



Brabourne

CofE Primary School

Horizontal planning – Neptune Class – Term 1/2 2023

MATHS

Key Concepts – Place Value, Addition and Subtraction, Multiplication and Division

Year 3/4 Term 1/2

Prior Learning – Flashback 4
Component Steps to learning



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

Lesson by lesson overview

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

Year 3 End Points

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number

- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words

- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000

- solve number problems and practical problems involving these ideas

Year 4 End Points

- count in multiples of 6, 7, 9, 25 and 1000
- count backwards through zero to

- find 1000 more or less than a given number
- recognise the place value of each digit in a four-digit number (thousands, hundreds,



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Place value key vocabulary:

Year 3 Vocabulary Ascending Descend Ten or 100 more Ten or 100 less Hundreds

Year 4 Vocabulary Negative numbers Roman numerals Thousands more Thousands less, Thousands Round



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

Lesson by lesson overview

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

Year 3 End Points

- estimate the answer to a calculation and use inverse operations to check answers

- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

- add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

Year 4 End Points

- add and subtract numbers with up to 4 digits using the formal written methods of columnar
- solve addition and subtraction two-step problems in contexts, deciding which



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Addition and Subtraction key vocabulary

Year 3 Vocabulary Column addition Column subtraction Exchange Estimate

Year 4 Vocabulary Four-digit number Operations Methods



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

Lesson by lesson overview

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

Year 3 End Points

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

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

Year 4 End Points

- recall multiplication and division facts for multiplication tables up to 12×12
- use place value,



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Day 17			11 times table and division facts	Autumn Block 4 Step 9
Day 18	Consolidation Reasoning & Problem Solving		12 times table and division facts	Autumn Block 4 Step 10
Day 19			Multiply 3 numbers	Autumn Block 4 Step 13
Day 20			Informal written methods for multiplication	Spring Block 1 Step 8
Day 21		Related calculations	Spring Block 1 Step 2	Related facts – multiplication and division
Day 22	Reasoning about multiplication	Spring Block 1 Step 3	Reasoning and about multiplication and division (Recap)	(Use Y3)
Day 23	Consolidation Reasoning and Problem Solving		Factor pairs	Spring Block 1 Step 1
Day 24			Use factor pairs	Spring Block 1 Step 2
Day 25	Multiply 2-digits by 1 digit – no exchange – activity	Spring Block 1 Step 4	Efficient multiplication	Spring Block 1 Step 15
Day 26	Multiply 2 digits by 1 digit – no exchange	Spring Block 1 Step 4	Multiply 2 digits by 1 digit – no exchange	Spring Block 1 Step 9
Day 27	Multiply 2 digits by 1 digit – exchange – activity	Spring Block 1 Step 5	Multiply 2 digits by 1 digit - exchange	Spring Block 1 Step 9
Day 28	Multiply 2 digits by 1 digit - exchange	Spring Block 1 Step 5	Consolidation Reasoning and Problem Solving	
Day 29	Scaling	Spring Block 1 Step 10	Multiply 3 digits by 1 digit	Spring Block 1 Step 10
Day 30	Divide 2 digits by 1 digit – no exchange	Spring Block 1 Step 7		Spring



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Multiplication and Division key vocabulary:

Year 3 Vocabulary Exchange Mathematical statements Missing number problems Integers Scaling problems Correspondence problems Derived fact

Year 4 Vocabulary Factor pairs Formal written layout Distributive law Reminder

English Key Concepts

Writing – composition, transcription

Reading – Word reading, comprehension

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 Text – Street Child, Berlie Doherty

Y3/4 Complete Comprehension T1

Year 3

Week	Unit	Title and Author	Genre	Key skill
Week 2-3	Unit 1	The Pebble In My Pocket Meredith Hooper	Non-fiction Narrative	Summarising
Week 4-5	Unit 2	Stone Circles Dawn Finch	Non-fiction Information text	Retrieval
Week 6-7	Unit 3	My Brother is a Super Hero David Solomons	Fiction	Relationships

Year 4

Week	Unit	Title and Author	Genre	Key skill
Week 2-3	Unit 1	Roman Britain Ruth Brocklehurst	Non-fiction	Summarising
Week 4-5	Unit 2	The Time Travelling Cat and the Roman Eagle	Fiction	Retrieval
Week 6-7	Unit	The Moomins and the Great Flood	Classic Fiction	Relationships

