



Brabourne

CofE Primary School

Horizontal planning – Neptune Class – Term 3/4 2024

MATHS

Key Concepts – Multiplication and Division, Length and perimeter, fractions, decimals

Year 3/4 Term 3/4

Prior Learning – Flashback 4
Component Steps to learning



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Day 20			Informal written methods for multiplication	Spring Block 1 Step 8
Day 21	Related calculations	Spring Block 1 Step 2	Related facts – multiplication and division	Spring Block 1 Step 7
Day 22	Reasoning about multiplication	Spring Block 1 Step 3	Reasoning and about multiplication and division (Recap)	(Use Y3)
Day 23	Consolidation Reasoning and Problem Solving		Factor pairs	Spring Block 1 Step 1
Day 24			Use factor pairs	Spring Block 1 Step 2
Day 25	Multiply 2-digits by 1 digit – no exchange – activity	Spring Block 1 Step 4	Efficient multiplication	Spring Block 1 Step 15
Day 26	Multiply 2 digits by 1 digit – no exchange	Spring Block 1 Step 4	Multiply 2 digits by 1 digit – no exchange	Spring Block 1 Step 9
Day 27	Multiply 2 digits by 1 digit – exchange – activity	Spring Block 1 Step 5	Multiply 2 digits by 1 digit - exchange	Spring Block 1 Step 9
Day 28	Multiply 2 digits by 1 digit - exchange	Spring Block 1 Step 5	Consolidation Reasoning and Problem Solving	
Day 29	Scaling	Spring Block 1 Step 10	Multiply 3 digits by 1 digit	Spring Block 1 Step 10
Day 30	Divide 2 digits by 1 digit – no exchange	Spring Block 1 Step 7	Divide 2 digit by 1 digit (1)	Spring Block 1 Step 11
Day 31	Divide 2 digits by 1 digit – flexible partitioning	Spring Block 1 Step 8		
Day 32	Divide a 2 digit number by a 1 digit number with remainders - activity	Spring Block 1 Step 9	Divide 2 digit by 1 digit (2)	Spring Block 1 Step 12
Day 33	Divide 2 digits by 1 digit with remainders	Spring Block 1 Step 9		
Day 34	Consolidation Reasoning and Problem Solving		Divide 3 digit number by a 1 digit number	Spring Block 1 Step 13
Day 35	How many ways?	Spring Block 1 Step 11	Correspondence problems	Spring Block 1 Step 14

Year 3 End Points

- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Year 4 End Points



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| | <ul style="list-style-type: none">• recall multiplication and division facts for multiplication tables up to 12×12• use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers• recognise and use factor pairs and commutativity in mental calculations | <ul style="list-style-type: none">• multiply two-digit and three-digit numbers by a one-digit number using formal written layout |
| | <ul style="list-style-type: none">• solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects | |

Multiplication and Division key vocabulary:

Year 3: exchange, mathematical statements, missing number problems, integer scaling problems, correspondence problems, derived facts

Year 4: factor pairs, formal written layout, distributive law, remainders



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Day 1	Measure in metres and centimetres	Spring Block 2 Step 1	Measure in metres and centimetres (Recap)	(Use Year 3)
Day 2	Measure in millimetres	Spring Block 2 Step 2	Measure in millimetres (Recap)	(Use Year 3)
Day 3	Measure in centimetres and millimetres	Spring Block 2 Step 3	Measure in centimetres and millimetres (Recap)	(Use Year 3)
Day 4	Metres, centimetres and millimetres	Spring Block 2 Step 4	Measure in kilometres and metres	Spring Block 2 Step 1
Day 5	Equivalent lengths (metres and centimetres)	Spring Block 2 Step 5	Equivalent lengths (kilometres and metres)	Spring Block 2 Step 2
Day 6	Equivalent lengths (centimetres and millimetres)	Spring Block 2 Step 6		
Day 7	Consolidation Reasoning and Problem Solving		What is area? Count squares	Autumn Block 3 Step 1 & 2
Day 8			Make shapes	Autumn Block 3 Step 3
Day 9	Compare lengths	Spring Block 2 Step 7	Compare area	Autumn Block 3 Step 4
Day 10	What is a perimeter? Add lengths	Spring Block 2 Step 8 & 10	Perimeter on a grid	Spring Block 2 Step 3
Day 11	Measure perimeter	Spring Block 2 Step 11	Perimeter of a rectangle	Spring Block 2 Step 4
Day 12	Calculate perimeter	Spring Block 2 Step 12	Perimeter (and calculate perimeter) of a rectilinear shape	Spring Block 2 Step 5 & 7
Day 13	Consolidation Reasoning and Problem Solving		Perimeter of regular polygons and polygons	Spring Block 2 Step 8 & 9
Day 14		Spring Block 2 Step 9	Find missing lengths in rectilinear shapes	Spring Block 2 Step 6

Year 3 End Points

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes

Year 4 End Points

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- estimate, compare and calculate different measures
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares

Length and perimeter key vocabulary:

Year 3: millimeter mm perimeter



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Year 4: kilometers, rectilinear figure, area	



