1+2 Everyday Materials/Uses of Everyday Materials

KC: Chemistry



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

KCs: Physics, Chemistry, Biology				
National Curriculum	Key enquiry questions	Vocabulary	Skills	Composite End Point
Prior Knowledge	Previous year: Seasonal Changes YR-Y1: To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them To compare objects in their environment and talk about similarities and differences To ask questions about the world around them, and seek to find their own answers To know what a plant is To know what a flower is To know where you see plants To describe different plants and flowers To know what an animal is To recognise and name a variety of different animals To know the names of different body parts of humans and animals they have experience of To recognise that different everyday objects are made from different materials To describe how different objects look and feel To know about different types of weather To observe changes in trees and plants as the seasons progress			
Assessment/memory	Concept cartoons, mind maps, end of unit quiz, learning journey, Key Questions Knowledge organisers			





# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

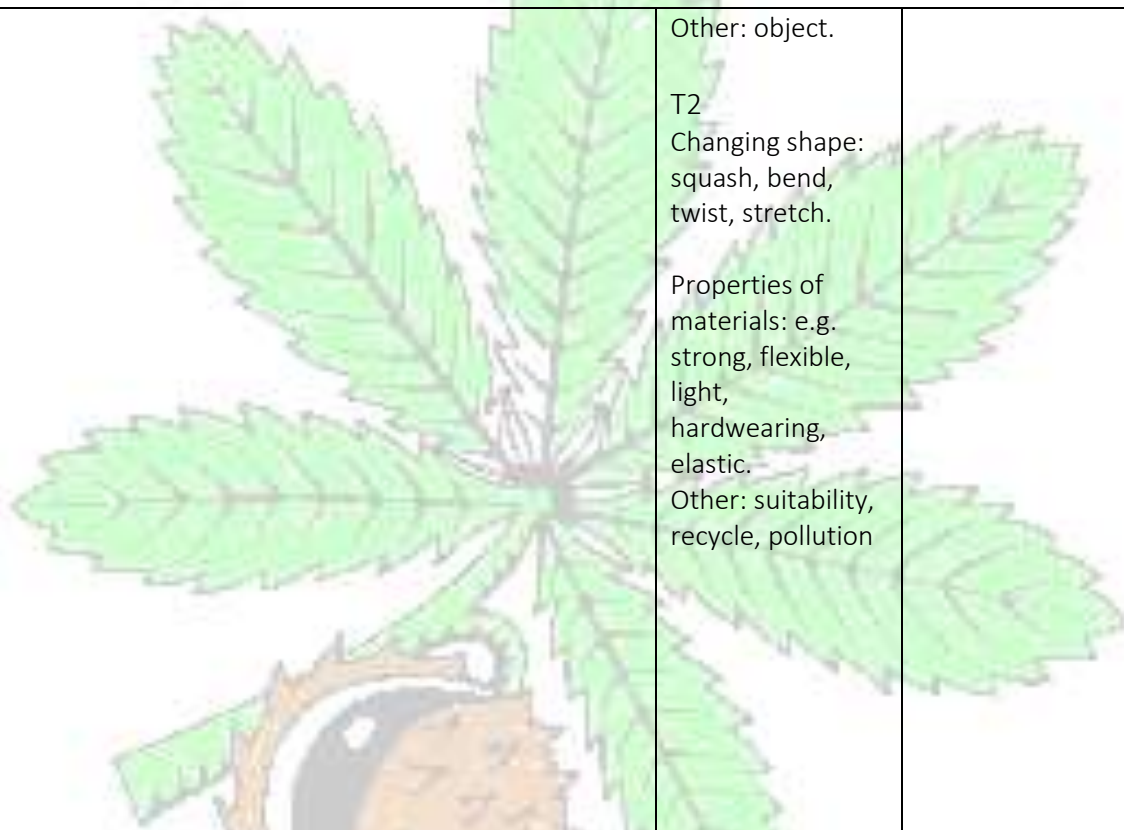
<p>To identify and name (and compare Y2) a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (paper and cardboard for particular uses Y2). To distinguish between an object and the material from which it is made. To describe the simple physical properties of a variety of everyday materials To observe closely To perform simple tests To use their observations and ideas to suggest answers to questions</p>	<p>T1/2</p> <p>What is this material? What material is this object made from? What are the properties of this material? What are the uses of this material? Which material is the most suitable for... and why? Who was John McAdam and why was he important?</p>	<p>T1/2</p> <p>Names of materials: wood, plastic, glass, metal, water, rock, paper, cardboard, rubber, fabric.</p> <p>Properties of materials: hard, soft, shiny, dull, stretchy, rough, smooth, bendy, not bendy, transparent, opaque, waterproof, not waterproof, absorbent, not absorbent, sharp, stiff.</p>	<p>T1/2</p> <p>Match a material to its name</p> <p>Look and touch different materials and describe them</p> <p>Test different objects Watch what happens and observe closely</p> <p>Sort different materials</p> <p>Decide which material is the best and why</p>	<p>All children will be able to:</p> <p>Identify and name everyday materials.</p> <p>Describe simple properties of everyday materials.</p> <p>Sort objects 2 ways</p> <p>Identify different uses of everyday materials.</p> <p>Record their observations.</p> <p>Demonstrate and explain how shapes of objects made from some materials can be changed.</p>
--	---	---	---	---