Term 2 Key text – War Horse (picture book), Phillip Pullman

Y3/4 Complete Comprehension T2

Week 1-2	Unit 11	New Year's Celebrations Jane Sweeney	Non-fiction	Comparison
Week 3-4	Unit 4	The Magic Finger Roald Dahl	Classic Fiction	Inference
Week 5-6	Unit 7	The Iron Man Ted Hughes	Classic Fiction	Word Choice

Week 2-3	Unit 21	Everything Caviles Crispin Boyer	Non-fiction Information text	Comparison
Week 3-4	Unit 6	The Little Daughter of the Snow	Traditional tale	Inference
Week 5-6	Unit 19	A series of unfortunate events. Lemony Snicket. Fiction		Word Choice

Reading Composites T1/2



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Check the text makes sense to them and begin to discuss their understanding and explaining the meaning in context.
Ask questions to improve their understanding of a text.
Identify the main ideas drawn from more than one paragraph and summarise these.
To begin to retrieve and record information from a fiction text
To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
To use appropriate terminology when discussing texts (plot, character, setting).

To discuss and compare texts from a wide variety of genres and writers.
To read for a range of purposes.
To identify themes and conventions in a wide range of books.
To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).
To identify how language, structure and presentation contribute to meaning.
To identify main ideas drawn from more than one paragraph and summarise these.
To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.
To justify predictions using Composite End Points from the text.
To discuss authors' choice of words and phrases for effect. Use dictionaries to check the meaning of words they have read. Identify how language, structure and presentation contribute to meaning.

Writing

Vocabulary, grammar & punctuation substantive and disciplinary knowledge
Year 3/4 Terms 1&2

Prior Learning - [Progression-of-Genres-1.pdf \(brabourne.kent.sch.uk\)](https://www.brabourne.kent.sch.uk/Progression-of-Genres-1.pdf)
[Brabourne-Writing-Progression-2022-2023.pdf](https://www.brabourne.kent.sch.uk/Brabourne-Writing-Progression-2022-2023.pdf)



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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1 Resources Resources	Words with the long /eɪ/ sound spelt with 'ai' y3 1a wk3	Words with /ur / sound spelt with 'ear' y3 1a wk4	Words with /aw/ spelt with 'augh' and 'au' y4 1a wk1	Homophones and near homophones y3 2b wk1	Homophones and near homophones y3 2b wk2	Statutory spellings challenge words y3 2b wk6	Review Week
	Consonants and vowels y3	A or an y3	determiners y4	Adjectives y3	Homophones y4	Assess & Review	
Term 2 Resources Resources	Words with short /i/ sound spelt with 'y' y3 2a wk1	Words with a /k/ sound spelt with 'ch' y3 2a wk6	Words ending in the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' y3 2b wk4	Words with a /sh/ sound spelt with 'ch' y3 2b wk5	Words with the /s/ sound spelt with 'sc' y4 2b wk1	Review Week	Review Week
	Standard English y4	adjectives y4	expanded noun phrases y4	Compound words y4	editing and evaluating y4	Assess and Review	

Writing Composites Year 3/4 Terms 1/2

Composition

Poetry – link to Street Child core text

- Identify the features of a different types of poetry (haiku, rhyming, descriptive/senses)
- Plan a poem (senses)
- Draft a poem
- Write a poem

Playscript – link to WW1 topic

- Identify features of a play script.
- Plan a play script: focussing on structure, layout, organisational features



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- Write a play script: focussing on above
- Edit and improve vocabulary and sentence structure using a thesaurus, word-banks, performance
- Publish/perform play script.

Recounts –link with topic Trip

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

Persuasive letter – link to Street Child core text

- Identify features of persuasive letter
- Plan a persuasive letter: focussing on structure, introduction, points about subject/issue, conclusion, rhetorical questions
- Write a persuasive letter using above details
- Edit and improve vocabulary and sentence structure using a thesaurus, word-banks
- Publish persuasive letter using organisational features.

