



Brabourne

CofE Primary School

Horizontal Planning – Jupiter Class – Terms 3&4 2023/24

MATHS			
Key Concepts – <u>Number</u> : Fractions, Decimals, Percentages, Ratio, Algebra; <u>Measurement</u> : Converting Units, Area, Perimeter, Volume; <u>Statistics</u>			
Year 5/6			
Prior Learning – Flashback 4			
Y5/6 – Teaching Daily Sequence Components – Fractions			
		Year 5 Small Step	Year 6 Small Step
Day 1	Y5: Find fractions equivalent to a unit Y6: Equivalent fractions and simplifying	1	1
Day 2	Y5: Find fractions equivalent to a non-unit fraction Y6: Equivalent fractions on a number line	2	2
Day 3	Y5: Recognise equivalent fractions Y6: Consolidation/Problem Solving	3	-
Day 4	Y5: Convert improper fractions to mixed numbers Y6: Consolidation/Problem Solving	4	-
Day 5	Y5: Convert mixed numbers to improper fractions Y6: Consolidation/Problem Solving	5	-
Day 6	Y5: Compare fractions less than 1 Y6: Compare and order (denominator)	6	3
Day 7	Y5: Compare and order fractions greater than 1	8	4



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	Y6: Compare and order (numerator)		
Day 8	Y5: Add and subtract fractions with the same denominator Y6: Add and subtract simple fractions	9	5
Day 9	Y5: Add fractions within 1 Y6: Add and subtract any two fractions	10	6
Day 10	Y5: Add fractions with a total greater than 1 Y6: Consolidation/Problem Solving	11	-
Day 11	Y5: Add to a mixed number Y6: Consolidation/Problem Solving	12	-
Day 12	Y5: Add two mixed numbers Y6: Add mixed numbers	13	7
Day 13	Y5: Subtract fractions Y6: Consolidation/Problem Solving	14	-
Day 14	Y5: Subtract from a mixed number Y6: Subtract mixed numbers	15	8
Day 15	Y5: Subtract from a mixed number – breaking the whole Y6: Multi-step problems	16	9
Day 16	Y5: Subtract two mixed numbers Y6: Multiply fractions by integers	17	1
Day 17	Y5: Consolidation/Problem Solving Y6: Multiple fractions by fractions	-	2



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Day 18	Y5: Consolidation/Problem Solving Y6: Divide a fraction by an integer	-	3
Day 19	Y5: Consolidation/Problem Solving Y6: Divide any fraction by an integer	-	4
Day 20	Y5: Consolidation/Problem Solving Y6: Mixed questions about fractions	-	5
Day 21	Y5: Consolidation/Problem Solving Y6: Fraction of an amount/find the whole	-	6, 7
Day 22	End of Block Assessment		

Y5/6 Teaching Daily Sequence – Decimals, Percentages and Fractions

		Year 5 Small Step	Year 6 Small Step
Day 1	Y5: Decimals up to 2dp Y6: Place value within 1	1	1
Day 2	Y5: Equivalent fractions and decimals (tenths) Y6: Equivalent fractions and decimals (tenths) recap	2	-
Day 3	Y5: Equivalent fractions and decimals (hundredths) Y6: Equivalent fractions and decimals (hundredths) recap	3	-
Day 4	Y5: Equivalent fractions and decimals Y6: Equivalent fractions and decimals recap	4	-
Day 5	Y5: Thousandths as fractions, decimals and on pv chart Y6: Thousandths as fractions, decimals and pv recap	5, 6, 7	-



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Day 6	Y5: Order and compare decimals Y6: Order fractions, decimals and percentages	8	6
Day 7	Y5: Order and compare decimals up to 3dp Y6: Order fractions, decimals and percentages	9	6
Day 8	Y5: Round to the nearest whole number Y6: Round decimals	10	3
Day 9	Y5: Round to 1dp Y6: Round decimals	11	3
Day 10	Y5: Understand percentages Y6: Understand percentages	12	3
Day 11	Y5: Percentages as fractions and decimals Y6: Fractions as percentages	13, 14	4
Day 12	Y5: Equivalent fractions, decimals and percentages Y6: Equivalent fractions, decimals and percentages	15	5
Day 13	Y5: Consolidation/Problem Solving Y6: Percentage of an amount – one step, two step, missing values	-	7, 8, 9
Day 14	Y5: Use known facts to add and subtract decimals within 1 Y6: Add and subtract decimals	Sum 1	4
Day 15	Y5: Complements to 1 Y6: Complements to 1 recap	Sum 2	-



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Day 16	Y5: Add and subtract decimals across 1 Y6: Add and subtract decimals	Sum 3	4
Day 17	Y5: Add decimals with the same number of decimal places Y6: Add and subtract decimals	Sum 4	4
Day 18	Y5: Subtract decimals with the same number of decimal places Y6: Add and subtract decimals	Sum 5	4
Day 19	Y5: Adding decimals with different number of decimal places Y6: Add and subtract decimals	Sum 6	4
Day 20	Y5: Subtract decimals with different number of decimal places Y6: Add and subtract decimals	Sum 7	4
Day 21	Y5: Efficient strategies for adding and subtracting decimals Y6: Add and subtract decimals	Sum 8	6, 7
Day 22	Y5: Decimal sequences Y6: Place value – integers and decimals	Sum 9	2
Day 23	Y5: Multiply decimals by 10, 100 and 1000 Y6: Multiply decimals by integers, in context, by 10, 100 and 1000	Sum 10	5, 6, 7



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Day 24	Y5: Dividing decimals by 10, 100 and 1000 Y6: Divide decimals by integers, in context, by 10, 100 and 1000	Sum 11	6, 8, 9
Day 25	Y5: Multiply and divide decimals – missing values Y6: Multiply and divide decimals – missing values recap	Sum 12	-
Day 26	End of Block Assessment		

Y5/6 Teaching Daily Sequence – Ratio and Algebra

		Year 5 Small Step	Year 6 Small Step
Day 1	Y5: Introduce to ratio and algebra on a basic level Y6: Add or multiply? Use ratio language	-	1, 2
Day 2	Y5: Introduce to ratio and algebra on a basic level Y6: Introduction to ratio symbol, ratio and fractions	-	3, 4
Day 3	Y5: Introduce to ratio and algebra on a basic level Y6: Scale drawing	-	5
Day 4	Y5: Introduce to ratio and algebra on a basic level Y6: Use scale factors, similar shapes	-	6, 7
Day 5	Y5: Introduce to ratio and algebra on a basic level Y6: Ratio problems, proportion problems, use recipes	-	8, 9, 10
Day 6	Y5: Introduce to ratio and algebra on a basic level Y6: 1 and 2 step function machines	-	1, 2
Day 7	Y5: Introduce to ratio and algebra on a basic level	-	3, 4, 5



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	Y6: Form expressions, substitution, formulae		
Day 8	Y5: Introduce to ratio and algebra on a basic level Y6: Form equations	-	6
Day 9	Y5: Introduce to ratio and algebra on a basic level Y6: Solve 1 and 2 step equations	-	7, 8
Day 10	Y5: Introduce to ratio and algebra on a basic level Y6: Find pairs of values	-	9
Day 11	Y5: Introduce to ratio and algebra on a basic level Y6: Solve problems with two unknowns	-	10
Day 12	End of block assessment	-	-

Y5/6 Teaching Daily Sequence – Converting Units

		Year 5 Small Step	Year 6 Small Step
Day 1	Y5: Miles and kilometres Y6: Miles and kilometres	-	4
Day 2	Y5: Kilograms and kilometres Y6: Kilograms and kilometres recap	1	-
Day 3	Y5: Millimetres and millilitres Y6: Millimetres and millilitres recap	2	-
Day 4	Y5: Convert units of lengths (metric) Y6: Metric measures	3	1
Day 5	Y5: Imperial measures	-	5