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

<p>To compare and group together a variety of everyday materials on the basis of their simple physical properties (and uses Y2).</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>		<p>Other: object.</p> <p>T2</p> <p>Changing shape: squash, bend, twist, stretch.</p> <p>Properties of materials: e.g. strong, flexible, light, hardwearing, elastic.</p> <p>Other: suitability, recycle, pollution</p>		<p>Explain what recycling means.</p> <p>Classify the uses of different everyday materials.</p> <p>Compare and explain the suitability of everyday materials in different circumstances.</p> <p>Use their observations, ideas and experiences to ask and answer simple questions.</p> <p>Suggest reasons for specific outcomes.</p> <p>Explain how recycling impacts positively on the environment.</p>
---	---	--	--	--



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

				Explain how the inventions and discoveries of others have impacted on our lives today.
--	--	--	--	--

RE Key Concept T1: Creation Key Concept T2: Incarnation KCs: God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God					
National Curriculum	Key enquiry questions		Vocabulary	Skills	Composite End Point
Prior Learning	YR-Y1 To know that different people have different faith To know that some stories come from different holy books, and to express ideas in response to those stories To know that different people have different times of celebration				





# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

	<p>To understand that different people have different ways of celebrating major events</p> <p>To know that people of all faiths can and do live well alongside each other</p> <p>To enjoy joining in with family customs and routines</p> <p>To be able to express some of their own families' customs and traditions</p> <p>To know that different people have a range of different ways of showing their beliefs, including prayers and worship</p> <p>To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions</p> <p>Previous year: Who Made the world? Why does Christmas matter to Christians?</p>			
Assessment/memory	Mind maps, pupil conferencing, learning journey, Key Questions organisers			
Big Ideas	<p>CREATION: God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God.</p> <p>INCARNATION: Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.</p>			
Our RE Curriculum is delivered through the Kent Agreed Syllabus	T1 Creation: What do Christians believe God is like?	God Creation Incarnation	Talk about some simple ideas	All pupils will be able to:



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

<p>for Religious Education and the Understanding Christianity resource</p>	<p>T2 Incarnation: Why does Christmas matter to Christians?</p>	<p>Faith Christmas Values Celebrate nativity</p>	<p>Retell a story Talk about issues Ask and suggest some good questions Offer ideas of their own Recognise some objects and suggest why these are important Describe some ways Collect examples</p>	<p>T1 Know that Christians, Jews and Muslims believe that the world and everything in it was planned and created by God. They believe the world was created in 6 days.  Explain that Christians believe that humans are important as they have a role as God's representatives on God's creation.  Explain that Harvest Festival is a celebration of the food grown on the</p>
--	---	--	---	--



# Brabourne

## CofE Primary School

Horizontal planning – Mars Class – Term 1/2 2023

			<p>Give an account</p> <p>Use creative ways to express my own ideas</p>	<p>land. In Britain, people celebrate this day by singing, praying and decorating churches with baskets of fruit and food. Harvest festival usually occurs during the month of September/ October</p> <p>T2</p> <p>Know that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>Explain that the Bible points out that his birth showed that he was extraordinary (for example, he is</p>
--	--	--	---	---