Newspaper report- link to WW1 topic

- Identify features of a newspaper report
- Plan a newspaper report: focussing on structure, heading/subheading, dates, details, facts (5Ws), reported/direct speech, chronological paragraphs, third person, past tense.
- Write a newspaper report: focussing on structure, heading/subheading, dates, details, facts (5Ws), reported/direct speech, chronological paragraphs, third person, past tense.
- Edit and improve vocabulary and sentence structure using a thesaurus, word-banks.
- Publish newspaper report using organisational features and including an image and caption.



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Character profile – Street child/link to WW1 topic

- Identify features of authorial voice within character descriptions so far (use of Fantastics)
- Plan description using authorial voice style supported by writing rainbow
- Write character description using detail from plan
- Edit and improve vocabulary and sentence structure using thesaurus, word-banks.

History: Hard Times

Key Concept: **Cause and Effect** Sub-concept: Movement and People

Key Concept Question: How did the events of the late 18th century/early 19th century change life in Britain?

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 – London’s Burning

Movement & People – Traders and Raiders

Assessment/memory – Mind maps, knowledge organisers, end of unit quiz, pupil conferencing, learning journey

National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End Points
Develop a chronologically secure knowledge and understanding of British and world history, establishing	<p><u>The Victorians</u></p> <p>Why was it called the Victorian era?</p> <p>What was life-like in the workhouse?</p> <p>What happened during the Industrial Revolution?</p>	<p>T1</p> <p>Era</p> <p>Queen Victoria</p> <p>Cholera</p>	<p>Identify Queen Victoria and explain why it was called the Victorian era</p>	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Explain the KCQ: How did the events of the late 18th



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<p>clear narratives within and across the periods they study</p> <p>Be able to address and sometimes devise historically valid questions about change, cause, similarity and difference and significance</p> <p>Be able to construct informed responses that involve thoughtful selection and organization of relevant historical information</p> <p>Be able to address historically valid questions about change, cause, similarity and difference and significance</p>	<p>How was life different for the rich and the poor in Victorian Britain? Who was Dr Barnardo and how did he help Victorian children?</p> <p><u>World War One</u> Why did World War One begin? What was lifelike on the front line? What happened during the Battle of the Somme? What was it like to live in Britain during the war? What was Christmas like during WWI? How did World War One end?</p>	<p>Industrial revolution Shilling Typhoid Workhouse T2 Trenches No-man's land Truce Archduke Franz Ferdinand Wilfred Owen Trench foot Shell shock Remembrance Sunday Gas mask Zeppelins Navy Airforce Lord Kitchener Propaganda</p>	<p>Explain what life was like in the workhouse for the poor.</p> <p>Give details about how life changed for Britain's during the industrial revolution.</p> <p>Identify Dr Barnardo's and give details about how he helped Victorian children.</p> <p>Give some similarities and some differences between the rich and poor.</p> <p>Explain how and why WW1 began.</p> <p>Give explanations about the Battle of the Somme</p>	<p>century/early 19th century change life in Britain?</p> <ul style="list-style-type: none"> • Explain what life was like during Victorian times. • Identify what changed during the Victorian times • Give some ideas about what the Industrial revolution was • Explain how WW1 began • Give some details about what propaganda is. • Identify how Britain changed throughout this period of history • Compare what life was like then and now.
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			<p>Explain what life was like for a soldier during the war.</p> <p>Discuss how propaganda affected what people thought.</p> <p>Be able to say how the events of the Victorian era/WW1 affected life in Britain today.</p>	
RE				
Christianity – Term 1 Creation/Term 2 Incarnation				
Key Concept Question: What do Christians learn from the story of Creation?/What is the Trinity?(digging deeper)				
<u>Prior knowledge</u>				
Christianity – When Jesus left what was the impact of Pentacost?				
Incarnation – What is the Trinity?				
<u>Big Ideas (conceptual building blocks)</u>				
God the Creator cares for the creation, including human beings. As human beings are part of God’s good creation, they do best when they listen to God. The Bible tells a story(in Genesis 3) about how humans spoiled their friendship with God (sometimes called ‘the Fall’).This means that humans cannot get close to God without God’s help. The Bible shows that God wants to help people to be close to him —he keeps his relationship with them, gives them guidelines on good ways to live				



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(such as the Ten Commandments), and offers forgiveness even when they keep on falling short. Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.

Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.

Assessment/memory - Mind maps, pupil conferencing, learning journey, knowledge organisers

National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End Points
RE curriculum is delivered through the Kent Agreed Syllabus and Understanding Christianity.	<p><u>Creation</u> What is wonderful about the world? How should humans look after the Earth? What instructions does God give to humans for treating the Earth as God's creation? What is 'The Fall' and why is it an important Christian belief? Why is saying sorry and important part of being a Christian? Why is forgiveness an important part of being a Christian?</p> <p><u>Incarnation</u> What happens during a Christian Baptism? What are the differences in the story of Jesus's birth from the Bible? What do Christians believe about incarnation? What do Christians believe about the Trinity?</p>	<p>T1 Creator Genesis The Creation Story Nature The fall Ten Commandments Forgiveness The Serpent</p> <p>T2 Baptism Blessing God Disciples, Christmas Incarnation</p>	<p>Describe some ways</p> <p>Ask questions and suggest responses Suggest why Identify how Make connections between stories Give examples of how and suggest reasons why Discuss their own and others ideas Explore and suggest ideas Link up some questions and answers</p>	<p>All pupils will be able to:</p> <p>Answer the KCQ: What do Christians learn from the story of Creation?</p> <p>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Describe what Christians do because they believe God is Creator. (For example, follow God,</p>



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				<p>wonder at how amazing God's creation is; care for the earth in some specific ways.)</p> <p>Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p> <p>T2</p> <p>All pupils will be able to:</p> <p>Answer the KCQ: What is the Trinity?</p> <p>Notice the difference between John and other Gospels.</p> <p>Offer suggestions for what texts about God might mean.</p> <p>Give examples about what the texts mean to Christians.</p> <p>Describe how Christians show their beliefs about God the Trinity in the way they live.</p>
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SCIENCE Forces and Magnets **Concept: Physics**

Big Idea:

Changing the movement of an object requires a net force to be acting upon it

KCs: Physics, Biology, Chemistry

Assessment/memory - Use learning journey/mind map/knowledge organiser/concept cartoon to revisit:

Prior learning

Physics (Electricity for Y4s) and (Seasonal Changes for Y3s)

NC	Key enquiry questions (KC)	Vocabulary	Disciplinary knowledge	End points
<p>To notice that some forces need contact between two objects</p> <p>To compare how things move on different surfaces</p> <p>To notice that magnetic forces can act at a distance and</p>	<p>Which forces act upon objects?</p> <p>How do objects move on different surfaces?</p> <p>How do we sort magnetic and non-magnetic materials?</p> <p>How do we investigate the strength of materials?</p> <p>What are magnetic poles?</p> <p>How do magnets attract or repel each other?</p>	<p>How things move: move, movement, surface, distance, strength.</p> <p>Types of forces : push, pull, contact force, non -contact</p>	<p>Identify the forces acting on objects</p> <p>Investigate how a toy car moves over different surfaces.</p> <p>Sort magnetic and non-magnetic materials</p>	<p>All pupils will be able to:</p> <p>Understand the Big Idea that 'changing the movement of an object requires a net force to be acting upon it'.</p> <p>And....</p> <p>Identify forces as pushes and pulls</p>



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<p>attract some materials and not others</p> <p>To observe how magnets attract or repel each other and attract some materials and not others</p> <p>To describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles are facing</p> <p>To observe how magnets attract or repel each other and attract some materials and not others</p>		<p>force, friction</p> <p>.</p> <p>Magnets: magnetic, magnetic field, magnetic force, bar magnet, horseshoe magnet, ring magnet, magnetic poles (north pole, south pole), attract, repel, compass.</p> <p>Magnetic and non-magnetic materials: e.g. iron, nickel, cobalt.</p>	<p>Investigate the strength of magnets</p> <p>Explore magnetic poles</p> <p>Observe how magnets attract some materials</p>	<p>Describe friction as a force that slows objects down. Feel the pulling force of a magnet. Sort materials according to whether they are magnetic or not. Participate in an investigation into magnet strength. Identify the different poles of a bar magnet. Use a magnetic compass with four points. Make a prediction. Construct a bar chart on labelled axes. Form a conclusion from their results</p>
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PSHE