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	Y6: Imperial measures		
Day 6	Y5: Convert between metric and imperial measures Y6: Convert metric measures	4	2
Day 7	Y5: Converting units of times Y6: Calculate with metric measures	5	3
Day 8	Y5: Calculate with timetables Y6: Consolidation, reasoning and problem solving	6	-
Day 9	End of block assessment	-	-

Y5/6 Teaching Daily Sequence – Area, Perimeter and Volume

		Year 5 Small Step	Year 6 Small Step
Day 1	Y5: Perimeter of rectangles Y6: Shapes – same area	1	1
Day 2	Y5: Perimeter of rectilinear shapes Y6: Area and perimeter	2	2
Day 3	Y5: Perimeter of polygons Y6: Perimeter of polygons	3	-
Day 4	Y5: Consolidation, reasoning and problem solving Y6: Area of a triangle	-	3
Day 5	Y5: Area of rectangles Y6: Area of a right angled triangle	4	4
Day 6	Y5: Consolidation, reasoning and problem solving	-	5



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	Y6: Area of any triangle		
Day 7	Y5: Area of compound shapes Y6: Area of a parallelogram	5	6
Day 8	Y5: Estimate areas Y6: Estimate areas recap	6	-
Day 9	Y5: Cubic centimetres Y6: What is volume? recap	1	-
Day 10	Y5: Compare volume Y6: Volume – counting cubes	2	7
Day 11	Y5: Estimate volume and capacity Y6: Volume of a cuboid	3, 4	8
Day 12	End of block assessment	-	-

Y5/6 Teaching Daily Sequence – Statistics

		Year 5 Small Step	Year 6 Small Step
Day 1	Y5: Draw line graphs Y6: Line graphs	1	1
Day 2	Y5: Read and interpret line graphs Y6: Read and interpret line graphs recap	2	-
Day 3	Y5: Read and interpret tables Y6: Read and interpret tables recap	3	-
Day 4	Y5: Two-way tables	4	2



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	Y6: Dual bar charts		
Day 5	Y5: Read and interpret timetables Y6: Read and interpret pie charts	5	3
Day 6	Y5: Consolidation, reasoning and problem solving Y6: Pie charts with percentages	-	4
Day 7	Y5: Consolidation, reasoning and problem solving Y6: Draw pie charts	-	5
Day 8	Y5: Consolidation, reasoning and problem solving Y6: The mean	-	6
Day 9	End of block assessment	-	-

Key Vocabulary

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

Ratio & Proportion – relative size, missing values, integer multiplication, percentages, scale factor, unequal sharing and grouping

Algebra – formulae, linear number sequences, algebraically, equations, unknowns, combinations, variables

Measurement – decimal notation, scaling, metric units, imperial units, inches, compound shape, irregular shapes, square centimetres, square metres, area, perimeter, volume

Statistics – timetable, two-way tables



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Maths Composites Term 3/4	
Year 5	Year 6
<p>End points Fractions</p> <ul style="list-style-type: none"> identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] compare and order fractions whose denominators are all multiples of the same number add and subtract fractions with the same denominator and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams 	<p>End points Fractions</p> <ul style="list-style-type: none"> add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1



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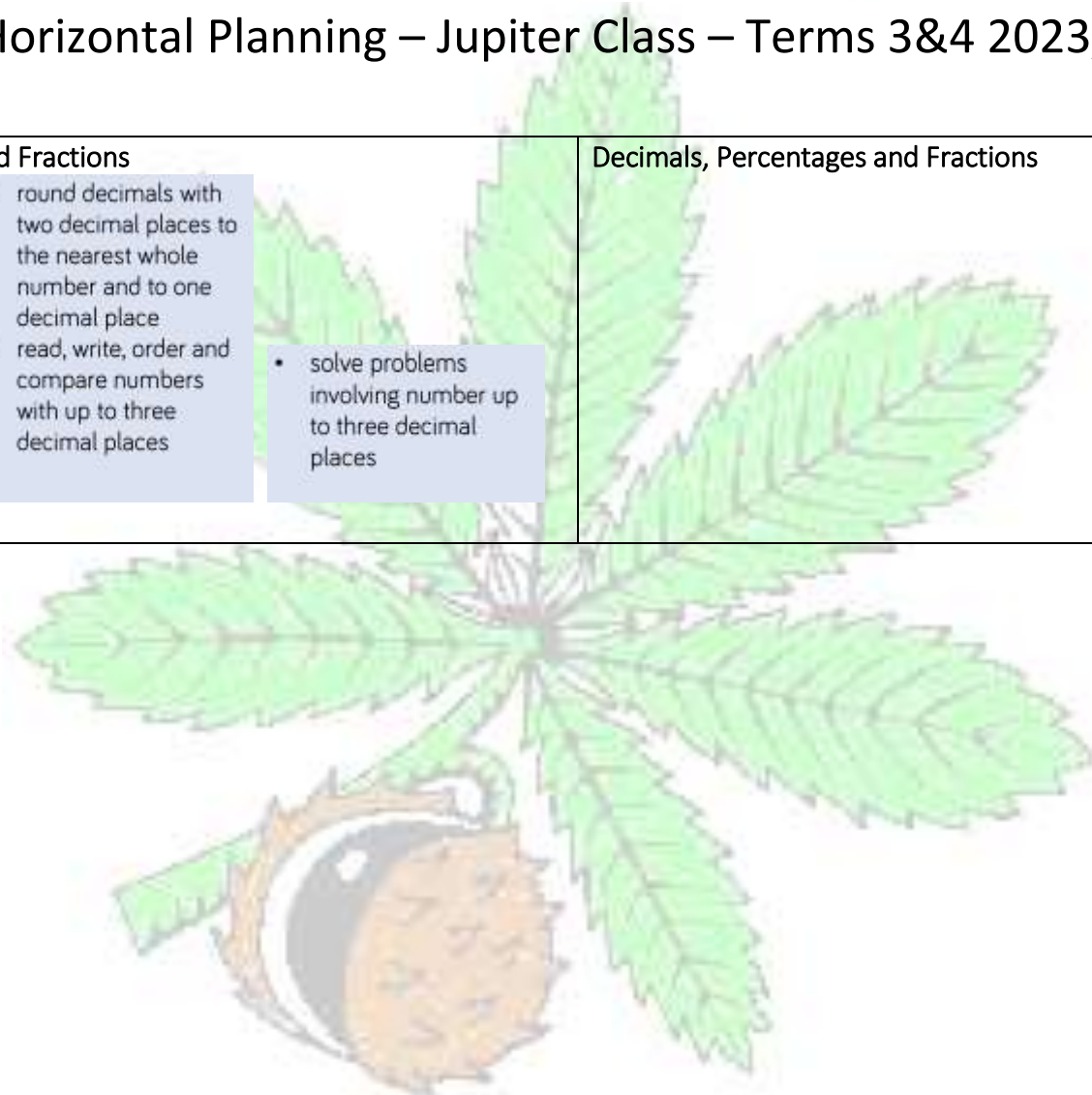
Decimals, Percentages and Fractions

- read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents

- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places

- solve problems involving number up to three decimal places

Decimals, Percentages and Fractions





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- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25

Ratio and Algebra

- identify the value of each digit in numbers given to three decimal places

- multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy



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Converting Units

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling

- use all four operations to solve problems involving measure [for example, money]

- solve problems involving converting between units of time

- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Ratio and Algebra



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Area, Perimeter and Volume

- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables.



