



Brabourne

CofE Primary School

Horizontal planning – Mars Class – Term 3/4 2024

MATHS	
Key Concepts	
Y1: Number (Place value)/Addition & Subtraction/Length & Height/Mass & Volume	
Y2: Money/Multiplication & Division/Length & Height, Mass, Capacity & Temperature	
Prior Learning - YR numbers to 10. Y1 – recognising money	
Component Steps to learning	
Year 1	Year 2
Number: Place Value Step 1 Count within 20 Step 2 Understand 10 Step 3 Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16 Step 6 Understand 20 Step 7 1 more 1 less Step 8 The number line to 20 Step 9 Use a number line to 20 Step 10 Estimate on a number line Step 11 Compare numbers to 20 Step 12 Order numbers to 20	Money Step 1 Count money – pence Step 2 Count money – pounds (notes and coins) Step 3 Count money – pounds and pence Step 4 Choose notes and coins Step 5 Make the same amount Step 6 Compare amounts of money Step 7 Calculate with money Step 8 Make a pound Step 9 Find change Step 10 Two-step problem Multiplication & Division Step 1 Recognise equal groups



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Addition & Subtraction

- Step 1 Add by counting on within 20
- Step 2 Add ones using number bonds
- Step 3 Find and make number bonds to 20
- Step 4 Doubles
- Step 5 Near doubles
- Step 6 Subtraction counting back
- Step 7 Subtraction finding the difference
- Step 8 Related facts
- Step 9 Missing number problems

Length & Height

- Step 1 Compare lengths and heights
- Step 2 Measure length using objects
- Step 3 Measure length in cms

Mass & Volume

- Step 1 Heavier and lighter
- Step 2 Measure mass
- Step 3 Compare mass
- Step 4 Full and empty

- Step 2 Make equal groups
- Step 3 Add equal groups
- Step 4 Introduce the multiplication symbol
- Step 5 Multiplication sentences
- Step 6 Use arrays
- Step 7 Make equal groups – grouping
- Step 8 Make equal groups – sharing
- Step 9 The 2 times-table
- Step 10 Divide by 2
- Step 11 Doubling and halving
- Step 12 Odd and even numbers
- Step 13 The 10 times-table
- Step 14 Divide by 10
- Step 15 The 5 times-table
- Step 16 Divide by 5
- Step 17 The 5 and 10 times table

Length & Height

- Step 1 Measure in centimetres
- Step 2 Measure in metres
- Step 3 Compare lengths and heights
- Step 4 Order lengths and heights



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<p>Step 5 Compare volume Step 6 Measure capacity Step 7 Compare capacity</p>	<p>Step 6 Four operations with lengths and heights Mass, Capacity & Temperature Step 1 Compare mass Step 2 Measure in grams Step 3 Measure in kilograms Step 4 Four operations with mass Step 5 Compare volume and capacity Step 6 Measure in millilitres Step 7 Measure in litres Step 8 Four operations with volume and capacity Step 9 Temperature</p>
<p>Year 1</p> <p>Vocabulary: Y1L sort, represent, multiples, partitioning, ones, tens, addition/add, subtraction, difference, equals, facts, problems, missing number problems, 2 digit number, inverse, compare, mass, volume,</p>	<p>Year 2</p> <p>Vocabulary: Y2: value, change, multiplication tables, commutative, repeated addition, standard units, estimate, order, record results, centimetre cm, metre m, kilogram kg, gram g, quarter full, three quarters full, litres l, millilitres ml, temperature, Celsius</p>



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<p>End points Number:</p> <ul style="list-style-type: none">• 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 <p>Addition & Subtraction</p>	<p>End points Measurement: Money</p> <ul style="list-style-type: none">• 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



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- 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 $7 = \square - 9$

Length & Height / Mass & Volume

Multiplication & Division

- 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

Length & Height / Mass, Capacity & Temperature



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- compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 - mass/weight [for example, heavy/light, heavier than, lighter than]
 - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
 - time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$



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<p>English Key Concepts</p> <p>ENGLISH Key concepts Reading – Decoding/Retrieval/Word meaning/Sequencing/Inference/Prediction Writing – composition, transcription</p>	
<p>Reading Key texts and Concepts</p> <p>Component steps identified in Complete Comprehension Complete-Comprehension-Curriculum-Progression.xlsx (live.com) Prior learning – Brabourne-Reading-Progression-2022-2023-1.pdf</p>	
Term 3 Key Text – The Storm Whale by Benji Davies (PoR)	Term 4 Key Text – The Snail and the Whale by Julia Donaldson (PoR)
Supporting texts: The Big Blue Whale, The Storm Whale in Winter, The Great Storm Whale, Grandma Bird, The Mousehole Cat, The Owl and the Pussycat, The Lighthouse Keepers series, Polly and the Puffin series, various Julia Donaldson/Axel Shefler texts.	
<p>Reading skills Year 1 Term 3</p> <p>Phonics Level 5: Long Vowel Sounds, 'ch' saying /c/, 'ch' saying /sh/, 'ir' saying /er/, 'ue' saying /yoo/ and /oo/, 'ew' saying /yoo/ and /oo/, 'y' saying /ee/.</p>	<p>Reading skills Year 1 Term 4</p> <p>Phonics Level 5: 'aw' and 'au' saying /or/, 'ow' and 'oe' saying /oa/, 'wh' saying /w/, 'g' saying /j/, 'c' saying /s/, 'ph' saying /f/, 'ea' saying /e/.</p>
Reading skills Year 2 Term 3	Reading skills Year 2 Term 4