T1: Family & Relationship (Y4 cycle)
 T2: Concept: Family & Relationships (Y4 cycle)

KCs: Family & Relationships * Health & Well-being * Safety & the Changing Body * Citizenship * Economic Well-being * Transition * Identity

Prior learning

Family & relationships Y2 and Y3
 Health & Wellbeing Y2 and Y3

Assessment/memory

Knowledge organiser – baseline quiz at beginning and review in different colour at end

Big ideas

T1

- To know that families are varied in the UK and across the world.
- To understand the different roles related to bullying including the victim, bully and bystander.
- To understand that everyone has the right to decide what happens to their body.
- To understand the courtesy and manners which are expected in different scenarios.
- To understand some stereotypes related to disability.
- To know that bereavement describes the feeling someone might have after someone dies or following another big change in their lives.

T2

- To know key facts about dental health.
- To know that visualisation means creating an image in our heads.
- To know that different job roles need different skills and so some roles may suit me more than others.
- To know that it is normal to experience a range of emotions.
- To know that mental health refers to our emotional wellbeing, rather than physical.
- To understand that mistakes can help us to learn.
- To know who can help if we are worried about our own or other people's mental health



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NC	Key enquiry questions (KC)	Vocabulary	Disciplinary knowledge	End points
NC – n/a	<p>What is Respect? What is a healthy friendship? What is the impact of bullying? What are stereotypes? What are stereotypes? (2) What types of families are there?</p> <p>How do we look after our teeth? What does relaxation feel like? What is Growth Mindset? What are my strengths? What's important to me? How do we understand emotions? What is mental health?</p>	<p>T1 act of kindness authority bereavement boundaries bystander permission</p> <p>T2 fluoride healthy mental health negative emotions positive emotions relaxation resilience skill visualise</p>	<p>T1 Use respectful language to discuss different families.</p> <p>Explore physical and emotional boundaries in friendships.</p> <p>Explore how my actions and behaviour can affect other people.</p> <p>T2 Develop independence in looking after my teeth.</p> <p>Identify what makes me feel calm and relaxed.</p>	<p>T1 All pupils will be able to: Understand that manners vary in different situations. Understand boundaries in friendships, including physical boundaries and expectations.</p> <p>Understand that what they do and say affects other people.</p> <p>Understand the impact of bullying and the role bystanders can take.</p> <p>Recognise male and female stereotyped characters.</p> <p>Understand that stereotypes about disabilities are usually untrue.</p> <p>Understand that families are all different and they offer each other support but sometimes they can experience problems.</p>



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			<p>Learn visualisation as a tool to aid relaxation.</p> <p>Explore how my skills can be used to undertake certain jobs.</p> <p>Explore ways we can make ourselves feel happy or happier.</p> <p>Develop the ability to appreciate the emotions of others in different situations.</p> <p>Learn to take responsibility for my emotions by knowing that I can control some things but not others.</p>	<p>T2</p> <p>Identify and share key facts about dental health.</p> <p>Describe a calm place that helps them to feel relaxed.</p> <p>Describe how they feel when they make a mistake and explain what can be learned from making mistakes.</p> <p>Write or describe their strengths and how they could use these in school.</p> <p>Describe what makes them happy, suggesting how they could work towards this as a goal.</p> <p>Explain that there are some things they can control and others they cannot.</p> <p>Understand the range of emotions we can experience.</p>
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			Develop a growth mindset.	Understand what mental health is and that sometimes people might need help.
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French

T1 This is Me

T2 School Days

KCs: Speaking & Pronunciation, Listening, Reading & Writing, Grammar, Intercultural Understanding

Big knowledge

T1

How the key phonemes u, on, and ou sound.

How the acute accent è and the cedilla ç change the sound of the letter they are placed on in a word.

Vocabulary for different greetings, introductions and feelings.

That in French there are formal and informal greetings.

T2

Accurately repeating words containing the phonemes eu, oi, in, on, ou and writing these correctly.

Grammar

Some words are cognates: they have the same spelling and meaning in French and English.

Some letters carry accents and these change the sound of those letters.

Every French noun is either masculine or feminine.