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Statistics

- complete, read and interpret information in tables, including timetables

- solve comparison, sum and difference problems using information presented in a line graph

Converting Units

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- convert between miles and kilometres

- use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa



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Area, Perimeter and Volume

- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]



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Statistics

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average



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ENGLISH Key concepts

Reading – Retrieval, Word meaning, Inference, Comparison, Prediction

Writing – composition, transcription

Reading Key texts and Concepts

Component steps identified in Complete Comprehension [Complete-Comprehension-Curriculum-Progression.xlsx \(live.com\)](#)

Prior learning – [Brabourne-Reading-Progression-2022-2023-1.pdf](#)

Term 3 Key Focus Text – Extreme Earth

Y6 T3 Complete Comprehension

Unit 8 – Fiction – Inference

Unit 9 – Fiction – Retrieval

Unit 10 – Fiction – Inference

Unit 11 – Non-Fiction – Retrieval

Tin by Padraig Kenny

The Wonderful Wizard of Oz by L. Frank Baum

Welcome to Nowhere by Elizabeth Laird

Malala Yousafzai by The Guardian

Term 4 Key Focus Text – The Firework-Maker's Daughter

Y6 T4 Complete Comprehension

Unit 12 – Fiction – Inference

Unit 13 – Fiction – Word Meaning

Unit 14 – Fiction – Comparison

Progress Check – Poetry – Mixed Skills

The Crooked Sixpence by Jennifer Bell

Cogheart by Peter Bunzl

Alice's Adventures in Wonderland by Lewis Carroll

The Hunting of the Snark by Lewis Carroll



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Reading Composites T3/4	
<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters, change and develop through texts by drawing inferences based on indirect clues. To predict what might be happening from details stated and implied.</p> <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> <p>To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review)</p>	<p>To draw inferences from characters' feelings, thoughts and motives and justify with evidence from the text. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> <p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>To draw inferences from characters' feelings, thoughts and motives and justify with evidence from the text. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>
Writing	
Vocabulary, grammar & punctuation substantive and disciplinary knowledge Year 5/6 Terms 3&4	
Prior Learning - Progression-of-Genres-1.pdf (brabourne.kent.sch.uk) Brabourne-Writing-Progression-2022-2023.pdf	



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Writing composites

Year 5/6 Terms 3&4



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Diary Entry:

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

Balanced Report:

- Identify features of a balanced report
- Plan a balanced report: focussing on structure, content of paragraphs, for and against points of view, 'balanced' language
- Write a balanced report about consumption of chocolate: focussing on formal writing style, cohesive paragraphs, informative content, including both sides of the 'discussion'
- Consistently link ideas across paragraphs
- Edit and improve sentence structure using a thesaurus
- Publish balanced report using ICT and organisational features



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Poetry:

- Read poetry
- Analyse poems: focus on language and use of personification and metaphors
- Plan and write own poem describing an erupting volcano
- Edit and improve vocabulary using a thesaurus
- Publish poem using organisational features
- Perform poems using appropriate intonation, volume and movement

Narrative (Warning/disaster story):

- Identify features of narrative/story writing
- Plan a warning/disaster story using a story mountain: focus on description, dialogue, paragraphs
- Describe settings, characters and atmosphere (mood, pace and meaning)
- Write a warning/disaster story
- Consistently link ideas across paragraphs
- Edit and improve sentence structure using a thesaurus
- Publish story using ICT and organisational features

Informal Letter:

- Identify the features of an informal letter
- Identify the audience and purpose audience for writing
- Distinguish between language of speech and writing and formality



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- Plan a letter: focussing on structure, content of paragraphs, informal vocabulary
- Write a letter: focussing on correct tense, cohesive paragraphs, informal language, emotive language
- Consistently link ideas across paragraphs
- Edit and improve vocabulary using a thesaurus
- Publish letter using organisational features

Newspaper Report:

- Identify the features of a newspaper report
- Identify the audience and purpose audience for writing
- Distinguish between language of speech, writing and formality
- Plan a newspaper report: focussing on structure, content of paragraphs, formal vocabulary, direct speech, 5ws
- Write a newspaper report: focussing on correct tense, cohesive paragraphs, formal language, direct speech, factual information
- Consistently link ideas across paragraphs
- Edit and improve vocabulary using a thesaurus
- Publish newspaper report using organisational features



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<p>Geography – Extreme Earth</p> <p>Key Concept: Ecology & Evolution</p> <p>Key concept question: How do natural disasters impact on humans and animals?</p> <p>KCs:</p> <p>Cycle A: Power and Legitimacy – Cycle B: Change and Continuity</p> <p>Cycle A; Energy and Sustainability – Cycle B: Ecology and Evolution</p> <p>Cycle A: Movement and People – Cycle B: Cause and Effect</p>				
Prior knowledge	<p>Ecology & Evolution: The Seaside Y1/2 How has the seaside changed over time?</p> <p>Mountains & Rivers Y3/4 How do rivers and mountains impact on their surrounding environment?</p> <p>Sub-concept: Energy & Sustainability</p> <p>What a wonderful world Y1/2 How can we look after our planet?</p> <p>Our Environment Y3/4 How can Brabourne be more energy efficient?</p> <p>Endangered! Y5/6 What is the impact of deforestation?</p>			
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
<ul style="list-style-type: none"> describe and understand key aspects of: 	<ul style="list-style-type: none"> What are natural disasters? What are human/man-made disasters? How is the Earth constructed? What are tectonic plates? 	<p>Primary End points,</p> <p>Secondary End points,</p>	<p>Name, locate and describe major volcano and</p>	<p>All pupils will be able to:</p>



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<ul style="list-style-type: none"> physical geography, including: volcanoes and earthquakes use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> How do tectonic plates move? How are volcanoes formed? Where are the world's volcanoes located? What is the 'Ring of Fire'? Why do people live near volcanoes? What causes an earthquake? Where in the world do earthquakes happen? What causes a tornado? How are earthquakes and tornadoes measured? What do storm chasers do? How do natural disasters impact life on Earth? 	<p>Natural disasters, Plate tectonics, Converge, Diverge, Subduction, Transform, Crust, Mantle, Outer Core, Inner Core, Volcanoes, Earthquake, Ring of Fire, Tornadoes, Storm Chasers, Tsunami</p>	<p>earthquake zones of the world.</p> <p>Describe and understand key vocabulary aspects of volcano formation, the process of volcanic eruptions, the different types of volcano and the physical effects on the environment.</p> <p>Describe and understand the causes, processes and effect of earthquakes and tsunamis, the different types of</p>	<p>Answer the KCQ:</p> <p>How do natural disasters impact on humans and animals?</p> <p>Explain what natural disasters are.</p> <p>Explain how the Earth's construction and plate tectonics movement create natural disasters.</p> <p>Explain the positive and negative impact of natural disasters.</p>
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			<p>earthquake and the physical effects on the environment.</p> <p>Describe and understand the effect of volcanoes on settlements and land use.</p> <p>Use maps, atlases, globes, Google Maps and Google Earth to locate volcanoes and major earthquake zones in the world.</p>	
T3 ART– Drawing/Painting/Collage: Pop art volcanoes, Andy Warhol, Rob Osborne				