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<p>Phonics Level 6: Adding –ed and –er to words ending in e, ‘eer’ saying /ear/, ‘ture’ saying /cher, Adding –est and –y to words ending in e, ‘mb’ saying /m/, ‘a’ and ‘al’ saying /or/,</p> <p>Unit 7 Perfectly Norman – Inference - Fiction Unit 8 Sir Charlie Stinky Socks – Sequencing – Fiction Unit 9 The Night Dragon – Inferencing - Fiction</p>	<p>Phonics Level 6: Adding –ing and –ed to CVC and CCVC words, ‘o’ saying /u/, ey’ saying /ee/, Adding –er, –est and –y to CVCC and CVC words, Contractions, ‘war’ saying /wor/ and ‘wor’ saying /wur/.</p> <p>Unit 10 How to Build a Gingerbread House – Non-fiction Unit 11 Hansel and Gretel – Retrieval - Fiction Unit 12 Hansel and Gretel – Inference - Fiction Progress Check The Life of Roald Dahl – Mixed skills - Fiction</p>
Composite Reading end points T3/4	
<p>Y1</p> <p>To listen to and discuss a wide range of fiction, nonfiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To begin to make simple inferences.</p> <p>Y2</p> <p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to</p>	<p>Y1</p> <p>To discuss the significance of titles and events. Recognise and join in with predictable phrases. To discuss word meaning and link new meanings to those already known.</p> <p>Y2</p> <p>To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text making some inferences. To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>



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retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related.			
Vocabulary, grammar & punctuation substantive and disciplinary knowledge Year 1/2 Terms 3/4			
Prior Learning - Progression-of-Genres-1.pdf (brabourne.kent.sch.uk) Brabourne-Writing-Progression-2022-2023.pdf			
Composition	Vocabulary, Grammar & Punctuation	Composition	Vocabulary, Grammar & Punctuation
Term 3		Term 4	
Year 1: To write a variety of genre including poetry To write for different purposes To say out loud what they are going to write about Composing a sentence orally before writing it Sequence sentences to form short narratives Re-reading what they have written to check it makes sense	Year 1: Introduce, revise and review conjunction ‘and’ to join words and sentences. Introduce, revisit and review question Marks. Year 2: Regular present tense, questions and commands, exclamations and statements, alphabetical order to the first and second letter then using second	Year 1: To say out loud what they are going to write about To discuss what they have written with the teacher To read their writing to check that it makes sense and to independently begin to make changes To read their writing aloud clearly enough to be heard by their peers and the teacher	Year 1: Introduce, revisit and review exclamation marks, introduce singular and plural words. Revisit question marks and exclamation marks. Revisit singular and plural words Revisit capital letters for the names of people, places and ‘I’. Year 2: Exciting words, alternative words for ‘said’, exclamation marks to show emotion or



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<p>To read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p>Year 2: To write simple poetry</p> <p>To have a positive attitude towards writing and develop writing stamina</p> <p>To proof read work and check grammar and punctuation</p> <p>To encapsulate what they want to say sentence by sentence</p> <p>To write for different purposes</p> <p>To write narratives about personal experiences and those of others (real and fictional)</p> <p>Planning or saying out loud what they are going to write about</p> <p>To write down ideas and key words including new vocabulary.</p>	<p>or subsequent letters, irregular past tense.</p>	<p>Year 2: Develop positive attitudes towards and stamina for writing by:</p> <p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Consider what they are going to write before beginning by:</p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p>	<p>shouting, improving sentences, adjectives and nouns (comparatives and superlatives), contractions, using a dictionary - finding definitions, verbs and adverbs.</p>
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		<p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	
Writing component end points T3/4			
Term Three End Products: The Mousehole Cat sequenced captions. The Owl and the Pussycat – narrative Poetry. The Storm Whale: thought bubbles, list writing and instructions, setting/scene description, narrative retelling. Curriculum Write: Geography – lighthouses information text.		Term Four End Products: The Snail and the Whale: Illustrator and author chronological and non-chronological texts. Thought/Speech bubbles, travel journey entries – descriptive writing, narrative story. Curriculum Write: RE – The Easter Story – Newspaper report recount.	



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GEOGRAPHY – THE SEASIDE

Key Concept: **Ecology and Evolution**

Key concept question: How has the seaside changed over time?