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The gender of a French noun determines its definite article.
 The gender of a noun affects the form of the indefinite article un or une.
 Il y a is used to say 'there is/are'.
 When we turn the statement il y a (there is/are) into a negative il n'y a pas de/d' (there is not) then we change the article from un/une to de/d' (d' if the noun begins with a vowel).
 Basic sentence structure English and French have the same pattern: subject + verb + object.

Prior learning/structures - Bonjour, salut, je m'appelle, j'ai...ans, au revoir, a bientôt/days of the week/numbers

Assessment/memory – Knowledge organiser, quiz

National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End Points
understand and respond to spoken and written language from a variety of authentic sources speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually	How do we greet people in French? What greetings do we use for different times of day? How do we express feelings? How do we respond to questions? How do we understand and exchange written information? How do we develop pronunciation and intonation? How do we link spelling, sound and meaning of number words? What is the definite article and cognates? How do we write descriptive phrases? How do we adapt phrases?	T1 Bonjour Bonsoir Bonne nuit Salut Je m'appelle Comment tu t'appelles ? 23mplo ? 23mplo 23mplo bien 23mplo très bien Ça ne va pas 23mplo mal T2	T1 Listen and respond to single words and short phrases. Ask and/or answer simple questions. Begin to understand and notice cognates. Listen and repeat key phonemes with care. Recognise some familiar French words in written form.	T1 Recognise and respond to different greetings. Recognise and sound out phonemes and begin to notice key phonemes in French words. Form phrases to say hello and introduce themselves. Begin to recognise how some sounds are represented in written form. Ask someone how they are feeling and say how they are feeling. Relate written captions to images.



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<p>improving the accuracy of their pronunciation and intonation can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt discover and develop an appreciation of a range of writing in the language studied</p>		<p>le/la/l'/les un/une et l'école dans ma salle de classe il y a il n'y a pas de/d' j'étudie un 24mploy du temps ouvrez les yeux fermez les yeux</p>	<p>Write some familiar French words and phrases accurately. Pronounce words containing the phonemes on, ou, and the letters ç and u accurately.</p> <p>T2</p> <p>Spontaneously identify cognates and near cognates. Recognise some familiar French words in written form. Follow verbal instructions in French. Select the correct form of the definite and indefinite articles. Listen to and transcribing familiar language with an</p>	<p>T2</p> <p>Deduce the meaning of new words using a range of language detective skills. Accurately imitate the pronunciation of new vocabulary, showing awareness of how accents change the sound. Speak clearly and present simple phrases using a visual support. Explain what there is and is not in a classroom. Correctly identify masculine and feminine nouns in written form. Extract key information from a written text.</p> <p>Use modelled language to create sentences containing appropriate articles.</p> <p>Write familiar language with a degree of accuracy by applying knowledge of sound-spelling links</p>
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			<p>increasing degree of accuracy.</p> <p>Language production</p> <p>Speak with a partner to give information.</p> <p>Use short phrases to give information.</p> <p>Form statements with information including the negative.</p> <p>Repeat new language accurately.</p>	

ART T1

KCS: Knowledge of artists and designers: (factual knowledge) Exploring and developing ideas: (conceptual knowledge) Making Disciplinary knowledge: (procedural knowledge) Evaluating: (metacognitive knowledge)

National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End Points
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	<p>Can we use skills already learned to create a portrait of ourselves? How can we use shading to create light and shadow? Can we sketch the other side of our face? What would we put in our silhouette self-portrait? Can we use space and colour effectively to represent ourselves?</p>	<p>Shading, hint of..., surface, pattern, pencil, grade of pencil, tone Other vocab Technique, silhouette, portrait, proportion, placing, sketch, representation</p>	<p>Develop skill and control when using tone and use simple shading rules Use sketchbooks to generate ideas and record thoughts and observations and ideas and Develop skills and techniques. Create personal artwork using the artwork of others to stimulate me Reflect on my own work in order to make improvements. Use my own and others opinion to identify area of improvement</p>	<p>All pupils will be able to:</p> <p>Create portraits using different styles and techniques</p> <p>Use shading techniques effectively</p> <p>Consider personal traits to create a silhouette</p> <p>Evaluate their own and other work and use this to explore improvements.</p>
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			<p>Draw from direct observation, applying shapes and some tonal shading when drawing</p> <p>Show an understanding of geometry and proportion in my drawings</p>	
<u>DT T2</u> Mechanical Systems – making a slingshot car				
KCs: Designing Making Evaluating Technical Knowledge Cooking and nutrition				
<u>Prior learning</u> – Mechanisms wheels and axis				
<u>Assessment/memory</u> – Knowledge organiser/End of unit Success Criteria				
<u>Big ideas</u> To understand that all moving things have kinetic energy. To understand that kinetic energy is the energy that something (object/person) has by being in motion. To know that air resistance is the level of drag on an object as it is forced through the air. To understand that the shape of a moving object will affect how it moves due to air resistance.				