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KCs: Knowledge of artists and designers: (factual knowledge) Exploring and developing ideas: (conceptual knowledge) Making Disciplinary knowledge: (procedural knowledge) Evaluating: (metacognitive knowledge)				
Prior knowledge	Y3/4 Painting/Mixed Media/HOA: Nicholas Roerich – mountains			
Assessment	End of unit Success Criteria			
National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End points
<p>To improve mastery of art and design techniques, including drawing in the context of using perspective, printing, colour</p> <p>To learn about great artists, architects and designers in history in the context of Andy Warhol and Rob Osborne</p>	<p>What is Pop Art? Who was Andy Warhol? What were the features of his style? Who is Rob Osborne? What are the features of his style? How can we emulate his style in our own designs? How can we create Pop Art volcanoes in the style of Rob Osborne?</p>	<p>Pop Art Andy Warhol Rob Osborne Perspective Print Artist Composition Final piece Intention Media Medium Style</p>	<p>Research and develop the techniques of great artists and designers and apply this in my own work</p> <p>Recount the work and style of Andy Warhol and Rob Osborne</p> <p>Use my sketchbook to record</p>	<p>All pupils will be able to:</p> <p>Use perspective to create a collage volcano image</p> <p>Use the style of Andy Warhol to create Pop Art print images of volcanoes</p>



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			experiments with media and to try out new techniques and processes	
DT T4 Digital World – Navigating the World, Cross stitch sewing, 3D volcanoes KCs: Designing Making Evaluating Technical Knowledge Cooking and nutrition				
Prior knowledge				
Assessment	Knowledge organiser/End of unit Success Criteria			
Big ideas	<ul style="list-style-type: none">• To know that accelerometers can detect movement.• To understand that sensors can be useful in products as they mean the product can function without human input.• To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request.• To know that 'multifunctional' means an object or product has more than one function.• To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing			



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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</p>	<p>What are accelerometers? Why are sensors useful in products? What are design briefs? Why are design briefs important? What does 'multifunction' mean? What are magnetometers?</p> <p>What is cross-stitching?</p> <p>How can we construct a 3D volcano? How can we create a volcanic eruption?</p>	<p>smart smartphone equipment navigation cardinal compass application (apps) pedometer GPS tracker design brief design criteria client function program duplicate replica loop variable value</p>	<p>Write a design brief from information submitted by a client.</p> <p>Develop design criteria to fulfil the client's request.</p> <p>Develop a product idea through annotated sketches.</p> <p>Place and manoeuvre 3D objects, using CAD.</p> <p>Change the properties of, or</p>	<p>All pupils will be able to:</p> <p>Design & finish product for evaluation</p> <p>All pupils will be able to:</p> <p>Incorporate key information from a client's design request such as 'multifunctional' and 'compact' in their design brief.</p> <p>Write a program that displays an arrow to indicate cardinal</p>



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<p>computer- aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>		<p>if statement boolean corrode moudable lightweight sustainable design environmentally friendly biodegradable recyclable product lifecycle product lifespan</p> <p>cross-stitch sewing needle thread eye running stitch binka</p>	<p>combine one or more 3D objects, using CAD.</p> <p>Consider materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo).</p> <p>Explain material choices and why they were chosen as part of a product concept.</p> <p>Programme an N,E, S,W cardinal compass.</p>	<p>compass directions with an 'On start' loading screen.</p> <p>Identify errors (bugs) in the code and suggest ways to fix (debug) them.</p> <p>Self and peer evaluate a product concept against a list of design criteria with basic statements.</p> <p>Identify key industries that use 3D CAD modelling and why.</p> <p>Recall and describe the name and use of key tools used in</p>
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<p>Investigate and analyse a range of existing products. 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> <p>Understand and use electrical systems in their products [for example, series circuits incorporating</p>		<p>volcano papier mache eruption chemical reaction</p>	<p>Explain how my program fits the design criteria and how it would be useful as part of a navigation tool.</p> <p>Develop an awareness of sustainable design.</p> <p>Explain the key functions and features of my navigation tool to the client as part of a product concept pitch.</p> <p>Demonstrate a functional program</p>	<p>Tinkercad (CAD) software.</p> <p>Combine more than one object to develop a finished 3D CAD model in Tinkercad.</p> <p>Complete a product pitch plan that includes key information.</p> <p>Design a cross-stitch Easter card.</p> <p>Sew the design into binka using cross-stitch.</p>
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switches, bulbs, buzzers and motors].			as part of a product concept. Develop sewing skills. Be able to thread a needle. Mix materials to create a volcanic eruption.	Mount the sewing to produce an Easter Card. Design a 3D volcano. Use papier mache to build the volcano. Mix materials inside the volcano to create volcanic eruption.
<p>SCIENCE</p> <p>T3/4 ~ Key Concept: Physics</p> <p>Big Idea: Our solar system is a very small part of one of billions of galaxies in the universe.</p> <p>KCs: Physics, Biology, Chemistry</p>				
Prior knowledge	Y1/2 Physics: T1/2 & T3/4 Cycle A – Seasonal Changes			



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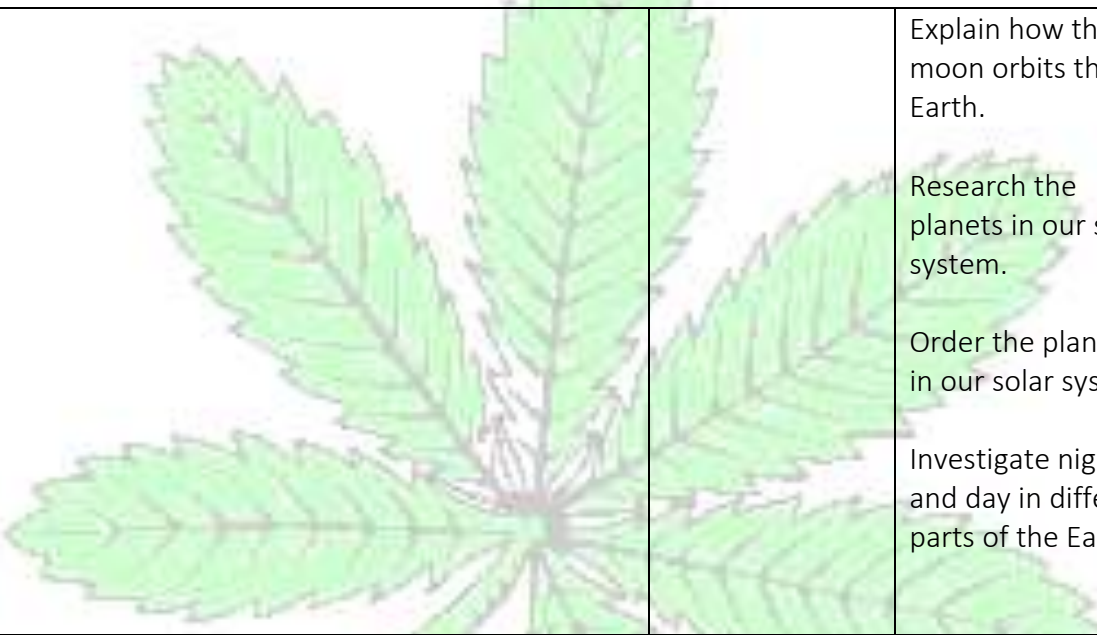
Assessment	Concept cartoons, mind maps, end of unit quiz, learning journey, knowledge organisers			
National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End points
<p>T4</p> <p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>describe the movement of the Moon relative to the Earth</p> <p>describe the Sun, Earth and Moon as approximately spherical bodies</p>	<p>T4</p> <p>How do we know the Earth, Moon and Sun are spherical?</p> <p>How do the planets move in the Solar System?</p> <p>What are the Geocentric and Heliocentric theories?</p> <p>Why were Copernicus, Galileo and Newton significant?</p> <p>How does the Moon orbit the Earth?</p> <p>How do we get day and night?</p> <p>Why does the moon appear to change shape?</p>	<p>T4</p> <p>Sun</p> <p>Star</p> <p>Moon</p> <p>Planet</p> <p>Sphere</p> <p>Spherical bodies</p> <p>Satellite</p> <p>Orbit</p> <p>Rotate</p> <p>Axis</p> <p>Geocentric model</p> <p>Heliocentric model</p> <p>Astronomer</p> <p>Waxing</p> <p>Waning</p>	<p>T4</p> <p>Learn the order of the planets and how they move in the solar system.</p> <p>Explore geocentric and heliocentric theories.</p> <p>Explore why the sun appears to move and the Earth's rotation.</p> <p>Predict day and night in different places on Earth.</p>	<p>All pupils will be able to:</p> <p>T4</p> <p>Explain why we know the Sun, Earth and Moon are spherical.</p> <p>Identify scientific evidence which does or does not provide evidence for an idea.</p> <p>Identify the features of the planets in our solar system.</p>