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 Key Questions: Ecology and Evolution –YR – How do we get to the seaside? Do all animals change?

Previous Year – How can we look after our planet?

Sub concept – Energy and Sustainability

YR – Which is the best way to travel? How can we protect animals?

Previous year – How can we look after our Planet?

YR-Y1 Know where they live • Know how they travel to school Talk about some of the differences they notice when they are in different places • Talk about places when looking at books and watching tv/videos • Talking about places they have been to • Talk about places in stories • Using language that relates to place • Recognise elements of their environment that are manmade and natural • Make maps from stories • Follow simple maps in play

Assessment/memory: Mind maps, Key Questions, end of unit quiz, pupil conferencing, learning journey



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National Curriculum	Key enquiry questions	Vocabulary	Disciplinary Knowledge	Composite End Point
To use basic geographical vocabulary, To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage, To use basic geographical vocabulary to refer to human and physical features, To use aerial photographs and to recognise landmarks	Who was Grace Darling and why was she important? Where are our seashores? How could we describe features of the seashore? How are the seashores of the past different from today? How could we describe living in a seashore town? What makes an island? How could we locate them? How could we explore a seashore locality?	Local area National Resort Tourist Feature Physical feature Human feature Pier Promenade United Kingdom Victorian Sea bathing Attractions Bay Harbour Climate	Use key words to describe different places, including seashore locations. Understand that seashore resorts can be found in the UK and worldwide. Observe aerial photographs of seashore locations to recognise basic human and physical features. Understand that seashore resorts have changed over time and explain some simple features of	All children will be able to: Answer the KCQ: How has the seashore changed over time? Locate their nearest seashore resort on a map and begin to locate some seashore resorts of the UK. Begin to classify key features of places into 'natural' and 'man-made'. Explain the differences between a seashore of



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<p>and basic human and physical features To name, locate and identify characteristics of the four countries and capital cities of the UK To use simple compass directions and locational and directional language to describe the location of features and routes on a map To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world,</p>		<p>seaside holidays in the past. Visit a seaside resort to carry out fieldwork and observations. Describe a UK seaside resort in detail using a range of information. Understand how an island is different from the mainland. Use and follow simple compass directions (NESW). Plan and follow routes on a map using map symbols. Ask geographical questions – Where is it? What is this place</p>	<p>the past and a seaside today. Explain the significance of Grace Darling. Explain the difference between living on the coast and living inland. Explain how living on a small island differs to mainland UK. Locate some of the main British islands using an atlas.</p>
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To use simple fieldwork and observational skills			like? How near/far is it?	
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ART

T3/4: n/a – DT is the focus this Spring Term. Art will be taught in the Summer Term.

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)

DT

Mechanisms: Making a moving Story Book.

Cooking and Nutrition: Making Smoothies

T3/4: n/a – DT is the focus this Spring Term. Art will be taught in the Summer Term.



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KCs: Designing Making Evaluating Technical Key Questions Cooking and nutrition

Prior learning

Previous year – Structures: Constructing a Windmill

YR-Y1 transition – To describe something they want to make / build / construct *To say who they are making / building / constructing for*To talk about what materials they are going to use when making / building / constructing * To make / build / construct objects using a variety of materials * To join materials together when making / building / constructing * To talk about their constructions / products, and what they are pleased with * To talk about their constructions and say how it could be even better * To talk about everyday objects that they like and say why they are good * To build / construct structures from a range of materials to a design brief that they have created or been given. * To build / construct structures that are tall or strong. * To know that tape and glue can join materials together and can make structures stronger.* To recognise different foods as either healthy or unhealthy * To know how to use basic cutlery and utensils to make and eat food * To follow simple instructions to make different foods * To know when we make food for other people that it needs to be appealing

Assessment/memory: Key Questions, end of unit success criteria

National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End Point
Evaluate Pupils should be taught to: Explore and evaluate a range of existing products.	What is a mechanism? How could we use levers or sliders? How will our designs show movement?	sliders mechanism adapt design criteria design	Understanding how to adapt mechanisms, using bridges or guides to control the movement.	All children will be able to: Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what



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Technical knowledge	How could we improve our designs?	input model template assemble test	Designing a moving story book for a given audience. Following a design to create moving models that use levers and sliders. Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed. Reviewing the success of a product by testing it with its intended audience. Describe fruits and vegetables and explain how to identify fruits. Learning where and how fruits and vegetables grow. Describe basic characteristics of fruit and vegetables.	movement the mechanism will make. Clearly label drawings to show which parts of their design will move and in which direction. Make a picture, which meets the design criteria, with parts that move purposefully as planned. Evaluate the main strengths and weaknesses of their design and suggest alterations. Explaining why it is important to keep healthy (exercise and diet). Designing smoothie carton packaging by hand. Chopping fruit and vegetables safely to make a smoothie.
Pupils should be taught to: Explore and use mechanisms [for example, levers, sliders, wheels and axles].	How do we know if these are fruits or vegetables? How could we make these fruits suitable for a smoothie?	Diet Healthy blend blender chopping board compare cut design evaluate flavour fork fruit healthy ingredients juice juicer leaf		
Cooking and nutrition	How could we describe our smoothies?			
Pupils should be taught to: Understand where foods come from.	How could we improve our smoothies? How could we make o people want to try or buy them?			