# Brabourne

## CofE Primary School

Horizontal planning – Mars Class – Term 1/2 2023

				<p>worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</p> <p>Know that Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</p> <p>Know that Mary and Joseph were told to call their child 'Jesus', meaning 'he saves' or 'saving one'.</p>
--	--	--	--	---



# Brabourne

## CofE Primary School

Horizontal planning – Mars Class – Term 1/2 2023

				<p>Know that Mary is herself a model of selfless 'helping'.</p> <p>Explain that Christians celebrate the coming of God's Son to rescue people, and to model the need for humans to help others.</p>
--	--	--	--	---

<p>PE</p> <p>T1 Ball Skills</p> <p>T2 Sending &amp; Receiving (consolidation)</p> <p>KCs: Competence, Performance, Creativity, Healthy Lifestyle, Evaluation &amp; Analysis</p>
---



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

National Curriculum	Key Questions	Vocabulary	Skills	Composite End Point
Prior Learning	Ball skills previous year YR-Y1 To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. To use their core muscle strength to achieve a good posture. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. To combine different movements with ease and fluency. To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. To negotiate space and obstacles safely, with consideration for themselves and others. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. To combine different movements with ease and fluency. To use a more fluent style of moving, developing control and grace. To combine different movements with ease and fluency.			
Assessment/memory	Pupil conferencing/End of unit assessment			
Master basic movements including	Term 1&2 How do we show the correct body position when throwing?	Y1	Be able to combine different	All pupils will be able to:





# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

<p>running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p>Can we move our body in the correct way when receiving the ball?</p> <p>Can we roll the ball towards the target?</p> <p>Can we catch the ball when thrown by a partner?</p> <p>Can we be in the ready position to receive the ball?</p> <p>Are we able to dribble with our hands?</p> <p>Are we able to dribble with our feet?</p>	<p>Far, aim, safely, direction, balance, send</p> <p>Y2</p> <p>Over-arm, collect, target, underarm, dribble, distance,</p>	<p>movements with ease and fluency</p> <p>Be able to move and stop safely</p> <p>Be able to throw and kick in different ways</p> <p>Be able to stop a ball</p> <p>Be able to throw, hit or kick a ball with increasing accuracy</p> <p>Be able to decide the best space to be in during a game</p>	<p>Begin to catch with two hands.</p> <p>Begin to dribble a ball with my hands and feet.</p> <p>Begin to understand simple tactics.</p> <p>Roll and throw with some accuracy towards a target.</p> <p>Say when someone was successful.</p> <p>Track a ball that is coming towards me.</p>
---	---	--	--	---



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

			<p>Be able to use tactics in a game when attacking and defending</p> <p>Be able to follow rules</p> <p>Be able to throw underarm</p> <p>Begin to catch more consistently</p> <p>Be able to send and receive</p> <p>Use hand-eye coordination to control a ball</p>	<p>Work co-operatively with a partner. Y2</p> <p>Begin to provide feedback using key words.</p> <p>Begin to understand and use simple tactics.</p> <p>Dribble a ball with my hands and feet with some control.</p> <p>Roll and throw a ball to hit a target.</p> <p>Send and receive a ball using both kicking and throwing and</p>
--	--	--	--	---