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use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.		Explain how the moon orbits the Earth.	Explain how the planets move in our solar system.
		Research the planets in our solar system.	Explain day and night and the apparent movement of the sun across the sky.
		Order the planets in our solar system.	Explain the movement of the moon.
		Investigate night and day in different parts of the Earth.	
RE			
T3: Islam – What does it mean to be a Muslim in Britain today? (Part 2)			
T4: Salvation – What difference does the resurrection make to Jesus?			
KCs: God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God			



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Prior knowledge	<p>Islam Y1/2 Who is Muslim and what do they believe?</p> <p>Y5/6 What does it mean to be Muslim in Britain today? (Part1)</p> <p>Salvation – Y1/2 Why does Easter matter to Christians?</p> <p>Y3/4 Why do Christians call the day that Jesus died 'Good Friday'?</p> <p>Y5/6 What did Jesus do to save human beings?</p>			
Assessment	Mind maps, pupil conferencing, learning journey, knowledge organisers			
Big ideas	<p>Big ideas (Conceptual building blocks):</p> <p>Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection. The New Testament says that Jesus' death was somehow 'for us'. Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.</p> <p>Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith</p>			
National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End points
Our RE Curriculum is delivered through the Kent Agreed Syllabus	T3 What does it mean to be Muslim in Britain today?(Part2)	T3 Reflection Ramadan	Outline clearly	All pupils will be able to:



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for Religious Education and the Understanding Christianity resource	<p>How is charity important to Muslims?</p> <p>How is charity important to you?</p> <p>Why do Muslims fast?</p> <p>Why do Muslims want to go on a pilgrimage?</p> <p>Where do people get advice and guidance from?</p> <p>T4 What difference does the resurrection make for Christians?</p> <p>Why do Christians think Jesus was resurrected?</p> <p>Why is Easter Sunday seen by Christians as a day of hope?</p> <p>What happens at a Christian funeral?</p> <p>Why do Christians believe that death is not the end?</p>	<p>Muhammed prophet mosque judgement faithfulness Eid-ul-Fitr creation justice freedom rites of passage suffering spiritual poverty fairness principles sawn pilgrimage Hajj empathise Salat</p> <p>T4 Bible Gospel Hosanna Holy Week Last Supper Good Friday</p>	<p>Give examples of ways</p> <p>Express clearly</p> <p>Present different views</p> <p>Express own understanding/ideas</p> <p>Explain the impact and differences</p> <p>Explain the reasons why</p> <p>Make connections between</p> <p>Explain why</p> <p>Describe and reflect</p>	<p>T3</p> <p>Answer the question: 'What does it mean to be Muslim in Britain today?</p> <p>Know what the 5 pillars of Islam are.</p> <p>Understand how the 5 pillars affect the daily life of every Muslim.</p> <p>T4</p> <p>Answer the question: 'What difference does the resurrection make for Christians?'</p>
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		Easter Sunday Maundy Thursday Crucifixion Resurrection Sacrifice Incarnation Hope Communion		Understand the Christian belief in Resurrection. Explain Christian concepts of Sacrifice, Salvation, Incarnation and hope.
French T3 Music in French T4 French verbs in a week KCs: Speaking & Pronunciation, Listening, Reading & Writing, Grammar, Intercultural Understanding				
Prior knowledge	Prior structures : j'ai/je n'ai pas de/ou est ?/c'est.../tu aimes ? J'aime/je n'aimes pas/j'adore/je deteste/il y a			
Assessment/memory	Knowledge organiser, quiz			
Big ideas	T3/T4 The English language contains some words borrowed from the French language, but these may have different meanings such as un car (a coach) and travail (work), The connective car (because) can be used to extend a sentence and give a justification. Accents change the sound of the words they appear on.			



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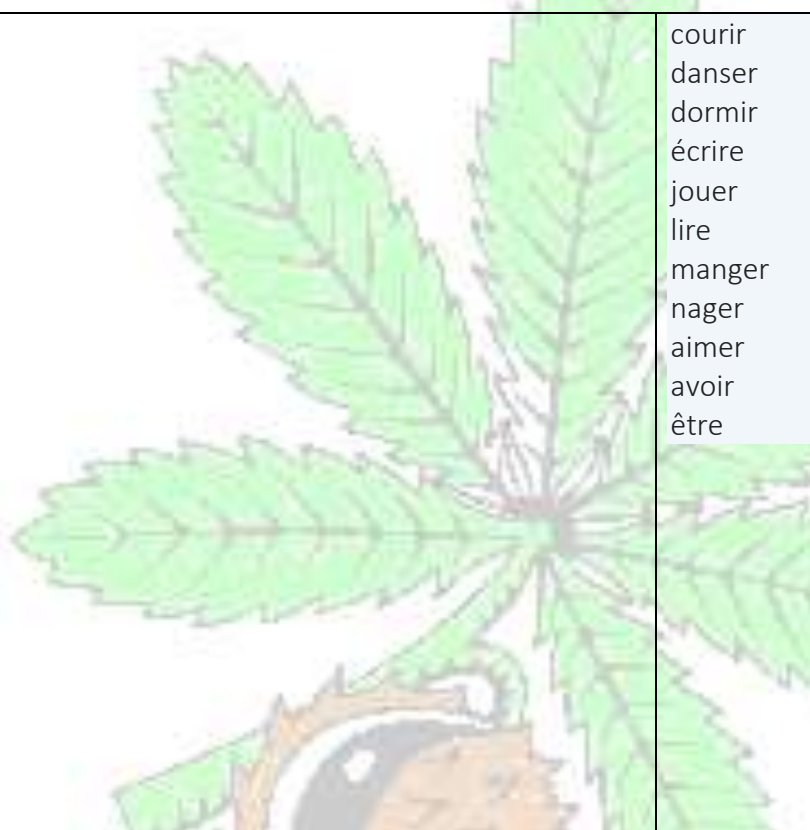
	<p>French is spoken in many countries other than France. The indefinite article changes depending on the gender of a noun. Questions can be structured using a statement and changing my intonation. When talking about a countable object in French we use the indefinite article un (before a masculine singular noun) or une (before a feminine singular noun). Some nouns are irregular in the plural form such as bateau – bateaux.</p>			
National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End points
<p>Listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p>T3 Music in French How do we use the verb 'jouer'? How do we give our opinion about music? How do we extract information from texts about musicians? How do we summarise a text in French?</p> <p>T4 French verbs in a week How do we identify verbs in the infinitive form? What are some key regular verbs in the present tense? How do we find infinitive verbs in a dictionary?</p>	<p>T3 J'aime Je n'aime pas Je déteste car c'est ennuyeux reposant bruyant moderne</p> <p>T4 chanter</p>	<p>T3 Planning, asking, and answering questions.</p> <p>Using a bilingual dictionary to check the spelling, and meaning of words and to source new language.</p>	<p>T3 All pupils will be able to: Select the correct article du or de la for different instruments.</p> <p>Ask and respond to questions to say which instrument they play, using a whole phrase.</p>