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Day 1	Measure in metres and centimetres	Spring Block 2 Step 1	Measure in metres and centimetres (Recap)	(Use Year 3)
Day 2	Measure in millimetres	Spring Block 2 Step 2	Measure in millimetres (Recap)	(Use Year 3)
Day 3	Measure in centimetres and millimetres	Spring Block 2 Step 3	Measure in centimetres and millimetres (Recap)	(Use Year 3)
Day 4	Metres, centimetres and millimetres	Spring Block 2 Step 4	Measure in kilometres and metres	Spring Block 2 Step 1
Day 5	Equivalent lengths (metres and centimetres)	Spring Block 2 Step 5	Equivalent lengths (kilometres and metres)	Spring Block 2 Step 2
Day 6	Equivalent lengths (centimetres and millimetres)	Spring Block 2 Step 6		
Day 7	Consolidation Reasoning and Problem Solving		What is area? Count squares	Autumn Block 3 Step 1 & 2
Day 8			Make shapes	Autumn Block 3 Step 3
Day 9	Compare lengths	Spring Block 2 Step 7	Compare area	Autumn Block 3 Step 4
Day 10	What is a perimeter? Add lengths	Spring Block 2 Step 8 & 10	Perimeter on a grid	Spring Block 2 Step 3
Day 11	Measure perimeter	Spring Block 2 Step 11	Perimeter of a rectangle	Spring Block 2 Step 4
Day 12	Calculate perimeter	Spring Block 2 Step 12	Perimeter (and calculate perimeter) of a rectilinear shape	Spring Block 2 Step 5 & 7
Day 13	Consolidation Reasoning and Problem Solving		Perimeter of regular polygons and polygons	Spring Block 2 Step 8 & 9
Day 14	Subtract lengths	Spring Block 2 Step 9	Find missing lengths in rectilinear shapes	Spring Block 2 Step 6



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Fractions key vocabulary:

Year 3: tenths

Year 4: decimal equivalent, hundredths, convert, proper fractions, improper fractions, decimal point



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Day 3	Understand the whole	Spring Block 3 Step 4	Understand the whole	Spring Block 3 Step 1
Day 4	Consolidation Reasoning and Problem Solving		Count beyond 1	Spring Block 3 Step 2
Day 5	Fractions and scales	Spring Block 3 Step 6	Partition a mixed number	Spring Block 3 Step 3
Day 6	Fractions on a number line	Spring Block 3 Step 7	Number lines with mixed numbers	Spring Block 3 Step 4
Day 7	Count in fractions on a number line	Spring Block 3 Step 8		
Day 8	Compare and order non-unit fractions and unit fractions	Spring Block 3 Steps 5 and 2	Compare and order mixed numbers	Spring Block 3 Step 5
Day 9			Understand improper fractions	Spring Block 3 Step 6
Day 10	Consolidation Reasoning and Problem Solving		Convert mixed numbers to improper fractions	Spring Block 3 Step 7
Day 11			Convert improper fractions to mixed numbers	Spring Block 3 Step 8
Day 12	Equivalent fractions on a number line	Spring Block 3 Step 9	Equivalent fractions on a number line	Spring Block 3 Step 9
Day 13	Equivalent fractions as bar models	Spring Block 3 Step 10	Equivalent fractions as bar models (Recap)	(Use Y3)
Day 14	Equivalent fraction families (additional)	Use Y4 simplified	Equivalent fraction families	Spring Block 3 Step 10
Day 15	Add fractions	Summer Block 1 Step 1	Add 2 or more fractions	Spring Block 3 Step 11
Day 16	Consolidation / Reasoning & PS		Add fractions and mixed numbers	Spring Block 3 Step 12
Day 17	Subtract fractions	Summer Block 1 Step 2	Subtract two fractions	Spring Block 3 Step 13
Day 18	Unit and Non-unit fractions of a set amount	Summer Block 1 Step 4 & 5	Subtract from whole amounts	Spring Block 3 Step 14
Day 19	Reasoning with fractions of an amount	Summer Block 1 Step 6	Subtract from mixed numbers	Spring Block 3 Step 15

Year 3 End Points

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- recognise and show, using diagrams, equivalent fractions with small denominators
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above



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Year 4 End Points

- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- recognise and show, using diagrams, families of common equivalent fractions
- add and subtract fractions with the same denominator
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- solve simple measure and money problems involving fractions and decimals to two decimal places

Decimals key vocabulary:

Year 3: tenths

Year 4: decimal equivalent, hundredths, convert, proper fractions, improper fractions, decimal point



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Day 1		Tenths as fractions	Spring Block 4 Step 1
Day 2		Tenths as decimals	Spring Block 4 Step 2
Day 3		Tenths on a pv chart	Spring Block 4 Step 3
		Tenths on a number line	Spring Block 4 Step 4
Day 4		Divide a 1 digit number by 10	Spring Block 4 Step 5
Day 5		Divide a 2 digit number by 10	Spring Block 4 Step 6
Day 6		Hundredths as fractions	Spring Block 4 Step 7
Day 7		Hundredths as decimals	Spring Block 4 Step 8
Day 8		Hundredths on a pv chart	Spring Block 4 Step 9
Day 9		Divide a 1 or 2 digit number by 100	Spring Block 4 Step 10
Day 10		Make a whole with tenths	Summer Block 1 Step 1

In this block, Year 3 children will be introduced to decimals on a basic level in line with place value and multiplication and division that has already been taught. Children will also be taught on a more practical level where possible.

Year 4 End Points

- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places



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- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- solve simple measure and money problems involving fractions and decimals to two decimal places

English Key Concepts
Writing – composition, transcription
Reading – Word reading, comprehension

Reading Key texts and Concepts

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

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

Term 3 Key Text – Rhythm of the Rain (POR)

Y3 Complete Comprehension T3

Week 2-3	Unit 9	The house of snow and ice Stephen Whitt	Non-fiction information text	Retrieval
Week 4-5	Unit 17	Alice's adventures in wonderland Lewis Carroll	Classic fiction	Word meaning
Week 6	Unit 10	The Heavenly River (Chinese Myths and Legends) Shelley Fu	Fiction Mythology	Inference