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		plant recipe root seed select smoothie stem table knife taste tree vegetable vine	Prepare fruits and vegetables to make a smoothie. Describing appearance, smell and taste.	Juicing fruits/veg to make a smoothie. Identifying if a food used in a smoothie is a fruit. Name a range of places that fruits and vegetables grow. Tasting and evaluating different foods for a smoothie. Suggesting information to be included on smoothie packaging.
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SCIENCE T3+4 Animals including Humans (Y1+2) KC: Biology KCs: Physics, Chemistry, Biology				
National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End Point
Prior Knowledge	Previous year: Living Things and their Habitats			



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	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 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
Assessment/memory	Concept cartoons, mind maps, end of unit quiz, learning journey, Key Questions Knowledge organisers

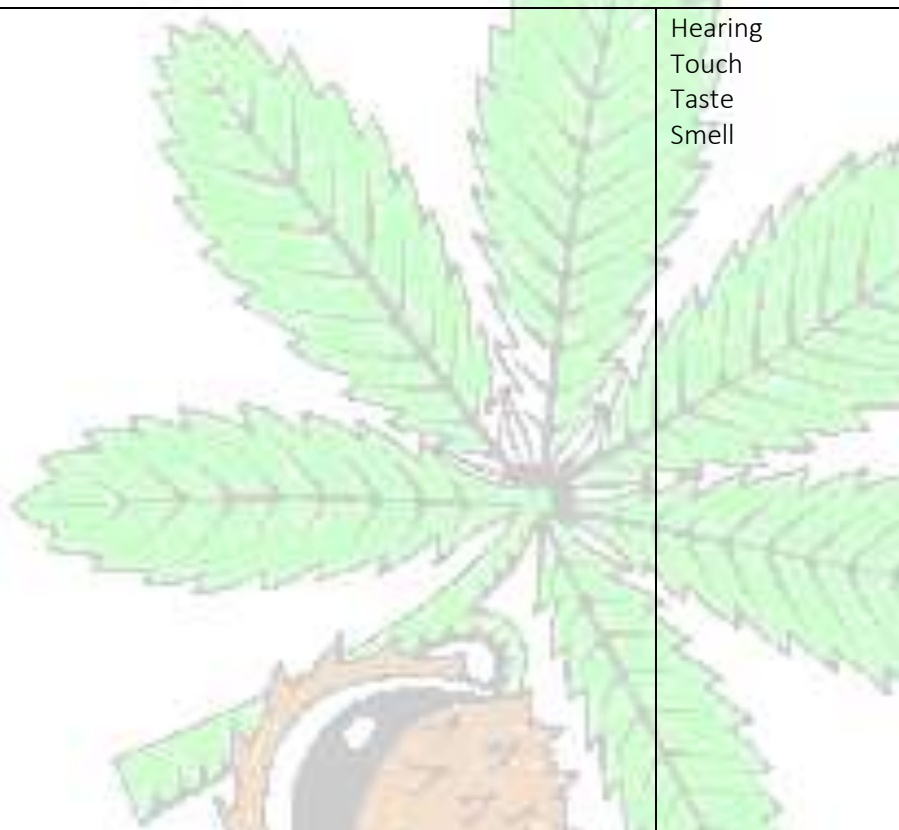
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).	T3/4 How could we identify and name some common animals? How could we describe and compare the structure of a variety of common animals? How can we identify, name and sort animals according to what they eat? How do animals change as they grow into adults? How could we explain an animal life cycle? How could we research and describe what animals, including humans, need to survive? How could we perform simple tests to find out more about the five senses?	T3/4 Amphibians Birds Fish Mammals Reptiles Carnivore Herbivore Omnivore Adult Develop Life cycle Offspring Young Live young Sight	T3/4 Observe and identify animals in the world around them. With a support resource, sort and classify them into simple groups. Make observations of animals in the same group and can use simple features to compare living things.	All children will be able to: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe the compared the observable features of animals from a range of groups. Explain why animals are herbivore, carnivore or omnivore.
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<p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Identify, name, draw and label the basic parts of the human body.</p> <p>Say which part of the body is associated with each sense.</p> <p>To perform simple tests.</p>		<p>Hearing Touch Taste Smell</p>	<p>Use simple secondary sources to find answers to help them sort and classify animals according to what they eat. Sorting/classifying (animals) into simple groups. Use scientific language to talk about their findings. Notice patterns and relationships between the groups. Use simple secondary sources to find answers to a question. Use simple secondary sources to find answers and talk about their findings.</p>	<p>Identify, match (to adults) and describe the main characteristics of the offspring found in different animal groups. Describe the main stages of at least two different animal life cycles. Compare these life cycles. Name the three basic needs of all animals to survive and describe the specific needs of a given animal. Name the five senses and the body parts they are related to. Explain how they use each of their senses.</p>
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<p>Gathering and recording data to help in answering questions.</p> <p>Asking simple questions. Using their observations and ideas to suggest answers to questions.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Use their observations and ideas to suggest answers to questions.</p>			<p>Carry out simple practical tests, make careful observations and draw simple conclusions.</p> <p>Use senses to carry out simple practical tests, using simple equipment.</p>	
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RE Key Concept T3: Gospel: Key Concept T4: Salvation: KCQs: What is the good new Jesus brings? Why does Easter matter to Christians?				
National Curriculum	Key enquiry questions	Vocabulary	Disciplinary Knowledge	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 To understand that different people have different ways of celebrating major events To know that people of all faiths can and do live well alongside each other To enjoy joining in with family customs and routines To be able to express some of their own families' customs and traditions To know that different people have a range of different ways of showing their beliefs, including prayers and worship To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions			