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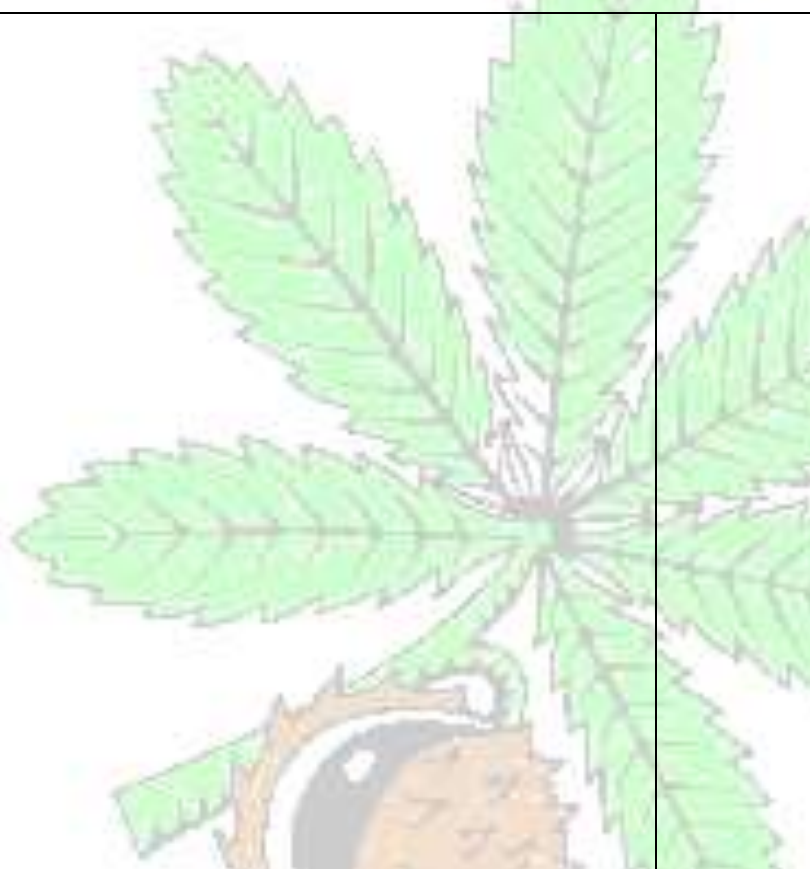
<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using</p>		<p>courir danser dormir écrire jouer lire manger nager aimer avoir être</p>	<p>Extending sentences using connectives and a range of adjectives.</p> <p>Giving and justifying opinions.</p> <p>Applying accurate sound-spelling links.</p> <p>Correctly placing ne...pas (do n't in this context) around the verb to create a negative phrase.</p> <p>Pronouncing the phonemes ou, in, a</p>	<p>Recall the names of some French-speaking countries and capitals, saying these with accurate pronunciation.</p> <p>Use opinion verbs, conjunctions and adjectives to create simple phrases about the types of music they like and dislike.</p> <p>Adapt a model written paragraph and replace some of the nouns, verbs and adjectives with their own choice.</p>
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<p>familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are</p>		<p>u, on and, oi accurately.</p> <p>T4 Using a different intonation in voice when asking a question.</p> <p>Knowing all subject pronouns in French and that 'je' contracts to 'j' when the verb begins with a vowel.</p> <p>Recognising that the endings of French verb groups (er/ir/re) determine the</p>	<p>Pupils who are secure will be able to:</p> <p>Reply to the question: Tu joues d'un instrument? Quel genre de musique aimes-tu?</p> <p>T4</p> <p>All pupils will be able to:</p> <p>Recognise key information in simple writing.</p>
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<p>introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and</p>			<p>pattern for how the verb is conjugated.</p>	<p>Use a range of strategies to decode new vocabulary.</p> <p>Pupils who are secure will be able to:</p> <p>Speak in full sentences using a range of known vocabulary.</p> <p>Confidently use a bi-lingual dictionary to find unknown words.</p>
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patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English				
PE T3 Gymnastics & Hockey T4 Dance & Hockey KCs: Competence, Performance, Creativity, Healthy Lifestyle, Evaluation & Analysis				
Prior knowledge	Y3/4 Gymnastics, Hockey Previous year Gymnastics, hockey			
Assessment/memory	Pupil conferencing/end of term spreadsheet/ Key Concept threads interwoven throughout			
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>T3</p> <p>What is straddle, forward and backward roll? How do we roll into sequence and on apparatus? How do we develop counter balance and counter tension? How do we develop jumps and explore the effect of height? How do we develop inverted movements with control? How do we use flight from hands to travel over apparatus? How do we create a group sequence?</p> <p>T4</p> <p>How do we copy and repeat a dance? How do we work with others to refine an idea? How do we use changes in dynamics? How do we show rhythm and energy in Bhangra? How do we copy and repeat a phrase of movement in 1970s style?</p>	<p>T3</p> <p>Tuck Pike Straddle Barrel Straight Sequence Extension Body Tension Rotation Momentum Inversion Pathways Symmetrical Asymmetrical Aesthetics Synchronisation Counter balance Counter tension</p>	<p>T3</p> <p>Make complex extended sequences Combine action, balance and shape Perform consistently to audiences Develop technical sequences Demonstrate flexibility, strength and control</p> <p>T4</p> <p>Compose my own dances in creative ways</p>	<p>All pupils will be able to:</p> <p>T3</p> <p>Combine and perform gymnastic actions, shapes and balances with control and fluency. Create and perform sequences using compositional devices to improve the quality. Lead a small group through a short warm-up routine. Use appropriate language to evaluate</p>
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<p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>How do we use feedback to refine and perform a 1970s dance?</p>	<p>T4</p> <p>Swaying</p> <p>Floating</p> <p>Gust</p> <p>Swirling</p> <p>Expression</p> <p>Pathway</p> <p>Direction</p> <p>Bhangra</p> <p>Perform</p> <p>Dynamics</p> <p>Stimulus</p> <p>Formations</p> <p>Cannon</p> <p>Unison</p> <p>Shape</p> <p>Relationships</p> <p>Expansion</p> <p>Contraction</p> <p>Phrase</p> <p>Choreograph</p> <p>Contrasting</p>	<p>Perform to an accompaniment</p> <p>Perform with clarity, accuracy and consistency</p> <p>Develop sequences in a specific style</p> <p>Perform dances using movement patterns</p>	<p>and refine my own and others' work.</p> <p>Work collaboratively with others to create a sequence.</p> <p>Understand how to work safely when learning a new skill.</p> <p>Understand what counter balance and counter tension is and can show examples with a partner.</p> <p>T4</p> <p>Choreograph a dance and work safely using a prop.</p> <p>Lead a small group through a short warm-up routine.</p>
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				<p>Perform Bhangra and 1970s dances confidently and fluently with accuracy and good timing.</p> <p>Refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p> <p>Use appropriate language to evaluate and refine my own and others' work.</p> <p>Use feedback provided to improve the quality of my work.</p> <p>Work creatively and imaginatively on my own, with a partner</p>
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				and in a group to choreograph and structure dances.
<p>Music</p> <p>T3 Happy</p> <p>T4 Classroom Jazz</p> <p>KC: Listening, Singing, Playing, Creating, Performing, Technical Focus</p>				
Prior knowledge	<p>Interrelated dimensions of music run through all lessons</p> <p>Music timelines: The history of Jazz</p>			
Assessment/memory	Beginning/end of unit quiz/knowledge organiser			
National Curriculum	Key Questions	Vocabulary	Disciplinary knowledge	Composite End points
Use and understand staff and other musical notations. Listen with attention	<p>T3</p> <p>How can we learn to sing a song?</p> <p>How can we play instrumental parts within a song?</p>	<p>T3</p> <p>style indicators, melody, compose,</p>	<p>T3</p> <p>Listen with attention to detail and recall sounds</p>	<p>All pupils will be able to:</p>