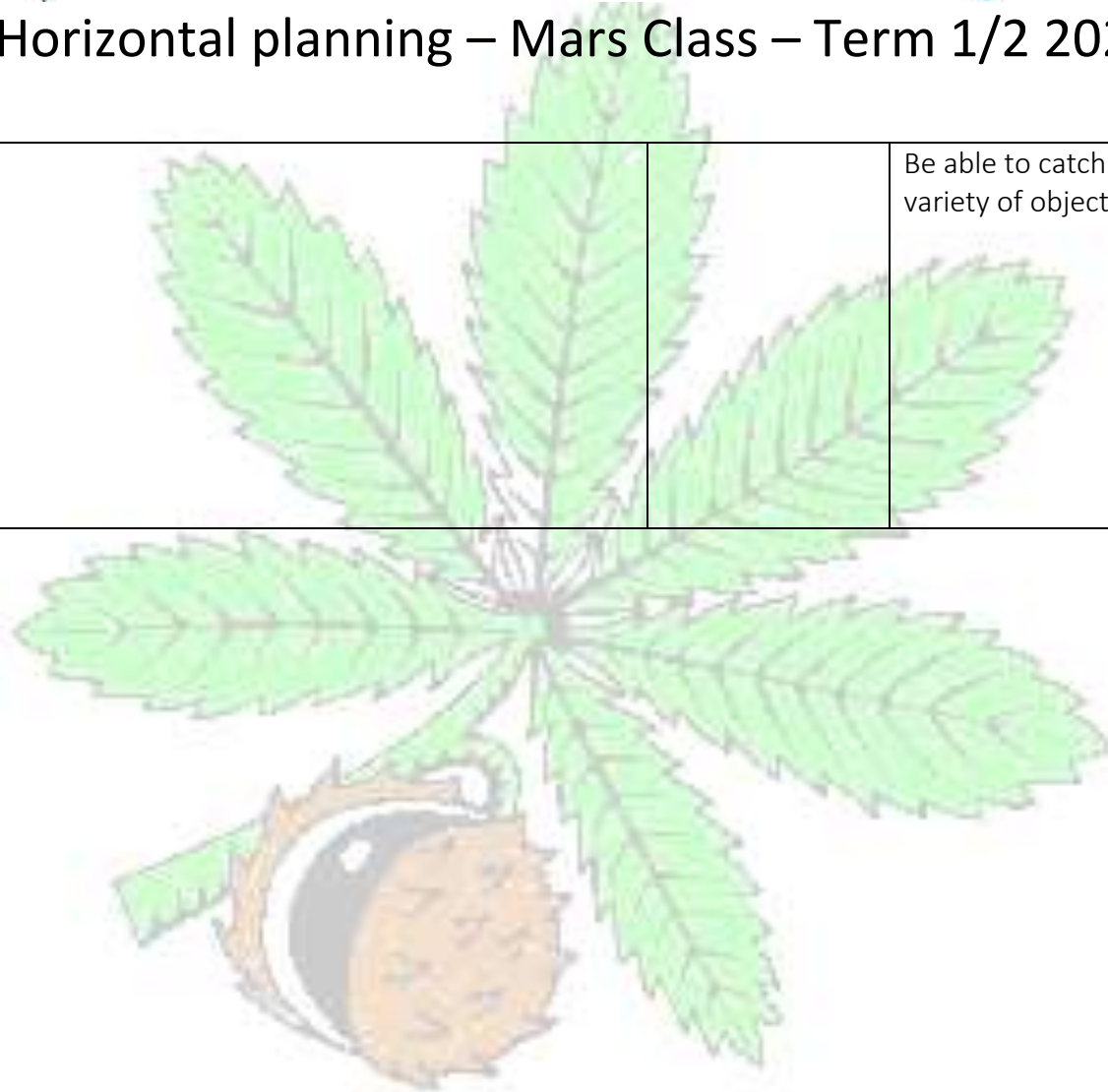


# Brabourne

## CofE Primary School

Horizontal planning – Mars Class – Term 1/2 2023

			<p>Be able to catch a variety of objects</p>	<p>catching skills.</p> <p>Track a ball and collect it.</p> <p>Work co-operatively with a partner and a small group.</p>
--	--	--	--	--







# Brabourne

CofE Primary School

Horizontal planning – Mars Class – Term 1/2 2023

<p>Music T1 Hey You! T2 Nativity Performance KCs: Listening, Singing, Playing, Creating, Performing, Technical Focus</p>	
Prior learning	<p>YR-Y1</p> <ul style="list-style-type: none"><li>To join in with singing familiar songs and rhymes.</li><li>To make up songs and rhymes of their own.</li><li>To match the pitch of their voice to the pitch of the song they are singing.</li><li>To listen to live and recorded music, hearing lyrics, rhymes and instruments.</li><li>To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics.</li><li>To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.</li><li>To respond to music, including individual instruments with movement and dance</li><li>To match movements to the rhythm and pulse of a piece of music</li><li>To explore the range of sounds made by different instruments.</li><li>To use a range of percussive instruments to enhance songs and rhymes.</li><li>To know the names of instruments that they have explored and used.</li></ul>
Assessment/memory	<p>KO/baseline and end of term quiz</p>