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	Previous year: KCQs: What is the good new Jesus brings? Why does Easter matter to Christians?			
Assessment/memory	Mind maps, pupil conferencing, learning journey, Key Questions organisers			
Big Ideas	Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way. Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus builds a bridge between God and humans. Christians believe Jesus rose from the dead, giving people hope of a new life			
Our RE Curriculum is delivered through the Kent Agreed Syllabus for Religious Education and the Understanding Christianity resource	Gospel Why did Jesus have disciples? Is Jesus everyone's friend? Is God forgiving? How can we show God that we will forgive others? How can God help us find peace? What can Jesus teach us about peace? Salvation What happened in the Easter story? What do 'sin' and 'salvation' mean?	Jesus Forgiveness Gospel Good News Peace Tax collector Jesus Holy Week Easter	Skills Ask questions Explore a range of stories from the bible Participate in speaking and listening	All pupils will be able to: tell stories from the Bible and recognise a link with a concept give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.



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	<p>Why is the cross an important symbol? What happened during Holy week? How do Christians celebrate Easter?</p>	<p>Good Friday Forgive Sin Saviour Salvation</p>	<p>Recognise Christian views</p> <p>Reflect on the views, beliefs and values of others</p> <p>Use Religious vocabulary with some accuracy</p>	<p>describe how Christians show their beliefs: for example, thanking God in prayer.</p> <p>give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.</p> <p>think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.</p> <p>Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.</p>
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				<p>Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). G</p> <p>ive at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.</p> <p>Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</p>
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PE T3 Gymnastics/Yoga



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T4 Fitness				
KCs: Competence, Performance, Creativity, Healthy Lifestyle, Evaluation & Analysis				
National Curriculum	Key Questions	Vocabulary	Disciplinary knowledge	Composite End Point
Prior Learning	<p>Previous year Gymnastics/Fitness/Net and Wall</p> <p>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 Previous year 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.</p>			
Assessment/memory	Pupil conferencing/End of unit assessment/Key Concept threads interwoven throughout			
master basic movements including	<p>T3</p> <p>Gymnastics</p> <p>How do we perform gymnastics shapes and link them together?</p>	<p>T3</p> <p>Straight Barrel</p>	<p>T3</p> <p>Plan and perform a sequence of</p>	<p>All pupils will be able to:</p> <p>T3</p> <p>Gymnastics</p>