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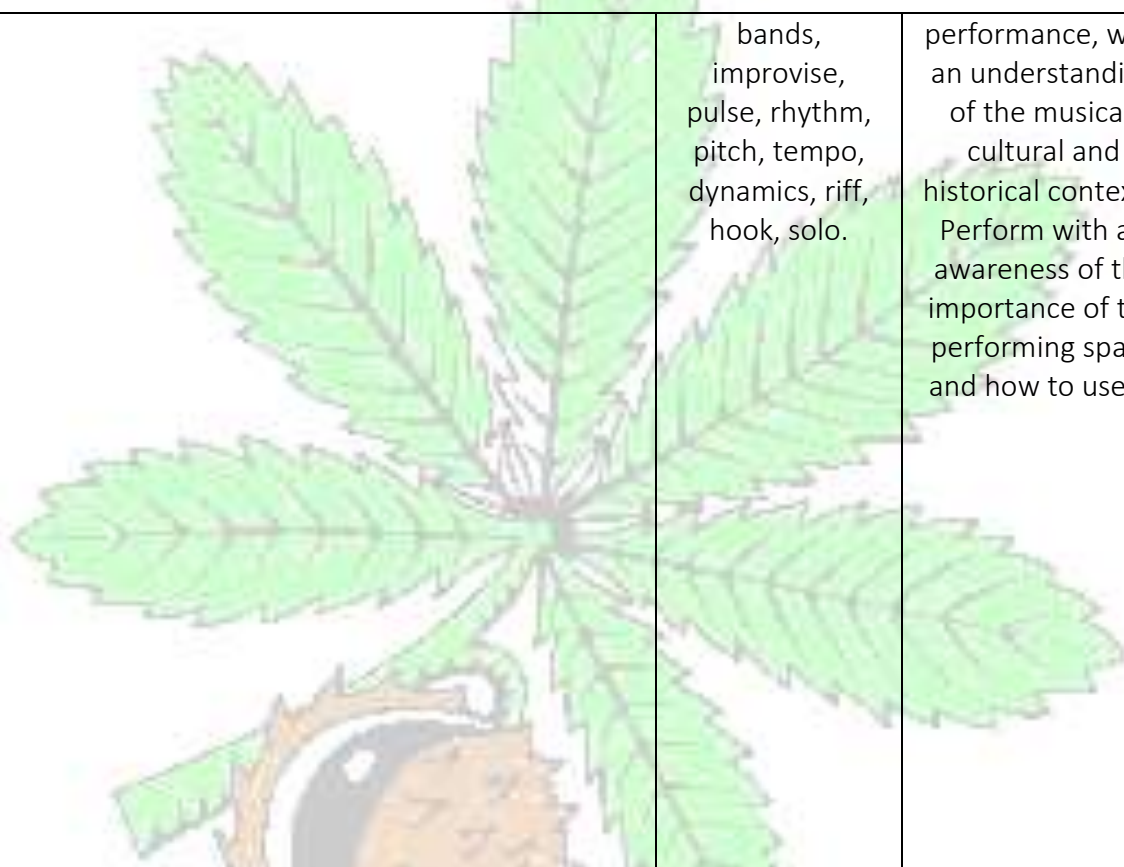
<p>to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>How can we improvise using voices and instruments?</p> <p>How can we perform composition within a song?</p> <p>How do we prepare for a performance?</p> <p>T4</p> <p>How do we play a tune/head and improvise?</p> <p>How do we play the tune/head and middle 8 and improvise?</p>	<p>improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.</p> <p>T4</p> <p>Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big</p>	<p>with increasing aural memory</p> <p>Use their understanding of musical themes to draw links between pieces of music from different genres and time periods.</p> <p>T4</p> <p>Sing with a good sense of ensemble, observing rhythm, phrasing, dynamics, pitching and appropriate style. Create, rehearse and present a holistic</p>	<p>T3</p> <p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make the 'Happy' song sound interesting and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p> <p>T4</p> <p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a</p>
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<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing</p>		<p>bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo.</p>	<p>performance, with an understanding of the musical, cultural and historical contexts. Perform with an awareness of the importance of the performing space and how to use it.</p>	<p>Jazz song sound interesting and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>
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accuracy, fluency, control and expression.				
PSHE KC3: Citizenship KC4: Economic Wellbeing KCs: Family & Relationships * Health & Well-being * Safety & the Changing Body * Citizenship * Economic Well-being * Transition * Identity				
Prior knowledge	Y3/4 Citizenship, Economic Wellbeing Previous year: Citizenship, Economic Wellbeing			
Assessment/memory	Knowledge organiser, quiz			
Big Ideas	T3 To know that education is an important human right. To know that our food choices can affect the environment. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know that prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone differently because of certain factors. T4 To know that our emotions can be linked to money.			



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	<p>To know an online scam is when someone uses the internet to trick or deceive people into giving away their money or personal information.</p> <p>To know that a secure password should have a combination of letters, numbers and special symbols and be kept secret from others.</p> <p>To know that at secondary school they may have to manage different types of expenses like lunches, travel costs, school materials, and social activities.</p> <p>To know that gambling or betting is paying to play a game where you don't know if you will win more money or lose your money.</p> <p>To know that gambling can cause people to lose a lot of money and can be very addictive.</p> <p>To know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way.</p>			
National Curriculum	Key Questions	Vocabulary	Disciplinary knowledge	Composite End points
N/A	<p>T3</p> <p>What is the role of pressure groups?</p> <p>What is diversity?</p> <p>What value do different groups bring to a community?</p> <p>What environmental issues relate to food and food production?</p> <p>How can we show care and concern for others?</p>	<p>T3</p> <p>authority</p> <p>conflict</p> <p>defendant</p> <p>earn</p> <p>environment</p> <p>expectation</p> <p>freedom of expression</p>	<p>T3</p> <p>Learning about environmental issues relating to food.</p> <p>Discussing how education and</p>	<p>All pupils will be able to:</p> <p>T3</p> <p>Understand the role of pressure groups.</p>