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

National Curriculum	Key Questions	Vocabulary	Skills	Composite End Point
Experiment with, create, select and combine sounds using the inter-related dimensions of music	T1 What is a hip-hop song? What are the features of a hip-hop song? How do we describe why we like or dislike a song? How do we keep a rhythm? How do we keep to a pulse? How do we warm up our voices to sing a song?	T1 Pulse Rhythm Pitch Rap Improvise Compose Melody	T1 Move and dance to music with an awareness of the beat.  Explain the feelings that can be created by the dynamics and tempo of a piece of music.	All children will be able to:  T1 Recognise some of the features of a hip-hop song
Listen with concentration and understanding to a range of high-quality live and recorded music	T2 How do we create a whole class performance for a live audience? How do we perform confidently?	Bass guitar Drums Decks Perform	Show an understanding of where music fits in the world.	Understand that warming up our voice helps us sing  Explain why you like or dislike a hip-hop song
Play tuned and untuned instruments musically		T2 Christmas Nativity Carols Rhythm Beat		Know that music has a steady beat like a heart beat



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>		<p>Pulse Choir</p>	<p>Follow a vocal warm-up accurately. To prepare a song and perform it to a well-known audience.</p> <p>Create a rhythm pattern and a pitch pattern, knowing the difference between the two.</p> <p>To sing a known song with confidence.</p>	<p>Know that we can create rhythm from words</p> <p>Create a rhythm of my own</p> <p>T2</p> <p>Sing in time with others in a group</p> <p>Listen for visual cues as to when to start stop singing</p> <p>Know to look at the audience and show confidence</p>
---	--	--------------------	---	---





# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

<p>PSHE (Cycle B)</p> <p>KC T1: Family &amp; Relationships</p> <p>KC T2: Health &amp; Well-being</p> <p>KCs: Family &amp; Relationships * Health &amp; Well-being * Safety &amp; the Changing Body * Citizenship * Economic Well-being * Transition * Identity</p>	
Prior learning	<p>Family &amp; Relationship/Health &amp; Well-being previous year</p> <p>YR-1</p> <p>Knows right from wrong and can explain why it is important to have boundaries and routine</p> <p>Working and play co-operatively and taking turns with others</p> <p>Recognise and show sensitivity to their own and others needs</p> <p>Recognise similarities and differences between themselves and others</p> <p>Managing their own personal hygiene and basic needs</p> <p>Shows an understanding of their own feelings; and those of others</p> <p>Being to regulate their behaviour</p> <p>Shows an understanding of how to stay safe in a range of common situations.</p> <p>Shows care and concern for living things.</p> <p>Name and describe people who might help us in the local community (police, fire service, doctors and teachers).</p>
Assessment /memory	KO/end of unit quiz
Big ideas	<p>T1</p> <p>To know that families can be made up of different people.</p>



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

	<p>To know that families may be different to my family.          To know some problems which might happen in friendships.          To understand that some problems in friendships might be more serious and need addressing.          To understand some ways people show their feelings.          To understand what good manners are.          To understand some stereotypes related to jobs.          To know that there are ways we can remember people or events.          T2          To know that food and drinks with lots of sugar are bad for our teeth.          To understand the importance of exercise to stay healthy.          To understand the balance of foods we need to keep healthy.          To know that breathing techniques can be a useful strategy to relax.          To know that we can feel more than one emotion at a time.          To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>			
National Curriculum	Key enquiry questions	Vocabulary	Skills	Composite End Point
N/A	T1 How are families different? What problems can happen in friendships? How do we solve problems in friendships? How can we show our feelings? What are good manners?	T1 behaviour care emotions family feelings	T1 Understand ways to show respect for different families.	End of unit quiz All children will be able to: T1



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

	<p>What are stereotypes? How do we remember people or events?</p> <p>T2 How do we experience different emotions? What are the benefits of physical activity? How can breathing help us relax? How can we celebrate our achievements and set ourselves a goal? What is growth mindset? Why is it important to eat healthily? How do we care for our teeth?</p>	<p>friend friendly problem stereotype</p> <p>T2 diet exercise goal growth mindset healthy physical activity relaxation skill strengths</p>	<p>Understand that families offer love, care and support.</p> <p>Understand difficulties in friendships and discuss action that can be taken.</p> <p>Learn how other people show their feelings and how to respond to them.</p> <p>Explore the conventions of manners in different situations.</p>	<p>Understand that families offer love and support and that different families may be made up of different people.</p> <p>Consider what friends may be thinking and feeling in different situations.</p> <p>Recognise some issues that may occur in friendships and which of these may need adult help to resolve.</p> <p>Understand that expectations of</p>
--	---	--	--	---





# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

			<p>Exploring how loss and change can affect us.</p> <p>T2 Explore the effect that food and drink can have on my teeth.</p> <p>Explore some of the benefits of exercise on body and mind.</p> <p>Explore some of the benefits of a healthy, balanced diet. Suggesting how to improve an unbalanced meal.</p>	<p>manners may change according to the situation.</p> <p>Know that remembering people who were important to them but are no longer here can cause a mixture of emotions.</p> <p>Explain what gender stereotypes are in relation to careers.</p> <p>T2 Use multiple colours in a diagram to show how they can feel more than one emotion at a time.</p>
--	--	--	---	--



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

			<p>Learn breathing exercises to aid relaxation.</p> <p>Explore strategies to manage different emotions.</p> <p>Develop empathy.</p> <p>Identify personal goals and how to work towards them.</p> <p>Explore the need for perseverance and developing a growth mindset.</p>	<p>Describe how they would feel in a particular situation and understand that not everyone feels the same.</p> <p>Understand the effect of physical activity on their body and mind.</p> <p>Describe energetic physical activities that they enjoy.</p> <p>Describe the positive effects of relaxation and know there are</p>
--	--	--	--	---



# Brabourne

## CofE Primary School

Horizontal planning – Mars Class – Term 1/2 2023

			<p>Develop an understanding of self-respect.</p>	<p>different ways to relax.</p> <p>Know how to use breathing exercises to relax.</p> <p>Recognise and describe what they are good at and what skills they would like to develop.</p> <p>Create a complete ladder detailing achievable steps which work towards a goal.</p>
--	--	--	--	--





# Brabourne

## CofE Primary School

Horizontal planning – Mars Class – Term 1/2 2023

				<p>Explain what a growth mindset is.</p> <p>Use strategies to stay calm during trick challenges.</p> <p>Explain that a healthy diet is when we eat a balance of the right foods, describing some consequences that may arise from poor diet choices.</p> <p>State what ingredients they can see on a dish and compare them with the food pyramid.</p>
--	--	--	--	---



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

				Understand what helps to keep teeth healthy.
--	--	--	--	--

<p>Computing</p> <p>T1 KC: Computing systems – what is a computer?</p> <p>T2 KC: Programming</p> <p>KCS: • Computing systems and networks • Programming • Data and information • Creating media • Online Safety</p>	
<p>Prior learning</p>	<p>Previous year Computing systems YR-Y1</p> <p>Awareness of different technologies in and out of school • Awareness of the cause and effect of technology • Awareness of digital storage of information- photography, digital writing and research information • Awareness of input and outputs of devices • Can use technology to express creatively and constructively • Awareness of the cause and effect of technology • Awareness of digital storage of information- photography, digital writing and research information • Awareness of input and outputs of devices • Can use technology to express creatively and constructively • Awareness of different technologies in and out of school • Awareness of the cause and effect of technology • Awareness of digital storage of information- photography, digital writing and research information • Awareness of input and outputs of devices • Can use technology to express creatively and constructively</p>



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

Assessment /memory	KO/End of unit quiz			
Big ideas	<p>T1 To know the difference between a desktop and laptop computer. To know that people control technology. To know some input devices that give a computer an instruction about what to do (output). To know that computers often work together.</p> <p>T2 To understand what machine learning is and how it enables computers to make predictions. To know that loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times. To know that abstraction is the removing of unnecessary detail to help solve a problem.</p>			
National Curriculum	Key Questions	Vocabulary	Disciplinary knowledge	Composite End Point
Recognise common uses of information technology beyond school	<p>T1 What are the parts of a computer? How is technology controlled? How do we recognise technology? How do we create a design for an invention? What is the role of computers?</p>	<p>T1 Battery Buttons Camera Computer Desktop Device</p>	<p>T1 Understand what a computer is and that it's made up of</p>	<p>All pupils will be able to:</p> <p>T1</p>





# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

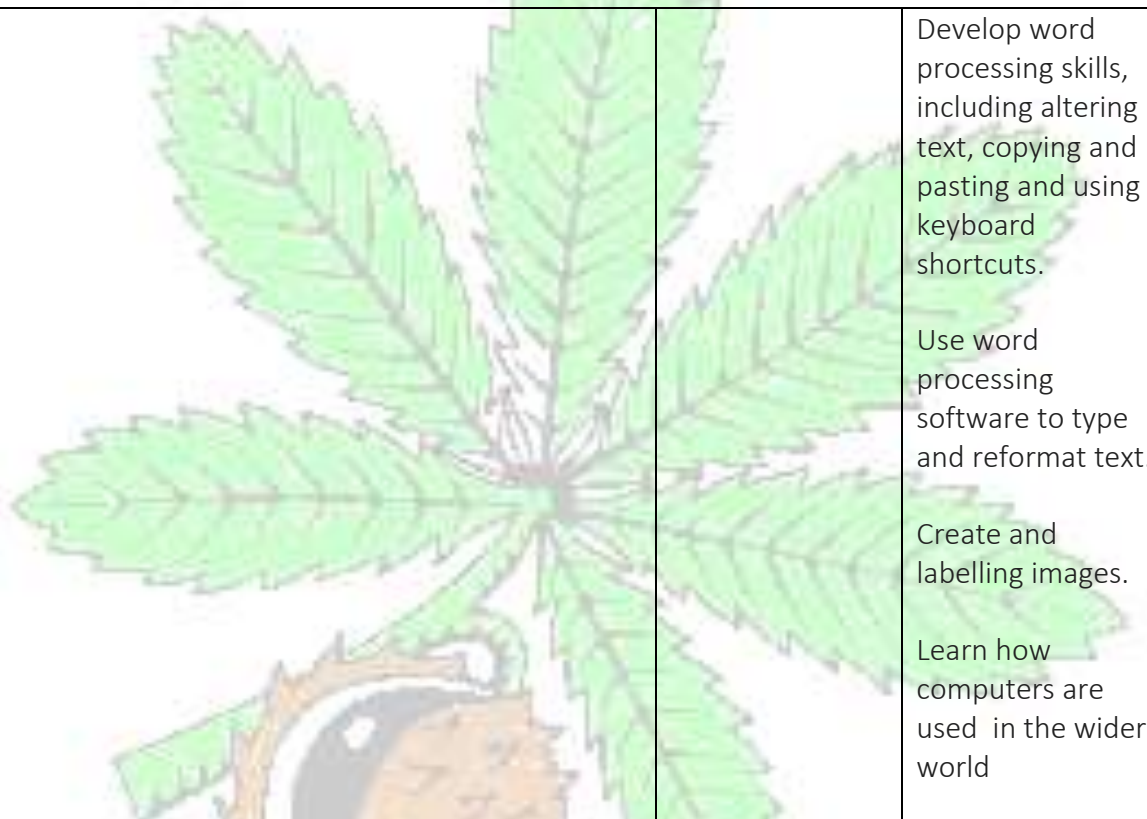
<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Understand what algorithms are; how they are implemented as programs on digital devices; and that</p>	<p>T2 How do we decompose a game? How do computers use algorithms? How do we plan an algorithm to solve a problem? What is abstraction? What is debugging?</p>	<p>Digital Digital recorder Electricity Function Input Invention Keyboard Laptop Monitor Mouse Output Paying till Scanner Screen System Tablet Technology Video Wires  T2</p>	<p>different components.  Recognise that buttons cause effects and that technology follows instructions.  Learn how we know that technology is doing what we want it to do via its output.  Use greater control when taking photos with cameras, tablets or computers.</p>	<p>Name some computer peripherals and their function. Recognise that buttons cause effects. Explain that technology follows instructions. Recognise different forms of technology. Design an invention which includes inputs and outputs. Explain the role of computers in the world around them  T2</p>
--	--	---	--	--



# Brabourne

## CofE Primary School

### Horizontal planning – Mars Class – Term 1/2 2023

<p>programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p>			<p>Develop word processing skills, including altering text, copying and pasting and using keyboard shortcuts.</p> <p>Use word processing software to type and reformat text.</p> <p>Create and labelling images.</p> <p>Learn how computers are used in the wider world</p>	<p>Decompose a game to predict the algorithms.</p> <p>Give a definition for 'decomposition'.</p> <p>Write clear and precise algorithms.</p> <p>Create algorithms to solve problems.</p> <p>Use loops in their algorithms to make their code more efficient.</p> <p>Explain what abstraction is.</p>
---	---	--	---	---