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<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>perform dances using simple movement patterns.</p>	<p>How do we use shapes to create balances?</p> <p>How do we link travelling actions and balances using apparatus?</p> <p>How do we demonstrate different shapes, take off and landing when performing jumps?</p> <p>How do we develop rolling and sequence building?</p> <p>How do we create a sequence using apparatus?</p> <p>Yoga</p> <p>How can we develop coordination while in basic yoga poses and moving between them?</p> <p>How can we increase coordination while on all fours?</p> <p>How can we develop agility whilst coming into and out of the dog pose?</p> <p>How can we develop agility by varying the speed of movements and poses?</p> <p>How can we develop balance in standing positions?</p> <p>How can we develop balance when moving between yoga positions?</p> <p>T4</p> <p>How do we run for a long time?</p>	<p>Tuck</p> <p>Pike</p> <p>Straddle</p> <p>Sequence</p> <p>Yoga: Reach, steady, lift, release, Coordination, all fours, arching, Roots, dog pose, agility, speed, smooth. Balance, standing, steady.</p> <p>T4</p> <p>Speed</p> <p>Power</p> <p>Strength</p> <p>Breathing</p> <p>Accuracy</p> <p>Stamina</p>	<p>movements including balance</p> <p>Use balance, agility and coordination</p> <p>Develop balance, agility and coordination through yoga, by:</p> <ul style="list-style-type: none"> -stretching up and forward bending. -while on all fours. -coming in and out of the dog pose. -varying speed from fast to slow. -Following/working with my peers. <p>T4</p>	<p>Begin to provide feedback using key words.</p> <p>Be proud of my work and confident to perform in front of others.</p> <p>Perform the basic gymnastic actions with some control and balance.</p> <p>Plan and repeat simple sequences of actions.</p> <p>Use directions and levels to make my work look interesting.</p> <p>Use shapes when performing other skills.</p> <p>Work safely with others and apparatus.</p> <p>Yoga</p>
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	<p>How do we jump in a long rope using timing?</p> <p>How do we develop coordination in individual skipping?</p> <p>How do we develop stamina and change of direction?</p> <p>How do we use exercises to develop strength?</p> <p>How do we develop agility, balance and coordination?</p>		<p>Master basic running and catching</p> <p>Identify a good performance and say why</p>	<p>stretch their body up; follow a sequence of movements; move between poses; follow instructions to keep safe; arch their back up and dip their back down; adapt yoga poses, with guidance; flow from one yoga pose to another; balance, using support; use and link yoga poses together; demonstrate the correct form for a yoga pose; breathe smoothly while standing still.</p> <p>T4</p> <p>Describe how my body feels during exercise.</p>
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				<p>Show hopping and jumping movements with some balance and control.</p> <p>Persevere with new challenges.</p> <p>Show determination to continue working over a longer period of time.</p> <p>Understand that running at a slower speed will allow me to run for a longer period of time.</p> <p>Work with others to turn a rope and encourage others to jump at the right time.</p>
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<p>Music</p> <p>T3 In The Groove</p> <p>T4 Round and Round</p> <p>KCs: Listening, Singing, Playing, Creating, Performing, Technical Focus</p>	
Prior learning	<p>YR-Y1</p> <p>To join in with singing familiar songs and rhymes.</p> <p>To make up songs and rhymes of their own.</p> <p>To match the pitch of their voice to the pitch of the song they are singing.</p> <p>To listen to live and recorded music, hearing lyrics, rhymes and instruments.</p> <p>To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics.</p> <p>To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.</p>



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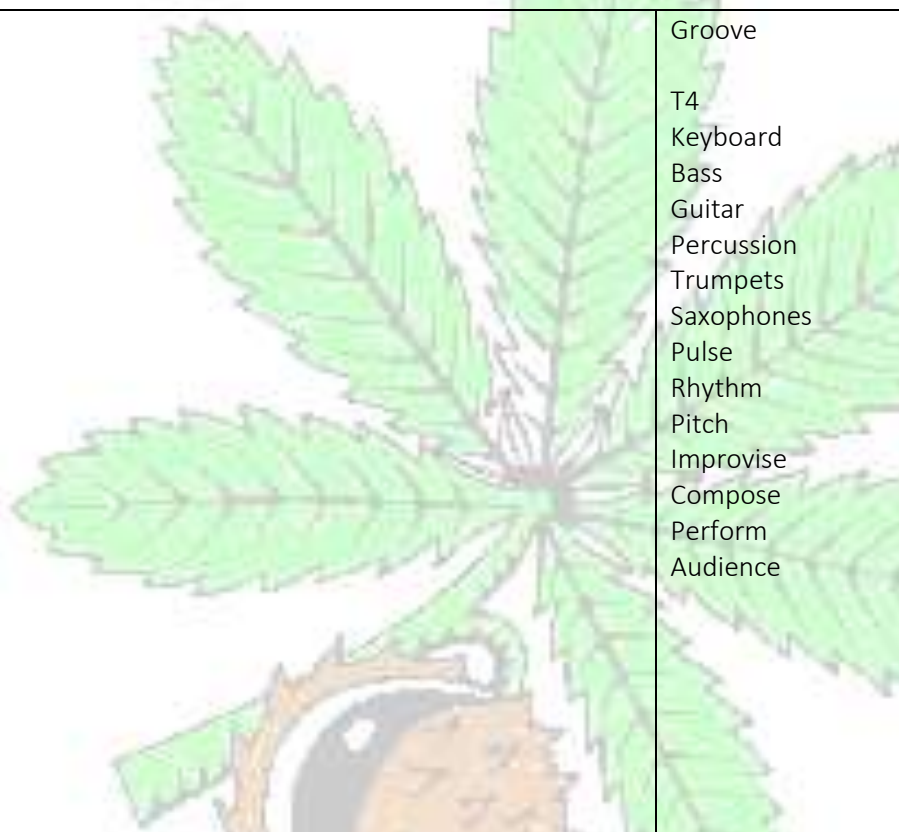
	To respond to music, including individual instruments with movement and dance To match movements to the rhythm and pulse of a piece of music To explore the range of sounds made by different instruments. To use a range of percussive instruments to enhance songs and rhymes. To know the names of instruments that they have explored and used.			
Assessment/memory	KO/baseline and end of term quiz			
National Curriculum	Key Questions	Vocabulary	Disciplinary knowledge	Composite End Point
use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality	T3/4 How do we sing a song? How do we play instrumental parts with a song? How do we improvise using voices or instruments? How do we sing and perform composition in a song? How do we prepare for a performance?	T3 Blues Baroque Latin Irish Folk Funk Pulse Rhythm Pitch Compose Improvise Perform	T3/4 Children can, with confidence, explain how a piece of music makes them feel. Children can listen with concentration and understanding to a	All children will be able to: T3/4 Know that music has a steady pulse like a heartbeat. Some children will know that we can create rhythm from words, our names, favourite foods, colours and animals. Others will