Y4 Complete Comprehension T3

	Unit	Title and Author	Genre	Key skill
Week 2-3	Unit 6	The little daughter of the snow Arthur Ransome	Fiction Traditional tale	Retrieval
Week 4-5	Unit 3	Volcano's in action	Non-fiction	Word meaning
Week 6	Unit 9	For Forest Grace Nichols	Poetry	Inference

Term 4 Key text – Running of the Roof of the World

Y3 Complete Comprehension T4

Week 1-2	Unit 20	Stg of the dump (2) Clive King	Classic fiction	Prediction
Week 3-4	Unit 6	Prawn Pizza Jane Sowerby	Non-Fiction Instructional text	Retrieval
Week 5-6	Unit 13	Tom's midnight garden Philippa Pearce	Classic Fiction	Inference

Y4 Complete Comprehension T4

Week 1-2	Unit 11	Max and the Millions Ross Montgomery	Fiction	Prediction
Week 3-4	Unit 3	Volcanoes in action Anita Ganeri	Non-Fiction Information text	Retrieval
Week 5-6	Unit 12	My secret war diary Flossie Ailright	Fiction	Inference

Reading Composites T3/4

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

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

Writing



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

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

Term 3 Resources Resources	Statutory spellings challenge words y4 1b wk6	Adding the prefix in- (meaning 'not' or 'into') y4 1a wk2	Adding the prefix im- (before a root word starting with 'm' or 'p') y4 1a wk3	Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r') y4 1a wk4	Word families based on common words, showing how words are related in form and meaning y3 3a wk4	Word families based on common words, showing how words are related in form and meaning y3 3a wk5	Review Week
	present tense y3	prefixes in- y3	inverted commas y4	organisational devices y3	paragraphs y4	Assess & Review	
Term 4 Resources Resources	Word families based on common words, showing how words are related in form and meaning y3 3a wk6	Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd') y4 1a wk6	Words with a /shuhn/sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') y4 1b wk1	Words with a /shuhn/sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit') y4 1b wk2	Words with a /shuhn/sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root) y4 1b wk3	Review Week	Review Week
	word families y4	subordinate clauses y4	coordinating conjunctions y3	prepositions y3	editing and evaluating y3	Assess and Review	

Writing Composites
Year 3/4 Terms 3/4

Composition



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Poetry – link to Rhythm of the Rain (POR)

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

Personal Narrative

- Identify the features of a personal narrative
- Build a word bank of vocabulary suitable for a narrative
- Plan a personal narrative
- Use a range of adverbial openers including time
- Draft and edit a narrative
- Publish and present a finished narrative

Setting description – Rhythm of the Rain (POR)

- Identify features within an illustration
- Build word banks/phrases to describe the setting
- Think about and discuss the reason for the illustration and how this helps the reader
- Plan together a setting description using word bank
- Write description then edit and improve
- Present, with artwork a setting description

Narrative

- Identify features of narrative/story writing



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- Plan a story based upon a known text using a story mountain: focus on description, dialogue, paragraphs
- Describe settings, characters and atmosphere (mood, pace and meaning)
- link ideas across paragraphs
- use an increasing range of vocabulary
- Edit improve vocabulary and sentence structure using thesaurus, word-banks.

Biography

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

Formal Explanation – link to topic

- Look at a different types of explanations
- Identify the features and purpose
- Build a word bank of language for non-fiction writing
- Plan and draft an explanation thinking about structure and presentation
- Build skills in edit and improving
- Write an explanation

Geography

Key Concept: Ecology and Evolution Sub-concept: Energy and Sustainability

Key Concept Question: How do rivers and mountain impact on their surrounding environments?



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KCs:

Cycle A: Power and Legitimacy – Cycle B: Change and Continuity
 Cycle A; Energy and Sustainability – Cycle B: Ecology and Evolution
 Cycle A: Movement and People – Cycle B: Cause and Effect

Prior knowledge

Energy and Sustainability: How can Brabourne be more energy efficient?
 Ecology and Evolution: How has the seaside changed over time?

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"> Understand and describe the key aspects of physical geography including: rivers, mountains and the water cycle. Use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied. Describe and understand key aspects of: physical geography including rivers and vegetation belts, human geography including, settlement, land use and the distribution of water. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p><u>Rivers and Mountains</u></p> <p><u>Key questions:</u></p> <p>How are rivers formed?</p> <p>What are the stages of a river?</p> <p>How does the water cycle work?</p> <p>Why is the Nile an important river?</p>	<p>Channel</p> <p>Dam</p> <p>Deposition/deposit</p> <p>Discharge</p> <p>Erosion</p> <p>Mouth</p> <p>Source</p> <p>Tidal bore</p> <p>Tributes</p> <p>Valley</p>	<p>Name, locate and describe local, national and major global rivers</p> <p>Be able to use maps, atlases and digital computer mapping to follow the journey of a river and mountain ranges.</p> <p>Use compass points, maps, symbols and keys</p> <p>Sketch a map of a river</p> <p>Describe and explain the stages of a river's journey from source to the sea.</p> <p>Compare the river Nile to the River Thames and understand its importance to life in Egypt.</p>	<p>All children will be able to: Answer the KCQ</p> <p>How do rivers and mountains impact on their surrounding environments?</p> <p>To understand the nature of a river:</p>