# Brabourne

## CofE Primary School

Horizontal planning – Mars Class – Term 1/2 2023

			<p>T2</p> <p>Develop confidence with the keyboard and the basics of touch typing.</p> <p>Articulate what decomposition is.</p> <p>Decompose a game to predict the algorithms used to create it.</p> <p>Learn that there are different levels of abstraction.</p>	
--	--	--	--	--

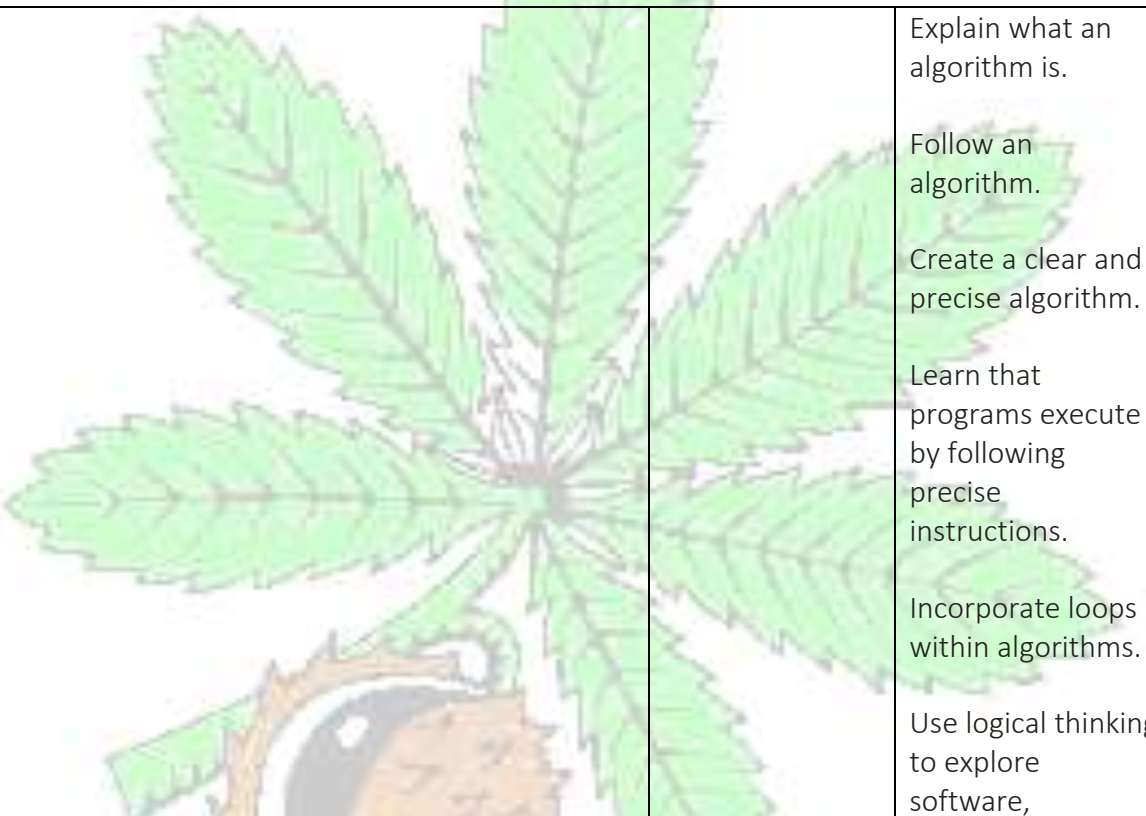




# Brabourne

CofE Primary School

Horizontal planning – Mars Class – Term 1/2 2023

			<p>Explain what an algorithm is.</p> <p>Follow an algorithm.</p> <p>Create a clear and precise algorithm.</p> <p>Learn that programs execute by following precise instructions.</p> <p>Incorporate loops within algorithms.</p> <p>Use logical thinking to explore software,</p>	
--	---	--	--	--



# Brabourne

CofE Primary School

Horizontal planning – Mars Class – Term 1/2 2023

		<p>predicting, testing and explaining what it does.</p> <p>Use an algorithm to write a basic computer program.</p> <p>Develop word processing skills, including altering text, copying and pasting and using keyboard shortcuts.</p>	
--	--	--	--