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	<p>What are the links between rights and responsibilities? What are human rights? How does parliament work?</p> <p>T4</p> <p>Why do people have different attitudes and feelings around money? How do bank accounts keep money safe? What are stereotypes? How can stereotypes affect attitudes in the workplace? What risks are associated with gambling? What different routes can people take into a career?</p>	<p>government grief House of Commons human rights Parliament Prime Minister respect trial</p> <p>T4</p> <p>Discrimination Expenditure Gambling Giving back Growth mindset Income Interest PIN Qualities Responsibility</p>	<p>other human rights protect us.</p> <p>Identifying causes which are important to us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others.</p>	<p>Understand the value of diversity in society, including significant individuals.</p> <p>Understand some environmental issues relating to food and food production.</p> <p>Understand the importance of caring for others and that we all have a responsibility to care for things and people around us.</p> <p>Understand what rights are and that freedom of expression is one of these rights.</p>
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		Repayment Skill	<p>T4 Developing emotional intelligence related to financial matters.</p> <p>Applying coping strategies for managing financial emotions.</p> <p>Assessing risks in both physical and digital financial environments.</p> <p>Implementing safeguarding measures for money in real-world scenarios.</p>	<p>Understand the basics of how Parliament works, including understanding the different parts of Parliament.</p> <p>T4 Understand that there can be a range of feelings related to money and the desire to spend and save.</p> <p>Understand their responsibilities in keeping money safe in the bank.</p>
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		<p>Adapting to financial changes associated with transitioning to secondary school.</p> <p>Preparing personally for financial and career changes in secondary school.</p> <p>Identifying different forms of gambling and understanding their risks.</p> <p>Applying responsible gambling attitudes</p>	<p>Understand that stereotypes can exist in the workplace and how these can affect people.</p> <p>Understand what gambling is and some risks associated with it.</p> <p>Year 5 only Understand that there are a range of jobs that people can do, what some of these jobs are and what is required for some jobs.</p> <p>Year 6 only</p>
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			<p>in real-world situations.</p> <p>Recognising various workplace environments and their characteristics.</p> <p>Identifying career options in multiple sectors.</p> <p>Evaluating the suitability of different career paths.</p> <p>Aligning career options with personal interests and strengths.</p>	<p>Understand that there are different routes into careers.</p>
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<p>Computing</p> <p>T3 : (Y5) KC –Search Engines</p> <p>T4 : (Y6) KC – Big Data 1</p> <p>KCs: · Computing systems and networks · Programming · Data and information · Creating media · Online Safety</p>				
Prior learning	Y3/4 Data Handling: Investigating Weather			
Assessment/Memory	Knowledge organiser/End of unit quiz			
Big ideas	<p>T3</p> <p>To know how search engines work.</p> <p>To understand that anyone can create a website and therefore we should take steps to check the validity of websites.</p> <p>To know that web crawlers are computer programs that crawl through the internet.</p> <p>To understand what copyright is.</p> <p>T4</p> <p>To know that data contained within barcodes and QR codes can be used by computers.</p> <p>To know that infrared waves are a way of transmitting data.</p> <p>To know that Radio Frequency Identification (RFID) is a more private way of transmitting data.</p> <p>To know that data is often encrypted so that even if it is stolen it is not useful to the thief.</p>			



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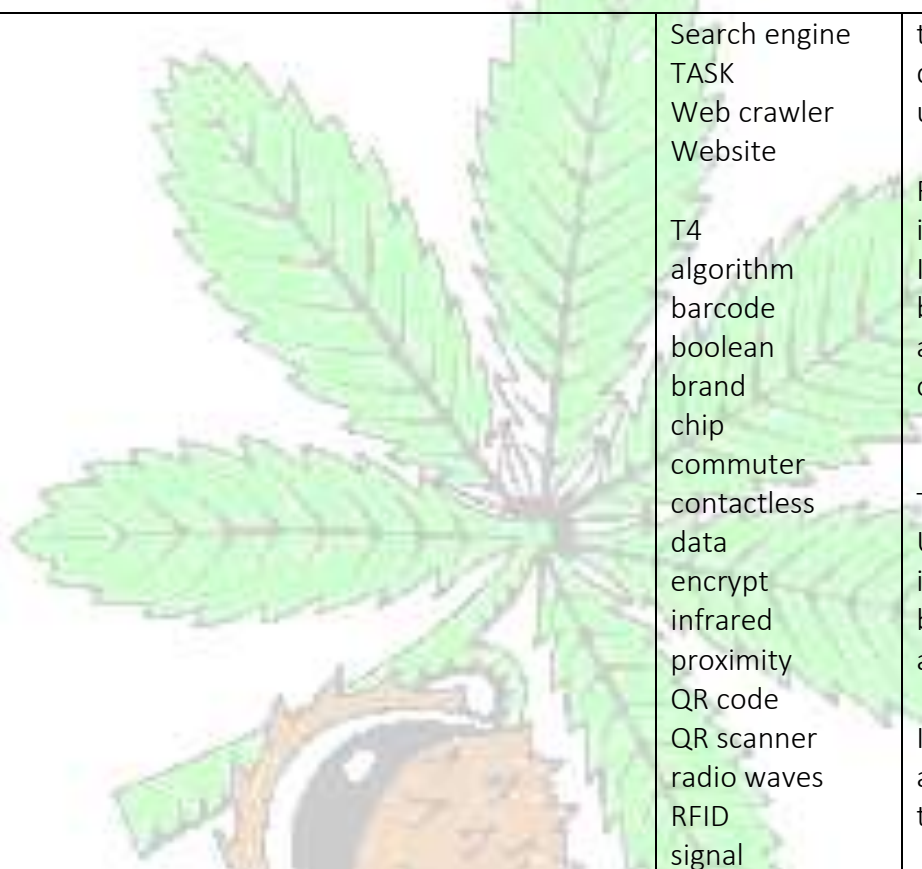
National Curriculum	Key Questions	Vocabulary	Disciplinary knowledge	Composite End points
Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report	<p>T3</p> <p>What is a search engine? How do we use a search engine? How do we know if what we find online is true? How do we use a search engine effectively? How do search engines work?</p> <p>T4</p> <p>How do bar codes and QR codes work? How do infrared waves transmit data? How is RFID used? How can I input and analyse real-world data? How can I analyse data?</p>	<p>T3</p> <p>Algorithm Appropriate Copyright Correct Credit Data leak Deceive Fair Fake Inappropriate Incorrect Index Information Keywords Network Privacy Rank Real</p>	<p>T3</p> <p>Developing searching skills to help find relevant information on the internet.</p> <p>Learning how to use search engines effectively to find information, focussing on keyword searches and evaluating search returns.</p> <p>Learn about different forms of communication</p>	<p>All Pupils will be able to:</p> <p>T3</p> <p>Explain what a search engine is, suggesting several search engines to use and explain how to use them to find websites and information.</p> <p>Suggest that things online aren't always true and recognise what to check for.</p> <p>Explain why keywords are important and what TASK stands for,</p>



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<p>concerns about content and contact</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Select, use and combine a variety of software (including</p>		<p>Search engine</p> <p>TASK</p> <p>Web crawler</p> <p>Website</p> <p>T4</p> <p>algorithm</p> <p>barcode</p> <p>boolean</p> <p>brand</p> <p>chip</p> <p>commuter</p> <p>contactless</p> <p>data</p> <p>encrypt</p> <p>infrared</p> <p>proximity</p> <p>QR code</p> <p>QR scanner</p> <p>radio waves</p> <p>RFID</p> <p>signal</p>	<p>that have developed with the use of technology.</p> <p>Recognising that information on the Internet might not be true or correct and learning ways of checking validity.</p> <p>T4</p> <p>Understanding and identifying barcodes, QR codes and RFID.</p> <p>Identifying devices and applications that can scan or</p>	<p>using these strategies to search effectively.</p> <p>Recognise the terms 'copyright' and 'fair use' and combine text and images in a poster.</p> <p>Make parallels between book searching and internet searching, explaining the role of web crawlers and recognising that results are rated to decide rank.</p> <p>T4</p>
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internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		spreadsheet systems analyst transmission wireless	read barcodes, QR codes and RFID. Understanding how barcodes, QR codes and RFID work. Gathering and analysing data in real time. Creating formulas and sorting data within spreadsheets. Learning how 'big data' can be used to solve a problem or improve efficiency.	Understand why barcodes and QR codes were created. Create (and scan) their own QR code using a QR code generator website. Explain how infrared can be used to transmit a Boolean type signal. Explain how RFID works, recall a use of RFID chips, and type formulas into spreadsheets. Take real-time data and enter it effectively into a spreadsheet.
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				<p>Presenting the data collected as an answer to a question.</p> <p>Recognising the value of analysing real-time data.</p> <p>Analyse and evaluate transport data and consider how this provides a useful service to commuters.</p>
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