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<ul style="list-style-type: none"> To name and locate the world's seven continents (KS1). To describe and understand key aspects of physical geography, including mountains and volcanoes. To identify the position and significance of latitude, longitude, the Equator, the northern and southern hemispheres. To locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. To identify the position and significance of latitude, longitude, the Equator, the northern and southern hemispheres, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle. 	<p>Why are rivers important to settlements in Britain?</p> <p>How are rivers used?</p> <p>Where are the highest peaks in the world?</p> <p>How are mountain ranges formed?</p> <p>What are the features of a mountain?</p> <p>What are they key features of the Alps?</p>	<p>Meander</p> <p>Oxbow</p> <p>Altitude</p> <p>Avalanche</p> <p>Crust</p> <p>Gorges</p> <p>Hypothermia</p> <p>Lava</p> <p>Magma</p> <p>Summit</p> <p>Tectonic plates</p>	<p>Explain the different ways in which rivers are used by people.</p> <p>Describe key aspects of mountain formation.</p> <p>Use the internet and non-fiction books to research</p>	<p>that it flows downwards from high ground to the sea and that it has the power to erode and shape the landscape over time, how it changes on its journey from source to sea.</p> <p>To explain the key features of rivers and mountains using geographical vocabulary and definitions.</p> <p>To explain the importance of rivers for people and name some different ways that people use them.</p> <p>Describe the water cycle</p>
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RE

Christianity – Term 3 Creation/Term 4

Key Concept Question: Gospel What kind of world did Jesus want? Salvation Why do Christians call the day Jesus dies 'Good Friday'? (Digging deeper)

Prior knowledge

Christianity – When Jesus left what was the impact of Pentacost?

Incarnation – What is the Trinity?

Big Ideas (conceptual building blocks)

God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. The Bible tells a story(in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').This means that humans cannot get close to God without God's help. The Bible shows that God wants to help people to be close to him —he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.

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

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

National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End Points
RE curriculum is delivered through the Kent Agreed Syllabus and	<u>Gospel T3</u> What kind of world did Jesus want? <ul style="list-style-type: none"> Who were the first disciples? What is meant by a 'fisher of the people'? How did Jesus show love to all? 	T3 Disciples Jesus Gospel Good news	T3/4 Describe some ways	All pupils will be able to: T3 Answer the KCQ: What kind of



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Understanding Christianity.	<ul style="list-style-type: none"> What is the role of the Samaritans today? <p>Salvation T4</p> <p>Why do Christians call the day Jesus died 'Good Friday'? (digging deeper)</p> <ul style="list-style-type: none"> What happened during holy week? What happened during the last supper? How do Christians believe Jesus is still alive today? What Christian symbols are used to celebrate Easter? What happened after Jesus resurrected? How do Christians remember this? 	<p>Parable Teachings Charity Neighbour</p> <p>T4 Bible Gospel Hosanna Holy week Last supper Good Friday Easter Sunday Maundy Thursday Crucifixion Resurrection</p>	<p>Ask questions and suggest responses Suggest why Identify how Make connections between stories Give examples of how and suggest reasons why Discuss their own and others ideas Explore and suggest ideas Link up some questions and answers</p>	<p>world did Jesus want? . * Identify the 'Gospel' in the Bible as Jesus' life and teaching</p> <ul style="list-style-type: none"> Make links between the first disciples and 'fisher of the people' Make links between the Bible texts and 'good news'
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				<ul style="list-style-type: none">• Give examples of how Christians show love to all• Express own ideas about the Bible's teachings. <p>T4 All pupils will be able to:</p> <p>Answer the KCQ: Why do Christians call the day Jesus</p>
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				<p>died 'Good Friday'? (digging deeper)</p> <p>Understand that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>Recall the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</p> <p>Know that Christians today</p>
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				trust that Jesus really did rise from the dead, and so is still alive today. Understand that Christians remember and celebrate Jesus' last week, death and resurrection
<p>SCIENCE (T3) Rocks – Y3 (fossils and soil) Concept: Chemistry</p> <p>Big Idea: All matter in the universe is made from very small particles. KCs: Physics, Biology, Chemistry</p>				
Assessment/memory - Use learning journey/mind map/knowledge organiser/concept cartoon to revisit:				
Prior learning	Y1/2 Everyday materials Uses of everyday materials			
NC	Key enquiry questions (KC)	Vocabulary	Disciplinary knowledge	End points



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<p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Compare and group together different kinds of rocks on the basis of their</p>	<p>What are the different types of rock? To compare different types of rocks based on their appearance</p> <p>What are the properties of rocks? To make systematic and careful observations by examining different types of rocks.</p> <p>How are fossils formed? To describe how fossils are made and explain the fossilisation process</p> <p>What did Mary Anning contribute to paleontology? How is soil formed? To explain Mary Anning's contribution to paleontology.</p> <p>How permeable are different soils? To carefully observe the permeability of different soils and present findings using Scientific vocabulary</p>	<p>rocks, igneous, sedimentary, metamorphic, form, formation, volcano, sea, seabed, changes, compare, types, natural, human-made, strata, anthropic., group, properties, permeable, impermeable, hard, soft, durable, buoyancy, split, fossil, fossilisation, animals, bones, chemical fossils, change, body fossils, trace fossils, layers, pressure, coprolite, trackways, footprints. Mary Anning, ichthyosaur, trace fossils, coprolite, dinosaurs, Jurassic, Lyme Regis, seaside, beach, poverty, scientists, William Buckland, organic matter, top soil, sub soil, base rock, additions, losses, translocations, transformations, permeability, permeable, impermeable, semi-permeable.</p>	<p>Identify and compare rock types and properties</p> <p>Make systematic and carefully observations by examining different rocks</p> <p>Sort fossils according to their properties</p> <p>Explore scientific ideas in the context of theories about fossils</p> <p>Explore how soil is formed</p>	<p>All pupils will be able to:</p> <p>Understand the Big Idea that 'All matter in the universe is made from very small particles.'</p> <p>And....</p> <p>Explain the properties of rocks including the difference between igneous, sedimentary and metamorphic rocks.</p> <p>Name different types of fossils</p>
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<p>appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p>			<p>Investigate how permeable different soils are</p> <p>Record findings and present results and conclusions.</p>	<p>and explain how fossils are formed.</p> <p>Explain Mary Anning's contribution to palaeontology.</p> <p>Explain how soil is formed and how soil types vary.</p>
<p>SCIENCE (T4) States of matter - Concept: Chemistry</p> <p>Big Idea:</p> <p>All matter in the universe is made from very small particles.</p> <p>KCs: Physics, Biology, Chemistry</p>				
<p>Assessment/memory - Use learning journey/mind map/knowledge organiser/concept cartoon to revisit:</p>				