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<p>live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music</p>		<p>Groove</p> <p>T4</p> <p>Keyboard</p> <p>Bass</p> <p>Guitar</p> <p>Percussion</p> <p>Trumpets</p> <p>Saxophones</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Improvise</p> <p>Compose</p> <p>Perform</p> <p>Audience</p>	<p>range of high quality live and recorded music.</p> <p>Children can sing with a growing sense of accuracy as part of a choir Children can use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Children can convey the meaning of a song when performing to an audience.</p> <p>Children can, with confidence, experiment with,</p>	<p>create their own rhymes.</p>
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			<p>create, select and combine sounds using the inter related dimensions of music.</p> <p>Children can create a story with classroom instruments, recording their compositions in written form.</p> <p>Children can create and perform their own simple melody.</p>	
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<p>PSHE (Cycle B)</p> <p>KC T3: Safety and the Changing Body</p> <p>KC T4: Citizenship</p>
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KCs: Family & Relationships * Health & Well-being * Safety & the Changing Body * Citizenship * Economic Well-being * Transition * Identity	
Prior learning	<p>Previous year: Safety and the Changing body/Citizenship</p> <p>YR-1</p> <p>Knows right from wrong and can explain why it is important to have boundaries and routines · Working and play co-operatively and taking turns with others · Recognise and show sensitivity to their own and others needs · Recognise similarities and differences between themselves and others Managing their own personal hygiene and basic needs · Shows an understanding of their own feelings; and those of others · Being to regulate their behaviour · Shows an understanding of how to stay safe in a range of common situations. Shows care and concern for living things. · Name and describe people who might help us in the local community (police, fire service, doctors and teachers).</p> <p>T4</p> <p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To know some of the jobs people do to look after the environment in school and the local community.</p> <p>To understand how democracy works in school through the school council.</p> <p>To understand that everyone has similarities and differences</p>
Assessment /memory	KO/end of unit quiz
Big ideas	<p>T3</p> <p>To know the PANTS rule. To know that I should tell an adult if I see something that makes me uncomfortable online. To understand the difference between secrets and surprises. To know the rules for crossing the road safely. To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can.</p>



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National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End Point
<p>N/A</p> <p>Statutory guidance Internet and safety links:</p> <p>Pupils should know:</p> <p>that for most people the internet is an integral part of life and has many benefits.</p> <p>Statutory guidance Being safe: pupils should know:</p> <p>about the concept of privacy and the implications of it for both children and</p>	<p>What the internet is and how it can help us?</p> <p>How can we stay safe when using the internet?</p> <p>What is the difference understand between secrets and surprises?</p> <p>What are safe and unsafe touches?</p> <p>How can we keep safe on and near roads?</p> <p>How can we stay safe with medicines?</p> <p>Why are rules important?</p> <p>How can we look after the school environment?</p> <p>What role do people play after the environment?</p> <p>What different roles do people have in the community?</p> <p>How are they similar or different?</p> <p>What is democracy and how does it work in school?</p> <p>In what ways can we share an opinion respectfully?</p>	<p>medicine</p> <p>pedestrian</p> <p>private</p> <p>secret</p> <p>Surprise.</p> <p>Election</p> <p>environment</p> <p>identity</p> <p>job</p> <p>opinion</p>	<p>Understanding the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p> <p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p> <p>Understanding why rules are in place.</p> <p>Identifying positives and negatives about</p>	<p>All children will be able to:</p> <p>Explain how the internet can be used to help us.</p> <p>Create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable.</p> <p>Understand what a secret is and what a surprise is.</p> <p>Explain the PANTS rule.</p> <p>Understand how to keep safe near roads.</p>