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National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End Points
<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>How do we build a car chassis? How do we design a shape that reduces air resistance? How do we make a model based on a chosen design? How do we assemble and test a completed product?</p>	<p>Chassis energy kinetic mechanism air resistance design structure graphics research model template</p>	<p>Design a shape that reduces air resistance.</p> <p>Draw a net to create a structure from. Choose shapes that increase or decrease speed as a result of air resistance.</p> <p>Personalise a design. Measure, mark, cut and assemble with increasing accuracy. Make a model based on a chosen design.</p> <p>Evaluate the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.</p>	<p>All pupils will be able to:</p> <p>Work independently to produce an accurate, functioning car chassis. Design a shape that is suitable for the project.</p> <p>Attempt to reduce air resistance through the design of the shape. Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed.</p> <p>Construct car bodies effectively. Conduct a trial accurately and draw conclusions and improvements from the results.</p>



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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

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<p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>				
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PE (Cycle B)

T1 Football

T2 Netball

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

Prior knowledge – Football Netball previous year/Ball skills/sending and receiving

Assessment/memory – Pupil Conferencing/End of unit assessment

National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End Points
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<p>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</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>How do we dribble? How do we develop changing direction and speed when dribbling? How do we develop passing and begin to recognise when to use different skills? How do we apply attacking skills to move towards a goal? How do we use defending skills to delay an opponent and gain possession?</p> <p>How do we apply skills and knowledge to compete in a tournament?</p> <p>How do we develop passing and moving and play within the footwork rule? How do we use a variety of passes to move towards a goal? How do we develop movement skills to lose a defender? How do we defend an opponent and try to win the ball? How do we develop the shooting action? How do we apply skills and knowledge to play games using netball rules?</p>	<p>Target</p> <p>Dribbling</p> <p>Opponent</p> <p>Receive</p> <p>Dodging</p> <p>Defence</p> <p>Attack</p> <p>Possession</p> <p>Interception</p> <p>Track</p> <p>Sprinting</p> <p>Balancing</p> <p>Forwards</p> <p>Backwards</p> <p>Agility</p> <p>Determination</p> <p>Stability</p> <p>Flexibility</p> <p>Marking</p> <p>Tracking</p> <p>Space</p> <p>Defend</p> <p>Consecutive</p> <p>Travelling</p> <p>Protective</p> <p>Reverse</p>	<p>Pass, throw and catch with control</p> <p>Keep possession of the ball</p> <p>Vary tactics and adapt skills depending on what is happening</p> <p>Evaluate my own performance and suggest improvements</p>	<p>All pupils will be able to:</p> <p>T1</p> <p>Delay an opponent and help to prevent the other team from scoring.</p> <p>Dribble, pass, receive and shoot the ball with increasing control.</p> <p>Move to space to help my team to keep possession and score goals.</p> <p>Provide feedback using key terminology and understand what I need to do to improve.</p> <p>Use simple tactics to help my team score or gain possession.</p> <p>Share ideas and work with others to manage our game.</p> <p>Understand the rules of the game and I can use them often and honestly.</p> <p>T2</p> <p>Defend one on one and know when to win the ball.</p>
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		Rotation		<p>Explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>Move to space to help my team to keep possession and score goals.</p> <p>Pass, receive and shoot the ball with increasing control.</p> <p>Provide feedback using key terminology and understand what I need to do to improve.</p> <p>Use simple tactics to help my team score or gain possession.</p> <p>Share ideas and work with others to manage our game.</p> <p>Understand the rules of the game and I can use them often and honestly.</p>
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