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Prior Learning	Y1/2 Everyday Materials Uses of Everyday Materials Y1/2			
NC	Key enquiry questions (KQ)	Vocabulary	Disciplinary knowledge	End Points
<p>asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p>	<p>What things are solids, what are liquids and what are gasses? To compare and group materials together, according to whether they are solids, liquids or gases</p> <p>What are the properties of different gasses? To compare and group materials together, according to whether they are solids, liquids or gases by investigating gases and their uses</p> <p>What happens to different materials when they are heated or cooled? To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>At What temperature does water change it's state? To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>What happens when water evaporates? To associate the rate of evaporation with temperature by investigating the effect of temperature on drying washing.</p> <p>What is the water cycle and how does it work? To identify the part played by evaporation and condensation in the water cycle by creating a model of the water cycle</p>	<p>Solid, liquid, gas, particles, state, material, properties, gas, carbon dioxide, state, matter, material, weight, mass, melt, freeze, thermometer, temperature, condense, evaporate, process, state, water, ice, water vapour, evaporation, weight, dry, energy, heat, condensation, precipitation, collection, clouds, rain, sleet, hail, snow</p>	<p>Identify different states of matter</p> <p>Investigate the properties of gasses</p> <p>Explore what happens to different gasses when they are heated or cooled</p> <p>Investigate at what temperature water changes state.</p> <p>Observe what happens when</p>	<p>All pupils will be able to:</p> <p>Understand the Big Idea that 'All matter in the universe is made from very small particles.'</p> <p>And....</p> <p>Explain the differences between the states of matter and group materials accordingly.</p> <p>Explain the process of heating and</p>



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observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ($^{\circ}\text{C}$)

identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

water evaporates.

Explore that water cycle and its effect on the earth

Record observations accurately

melting, including melting and freezing points. Describe evaporation and condensation using practical examples. Explain the stages of the water cycle and apply to real life. Predict, record observations and form conclusions based on Scientific knowledge.



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PSHE

T3: Family & Relationship (Y4 cycle)

T4: Concept: Family & Relationships (Y4 cycle)

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

Prior learning	Family & relationships Y2 and Y3 Health & Wellbeing Y2 and Y3
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Assessment/memory	Knowledge organiser – baseline quiz at beginning and review in different colour at end
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<p>Big ideas</p> <p>T3</p> <p>To know that families are varied in the UK and across the world.</p> <p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p> <p>To understand the risks associated with smoking tobacco.</p> <p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p> <p>To know that asthma is a condition that causes the airways to narrow.</p> <p>.</p> <p>T4 To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that reusing items is of benefit to the environment.</p> <p>To understand that councillors have to balance looking after local residents and the needs of the council.</p> <p>To know that there are a number of groups that make up the local community.</p>	
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NC	Key enquiry questions (KC)	Vocabulary	Disciplinary knowledge	End points
NC – n/a	<p>T3</p> <p>Why are there age restrictions?</p> <p>How do we keep ourselves safe online?</p> <p>How do I help someone with asthma?</p> <p>What is the difference between secrets and surprises?</p> <p>What are the benefits of not smoking?</p> <p>T4</p> <p>What are human rights?</p> <p>How can reusing items benefit the environment?</p> <p>What is the role of groups in the wider community?</p> <p>How do groups contribute to a community?</p> <p>Why is diversity in a community valuable?</p> <p>What is the role of the local government?</p>	<p>T3</p> <p>allergic anaphylaxis bullying casualty choice cyberbullying decision distraction fake influence injuries</p> <p>Age restriction Asthma Law Tobacco</p> <p>T4</p> <p>Charity Community Consequence Council Councillor Law Recycling Rights United Nations (UN) Authority Cabinet Community Council Council officer Diversity Environment Human rights Local government Budget Expense Feeling Qualification Stereotype Bank balance Bank statement Career</p>	<p>T3</p> <p>Develop an understanding of the importance of age restrictions</p> <p>Learn how to stay safe online</p> <p>Learn how to help someone with asthma.</p> <p>Identify the differences between secrets and surprises</p>	<p>T3</p> <p>All pupils will be able to:</p> <p>Understand the reasons for legal age restrictions.</p> <p>Understand how quickly information can spread on the internet and some of the risks associated with that.</p> <p>Assess and give first aid to a casualty who is having difficulty breathing due to</p>



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		Debit card Adapted units Protect Reuse United Nations/UN Volunteer	<p>Learn how smoking is detrimental</p> <p>T4</p> <p>Develop an understanding of human rights</p> <p>Identify how reusing items supports the environment</p> <p>Learn how different groups support in the wider community</p> <p>Explore how groups contribute to a community</p>	<p>an asthma attack.</p> <p>Understand the difference between private and public, and secrets and surprises.</p> <p>Understand how search engines work and whether information is useful.</p> <p>Understand some of the risks of smoking and some of the benefits of being a non-smoker.</p> <p>T2</p>
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			<p>Explore why diversity is so valuable</p> <p>Develop an understanding of local politics</p> <p>Develop a growth mindset.</p>	<p>Know that human rights are specific rights that apply to all people.</p> <p>Know some of the people who protect our human rights such as police, judges and politicians.</p> <p>Know that reusing items is of benefit to the environment.</p> <p>Understand that councillors have to balance looking after local residents</p>
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				<p>and the needs of the council.</p> <p>Know that there are a number of groups that make up the local community.</p>
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French

T3 Birthday Celebrations

T4 Colourful Creatures

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



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Big knowledge T3

Phonics

To become familiar with the key phonemes oi, in, eu, eau and those that are represented by the letters z/s, x and i.