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<p>adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>Non-statutory guidance PSHE</p> <p>Living in the Wider World</p> <p>Pupils learn</p> <p>L1. about what rules are, why they are needed, and why different rules are needed in different situations’</p> <p>L3. about things they can do to help look</p>	<p>rule</p> <p>school council</p> <p>volunteer</p> <p>vote</p>	<p>the school environment.</p> <p>Learning how to discuss issues of concern to me.</p> <p>Recognising the importance of looking after the school environment.</p> <p>Identifying ways to help look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>	<p>Explain the rules for crossing the road.</p> <p>Understand when we should take medicines that can help us feel better when we are unwell.</p> <p>Recognise that different rules apply in different situations.</p> <p>Explain what makes a good school environment.</p> <p>Recognise that everyone in school has a responsibility to maintain the school environment.</p> <p>Identify some jobs that people do to keep the local area pleasant.</p>
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after their environment' L5. about the different roles and responsibilities people have in their community' L6. to recognise the ways they are the same as, and different to, other people' R25. how to talk about and share their opinions on things that matter to them'				Recognise some local job roles that help the community. Recognise similarities and difference between people in the local community. Explain that differences should be respected. Explain how the school council works. Share their opinions on things that matter.
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Computing

T3 KC: Data and Information: Data handling: Introduction to data (Y1)

T4 KC: Programming Programming 2: ScratchJr (Y2)



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KCs: · Computing systems and networks · Programming · Data and information · Creating media · Online Safety	
Prior learning	<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>
Assessment /memory	KO/End of unit quiz
Big ideas	<p>T3</p> <p>To know that charts and pictograms can be created using a computer.</p> <p>To understand that a branching database is a way of classifying a group of objects.</p> <p>To know that computers understand different types of 'input'.</p> <p>T4</p> <p>To know that coding is writing in a special language so that the computer understands what to do.</p> <p>To understand that the character in ScratchJr is controlled by the programming blocks.</p> <p>To know that you can write a program to create a musical instrument or tell a joke</p>



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National Curriculum	Key Questions	Vocabulary	Disciplinary knowledge	Composite End Point
<p>Computing</p> <p>Pupils should be taught to: Use technology purposefully to create, organise store, manipulate and retrieve digital content.</p> <hr/> <p>Computing</p> <p>Pupils should be taught to:</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>	<p>How could we represent data in different ways?</p> <p>How could we use technology to represent data?</p> <p>How could we collect and record data?</p> <p>How could we sort data?</p> <p>How could we create an animation?</p> <p>How do we use characters as buttons?</p> <p>How could we follow an algorithm?</p> <p>How can we plan and use code to create an algorithm?</p>	<p>Bar chart</p> <p>Block graph</p> <p>Branching database</p> <p>Categorise</p> <p>Chart</p> <p>Click and drag</p> <p>Compare</p> <p>Count</p> <p>Data</p> <p>Data collection</p> <p>Data record</p> <p>Data representation</p> <p>Edit</p> <p>Input</p> <p>Keyboard</p> <p>Line graph</p> <p>Mouse</p> <p>Information</p>	<p>Learning how to explore and tinker with hardware to find out how it works.</p> <p>Recognising that some devices are input devices and others are output devices.</p> <p>Learning where keys are located on the keyboard.</p> <p>Developing control of the mouse through dragging, clicking and resizing of images to create</p>	<p>KO/End of unit quiz</p> <p>All children will be able to:</p> <p>Represent animal-themed data in different ways, using objects and technology.</p> <p>Log in and use mouse and keyboard skills to navigate the computer.</p> <p>Represent the same data as a pictogram and a table or chart.</p> <p>Collect data using a tally chart and represent their data digitally.</p> <p>Click and drag objects to sort data using a branching database.</p>



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<p>Create and debug simple programs.</p>		<p>Label Pictogram Pie chart Process Record Resize Sort Table Tally Values</p> <hr/> <p>Algorithm Animation Blocks Bug Button CGI Computer code Code Debug Fluid Icon Imitate</p>	<p>different effects. Developing understanding of different software tools.</p> <p>Recognising devices that are connected to the internet. Understanding that technology can be used to represent data in different ways: pictograms, tables, pie charts, bar charts, block graphs etc. Using data representations to answer questions about data.</p>	<p>Consider the types of input that would be used to gather different forms of data when designing an invention. Explore a new application independently. Explain what the blocks on ScratchJr do and use them for a purpose. Recognise a loop in coding and why it is useful. Use a code to create an animation of an animal moving. Use code to follow and create an algorithm. Program code to run 'on tap'.</p>
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		<p>Instructions</p> <p>Loop</p> <p>'On tap'</p> <p>Programming</p> <p>Repeat</p> <p>ScratchJR</p> <p>Sequence</p> <p>Sound recording</p>	<p>Using software to explore and create pictograms and branching databases.</p> <p>Recognising that buttons cause effects and that technology follows instruction.</p> <p>Explaining what an algorithm is.</p> <p>Following an algorithm.</p> <p>Creating a clear and precise algorithm.</p> <p>Learning that programs execute by following precise instructions.</p> <p>Incorporating loops</p>	<p>Explain the role of the blocks in a program they have created.</p>
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			<p>within algorithms. Using logical thinking to explore software, predicting, testing and explaining what it does. Using an algorithm to write a basic computer program. Using loop blocks when programming to repeat an instruction more than once. Using software (and unplugged means) to create story animations.</p>	
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