Grammar

To know months, seasons, and days of the week in French are not capitalised unless used at the beginning of a sentence.

To know **c'est** means 'it is'.

To know bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.

To know in French **un, and une** are the equivalents of 'a/an'.

To know the gender of a noun affects the form of the indefinite article **un** or **une**.

To know in French the verb 'to have' is used for talking about age whereas the verb 'to be' is used in English

Big knowledge T4

To know that all nouns in French have a gender and that they are either masculine or feminine.

To know that not all nouns that end in 'e' are feminine.

To know that word order can differ in French compared to English.

To know that adjectives of size go before the noun and adjectives of colour go after the noun in French.

To know that some adjectives are irregular and do not follow a pattern.

To know that adjectives must agree with the gender and number of the noun they are describing.

To know how to find the gender of a noun by looking it up in the dictionary.

Prior learning/structures - /days of the week/months/numbers/colours

Assessment/memory – Knowledge organiser, quiz



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National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End Points
<p>understand and respond to spoken and written language from a variety of authentic sources</p> <p>speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</p> <p>can write at varying length, for different purposes and</p>	<p>T3</p> <p>How do we say the numbers 1-31 in French?</p> <p>How do we recognise the months of the year?</p> <p>How do we locate and express information about dates?</p> <p>How do we apply new vocabulary to write sentences about birthdays?</p> <p>How do we apply knowledge of number words to write descriptive sentences?</p> <p>T4</p> <p>How do we pronounce the phonemes ou eu and an?</p> <p>How do we identify cognates and near cognates and use the correct article?</p> <p>How do we apply correct word order and agreement when using colour adjectives?</p> <p>How do we create descriptions using a range of adjectives?</p> <p>How do we describe animals using complex sentences?</p>	<p>T3</p> <p>la date</p> <p>quelle est la date ?</p> <p>quelle est la date de ton anniversaire ?</p> <p>quel âge as-tu ?</p> <p>j'ai huit ans</p> <p>joyeux anniversaire !</p> <p>pour mon anniversaire</p> <p>je voudrais</p> <p>un/une</p> <p>T4</p> <p>c'est</p> <p>bleu(e)</p> <p>énorme</p> <p>grand(e)</p> <p>jaune</p> <p>minuscule</p> <p>petit(e)</p>	<p>T3</p> <p>Language production</p> <p>Use a variety of conversational phrases.</p> <p>Apply knowledge of cognates and near cognates to work out the meaning of new vocabulary.</p> <p>Repeat phrases with increasingly accurate pronunciation.</p> <p>Use short phrases to give information.</p> <p>Select the correct indefinite article by referring to the gender of a noun.</p> <p>Adapt and extending a written model to create new phrases.</p>	<p>T3</p> <p>All pupils will be able to:</p> <p>Say the numbers 1-31 in French.</p> <p>Read and calculate Maths sums correctly.</p> <p>Match French months to their English equivalents.</p> <p>Ask when someone's birthday is and say when their birthday is.</p> <p>Compare similarities and differences between birthdays in the UK and France.</p> <p>Write sentences to create a wish list, describing things orally and in writing.</p>



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audiences, using the variety of grammatical structures that they have learnt discover and develop an appreciation of a range of writing in the language studied		orange rose rouge vert violet 	Use a knowledge organiser and a bilingual dictionary to check spelling and source new vocabulary. Cultural awareness Recognise similarities and differences between customs and traditions in France and the UK. T4 Pronounce key phonemes found in colour adjectives correctly. Ask and answer questions. Identify and discuss cognates and near-cognates and continuing to explore	Appreciate songs in the language. Compare French festivals and their traditions with English ones. T4 Notice cognates and near-cognates. Use a dictionary to research the meaning of relevant vocabulary. Recognise and sort nouns by gender, and explain the effect this may have on an adjective. Recognise rules of agreement. Select the correct form of an adjective to ensure it agrees with the noun it describes. Use appropriate words and phrases to adapt model sentences. Identify similarities and differences between word order in French and English.
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		<p>various language detective strategies. Select the correct indefinite article according to the gender of the noun. Place different types of adjectives in the correct place in a phrase. Give spoken and written information using a range of familiar structures, with some manipulation of language and the use of a knowledge organiser for support. Follow a conversation, listening, and reading at the same time. Adapt a model to create spoken and</p>	
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			written descriptive sentences.	

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ART T3

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

Paint a mountain scene in the style of Nicholas Roerich using mixed media

National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End Points
to create sketch books to record their observations and use them to review and revisit ideas	What is the work of Nicholas Roerich like? How does the work of Nicholas Roerich compare to other Artists? What do you like and dislike about Nicholas Roerich's Artwork? What techniques does Nicholas Roerich employ? How can you use inspiration from Nicholas Roerich's work?	Plan, design, , shading, hint of, extend, shape, surface pattern, pencil, crayon, chalk, pastels, pens, grade of pencil, tone,	Explore the work of a famous Artist Compare the work of known Artists	All pupils will be able to: Explore a range of Art pieces and give their opinions on what they see. Experiment with the techniques used by Nicholas Roerich.



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<p>to improve their mastery of art and design techniques of painting</p> <p>use range of materials including paint</p> <p>Learn about great artists, architects and designers in history.</p>	<p>What went well? What would you change?</p> <p>What have you learned during this unit></p>	<p>thin brush, layering, overlapping.</p>	<p>Explore your own preferences and give reasons</p> <p>Explore techniques used by Nicholas Roerich</p> <p>Create your own Art work using the techniques explored</p> <p>Evaluate your final product.</p> <p>Reflect on your own work in order to make improvements.</p>	<p>Use paint with expression in light of Artists studied.</p> <p>Analyse how Artists use line in their work</p> <p>Create their own Art using the work of others to stimulate me, and use an increasing range of vocabulary to describe the Art.</p> <p>Compare ideas and make annotations to describe ideas that have gone well and those that could be developed</p>
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DT T4

Cooking and Nutrition – Eating Seasonally

KCS: Designing Making Evaluating Technical Knowledge Cooking and nutrition



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Prior learning – Food - Smoothies				
Assessment/memory – Knowledge organiser/End of unit Success Criteria				
<ul style="list-style-type: none"> Big ideas Explain that fruits and vegetables grow in different countries based on their climates. Understand that seasonal fruits and vegetables grow in a given season. Understand that eating seasonal fruit and vegetables positively affects the environment. Design a tart recipe using seasonal ingredients. 				
National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End Points
<p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>pupils should be taught to:</p>	<p>Where in the world do different foods come from?</p> <p>What are the benefits of eating seasonal food?</p> <p>What is the most efficient way to cut and peel?</p> <p>What do current seasonal foods taste like?</p> <p>Why is presentation of food important?</p> <p>How do the seasonal veg tarts taste?</p>	<p>appearance</p> <p>arid</p> <p>climate</p> <p>complementary</p> <p>country</p> <p>cut</p> <p>design</p> <p>evaluate</p> <p>export</p> <p>fruit</p> <p>grate</p> <p>import</p> <p>ingredients</p> <p>Mediterranean</p> <p>mock-up</p>	<p>Explore where different foods come from</p> <p>Reflect on the benefits of eating local, seasonal food</p> <p>Explore different ways to cut and peel</p> <p>Evaluate how seasonal foods taste</p>	<p>All pupils will be able to:</p> <p>Know that seasonal means foods that grow in a given season in a given country.</p> <p>Identify some seasonal foods that grow in the UK and what season they grow in.</p> <p>Know that eating seasonal foods can have a positive impact on the environment.</p>



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<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>Pupils should be taught to:</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>		<p>mountain peel polar seasonal seasons snip taste temperate texture tropical vegetable weather</p>	<p>Design aesthetically pleasing food arrangements</p> <p>Evaluate the taste of the final product</p>	<p>Know how to describe the flavour and texture of foods and how to cut and peel safely.</p> <p>Understand that the appearance of food is as important as taste. That similar coloured fruits and vegetables often have similar nutritional benefits.</p>
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<p>Pupils should be taught to:</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>				

PE (Cycle B)

T3 Gymnastics

T4 Basketball

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



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Prior knowledge – Gymnastics/Basketball previous year/Ball skills/sending and receiving				
Assessment/memory – Pupil Conferencing/End of unit assessment				
National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End Points
<p>use running, jumping, throwing and catching in isolation and in combination</p> <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>T3</p> <p>How do we develop individual and partner balances?</p> <p>How do we develop control in performing and landing rotation jumps?</p> <p>How do we develop rotation jumps and sequence building using apparatus?</p> <p>How do we develop the straight, barrel, forward and straddle roll?</p> <p>How do we develop strength in inverted movements?</p> <p>How do we create a great partner sequence to include the skills I have learnt and apparatus?</p> <p>T4</p> <p>How do we develop the attacking skill of dribbling?</p> <p>How do we protect the ball when dribbling against an opponent?</p> <p>How do we develop passing and begin to recognise when to use different skills?</p> <p>How do we use defending skills to delay an opponent and gain possession?</p>	<p>T3</p> <p>Straight</p> <p>Barrel</p> <p>Tuck</p> <p>Pike</p> <p>Straddle</p> <p>Sequence</p> <p>Extension</p> <p>Body</p> <p>Tension</p> <p>Rotation</p> <p>Momentum</p> <p>Inversion</p> <p>Pathways</p> <p>T4</p> <p>Target</p> <p>Dribbling</p> <p>Opponent</p> <p>Dodging</p> <p>Défense</p>	<p>T3</p> <p>Include a change of speed and direction with control</p> <p>Include a range of shapes in a sequence</p> <p>Work collaboratively with a partner</p> <p>T4</p> <p>Pass, throw and catch accurately</p> <p>Keep possession of the ball</p> <p>Vary my tactics and my skills in a game</p>	<p>All pupils will be able to:</p> <p>T3</p> <p>Explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>Plan and perform sequences with a partner that include a change of level and shape.</p> <p>Provide feedback using appropriate language relating to the lesson.</p> <p>Safely perform balances individually and with a partner.</p> <p>Watch, describe and suggest possible improvements to others' performances and my own.</p> <p>Understand how body tension can improve the control and quality of my movements.</p> <p>T4</p>



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<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>How do we develop technique in the attacking skill of shooting?</p> <p>How do we apply skills and knowledge to compete in a tournament?</p>	<p>Attack</p> <p>Possession</p> <p>Interception</p> <p>Marking</p> <p>Tracking</p> <p>Space</p> <p>Defend</p> <p>Travelling</p> <p>Rotation</p>		<p>Delay an opponent and help to prevent the other team from scoring.</p> <p>Dribble, pass, receive and shoot the ball with increasing control.</p> <p>Move to space to help my team to keep possession and score goals.</p> <p>Provide feedback using key terminology and understand what I need to do to improve.</p> <p>Use simple tactics to help my team score or gain possession.</p> <p>Share ideas and work with others to manage our game.</p> <p>Understand the rules of the game and I can use them often and honestly.</p>
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Music

T3 Glockenspiel

T4 Mamma Mia

KCs: Listening, Singing, Playing, Creating, Performing, Technical Focus



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Prior knowledge – Interrelated dimensions of music run through all lessons
Music timelines: 1970/80s music

Assessment/memory – Pupil Conferencing/End of unit assessment

National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End Points
	<p>T3 How do we learn to play the glockenspiel? How do we compose our own composition and perform it?</p> <p>T4 How do we sing along with a well known song? How do we sing a song and play musical parts within the song? How do we sing the song and improvise using voices and/or instruments within the song? How do we sing the song and perform composition(s) within the song? How do we prepare for an end of unit performance?</p>	<p>T3 Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody</p> <p>T4 Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook,</p>	<p>T3 Use known notes and tablature to compose short pieces over music. Improvise, making use of musical features either solo, in a group or whole class setting.</p> <p>Compose confidently with some simple structures, e.g. verse and chorus</p> <p>Follow and perform simple rhythmic scores to a steady</p>	<p>T3 Most children should: Know the difference between pulse and rhythm. Others will know how pulse, rhythm and pitch work together to create a song</p> <p>T4 Most children will: Know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership,</p>



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		<p>riff, melody, solo, pentatonic scale, unison</p>	<p>beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p> <p>T4</p> <p>Confidently demonstrate a steady or changing beat.</p> <p>Identify and comment on the taught styles, structures and musical features of a song.</p> <p>Share their thoughts on the intended meaning of a song and how this compares to their own feelings.</p>	<p>creating musical ideas for the group to copy or respond to</p>
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			<p>Sing expressively (as a group or solo) with attention to breathing, phrasing and dynamics.</p> <p>Demonstrate awareness of how the style of singing may change for the style of song.</p> <p>Play a piece of music, keeping time with the group, either from tablature or memory.</p>	
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Computing

T3 Journey Inside a Computer (Y3)

T4 Computing systems and networks:
Collaborative learning (Y4)

KCs: Computing systems and networks · Programming · Data and information · Creating media · Online Safety



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Prior knowledge –
Y1/2 What is a computer?
Previous year – Computer systems and networks - emailing

Assessment/memory – Knowledge organiser/End of unit quiz

Big ideas:

T3

- To know the roles that inputs and outputs play on computers.
- To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together.
- To know what a tablet is and how it is different from a laptop/desktop computer.

T4

- To understand that software can be used collaboratively online to work as a team.
- To know what type of comments and suggestions on a collaborative document can be helpful.
- To know that you can use images, text, transitions and animation in presentation slides

National Curriculum	Key enquiry questions	Vocabulary	Disciplinary knowledge	Composite End Points
use logical reasoning to	<p>T3</p> <p>How do we recognise inputs and outputs?</p> <p>How do we recognise components inside a laptop?</p> <p>How do we understand the purpose of computer parts?</p>	<p>T3</p> <p>Algorithm</p> <p>Assemble</p>	<p>T3</p> <p>Understand what the different</p>	<p>T3</p> <p>Recognise inputs and outputs and that the computer sends and receives information.</p>



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<p>explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>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</p> <p>use search technologies</p>	<p>How do we decompose a computer tablet?</p> <p>T4</p> <p>How can software be used to work online collaboratively?</p> <p>How can you contribute to someone else's work effectively?</p> <p>How do we create effective presentations?</p> <p>How do we create and share Google forms?</p> <p>How do we use a shared spreadsheet to explore data?</p>	<p>CPU (central processing unit)</p> <p>Data</p> <p>Decompose</p> <p>Desktop</p> <p>Disassemble</p> <p>GPU (graphics processing unit)</p> <p>Hard drive</p> <p>HDD (hard disk drive)</p> <p>Infinite loop</p> <p>Input</p> <p>Keyboard</p> <p>Laptop</p> <p>Memory</p> <p>Microphone</p> <p>Monitor</p> <p>Mouse</p> <p>Output</p> <p>Photocopier</p> <p>Program</p> <p>QR Code</p> <p>RAM (random access memory)</p>	<p>components of a computer do and how they work together.</p> <p>Draw comparisons across different types of computers.</p> <p>Use decomposition to explain the parts of a laptop computer.</p> <p>Explain the purpose of an algorithm</p> <p>T4</p> <p>Understand that computer networks provide multiple services, such as the World Wide Web, and opportunities for</p>	<p>Explain that the parts of a laptop work together and the purpose of each part.</p> <p>Explain what an algorithm is.</p> <p>Suggest what memory is for inside a computer.</p> <p>Make comparisons between different types of computer.</p> <p>T4</p> <p>Understand the need to be thoughtful when working on a collaborative document.</p> <p>Use comments to suggest changes to a document and understand how to resolve comments.</p> <p>Use a variety of different slide styles to convey information including images and transitions.</p> <p>Create a Google Form with a range of different questions types that will provide different types of</p>
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effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content		<p>ROM (read only memory) Storage Tablet device Technology</p> <p>T4 Animations Average Bar chart Collaboration Comment Contribution Data Edited Email account Format Freeze Icon Images Insert Link Multiple choice Numerical data Pie chart Presentations</p>	<p>communication and collaboration.</p> <p>Use online software for documents, presentations, forms and spreadsheets.</p> <p>Use software to work collaboratively with others.</p> <p>Understand that software can be used collaboratively online to work as a team.</p> <p>Recognise what appropriate behaviour is when collaborating with others online.</p>	<p>answers, e.g. text, multiple choice or numerical values.</p> <p>Export data to a spreadsheet, highlighting data, using conditional formatting and calculating averages and sums of numbers.</p>
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		Resolved Reviewing comments Share Slides Software Spreadsheets Suggestions Survey		