



Planned Curriculum Content

Literacy - <i>See the Long and Medium Term Planning for specific planned content.</i> Texts: The Lion, the Witch and the Wardrobe by C.S Lewis Writing Styles and Genres: Narrative, playscripts, diary entry, non-chronological report	Maths White Rose Unit: Place Value White Rose Unit: Addition & Subtraction <i>See the Long Term Plan for detailed small steps which set out the specific planned content.</i>	Subject : Geography The children will learn to: - locate the key rivers of the world. - describe and understand key aspects of physical geography, including: rivers. - explain the water cycle. - describe the key features of a river system. - describe how water erodes a river bank. - describe how deposition changes the shape of a river. - describe how waterfalls are formed. - identify how some rivers are used.
Subject: Science The children will learn to: - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. - Describe the reproduction process in some plants and animals. - Use classification keys to classify living things into broad groups, according to common observable characteristics. - Give reasons for classifying plants and animals based on specific characteristics. - Plan and carry out enquiries about habitats within the school grounds. - Report on the findings of enquiries, presenting ideas both written and orally.	In each of these subjects we follow schemes of work. Refer to the Long Term Plans for detailed information on the specific planned content: P.E. – Spiral (Weeks 1 → 7) Music - Music Express - Unit: Life Cycles RE - Leeds Agreed Syllabus – Unit: Why are some journeys and places special? PSHE - You, Me and PSHE - Unit: Physical Health & Well-being Computing – Purple Mash – Unit: 5.1 Coding French – Twinkl – Unit: Getting to Know You	Subject: Art The children will learn to: - Comment on the work of Orla Kiely, using a fluent grasp of visual language - Take inspiration from Orla Kiely's bold, simple prints that are inspired by nature - Create original nature-inspired designs that reflect Orla Kiely's style and influence - Develop these designs into ceramic mosaics.



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
This half-term there will be a whole school focus on our core value of Mutual Respect through assemblies, circle time, RE and PSHE teaching.	Our knowledge organiser will be focused on Science: Living Things in Their Habitats. It will be used to help the children learn the essential knowledge and vocabulary that they need for the subject. We will also use quizzes to re-cap on previous learning and to show what has been learned at the end of a unit.	We will study the work of the Irish fashion designer, Orla Kiely. We will take inspiration from her simple prints and bold colours, that use the theme of nature, to create our own designs. These will then be developed into ceramic mosaics.	In R.E we will explore how and why different groups of religious people go on special journeys and visit significant places. Are there any people in our community who have been on pilgrimage?

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. - Describe the life process of reproduction in some plants and animals. Describe how living things are classified into broad groups according to common observable characteristics. - Give reasons for classifying plants and animals based on specific characteristic	- Plan enquiries, including recognising and controlling variables where necessary - Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. - Take measurements, using a range of scientific equipment, with increasing accuracy and precision. - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. - Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. - Present findings in written form, displays and other presentations - Secondary research



Art and Design: Threshold Concepts

Developing Ideas:	Mastering Techniques:	Taking Inspiration from the Greats:
- Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively in a sketch book. - Use the qualities of materials to enhance ideas. - Comment on artworks with a fluent grasp of visual language	- Mix textures (rough and smooth, plain and patterned). - Combine visual and tactile qualities. - Use ceramic mosaic materials and techniques.	- Take inspiration from and use some of techniques used by notable artists and designers. - Show how the work of those studied was influential in both society and to other artists. - Create original pieces that show a range of influences and styles

Computing: Threshold Concepts

Computer Science:	Information Technology:	Digital Literacy:
- I can make more complex real-life problems into algorithms for a program. - I can test and debug my programs as I work. - I can convert (translate) algorithms that contain sequence, selection and repetition into code that works. - I can use sequence, selection, repetition, and some other coding structures in my code. - I can organise my code carefully for example, naming variables	- I can make appropriate improvements to digital work I have created. - I can comment on how successful a digital solution is that I have created. For example, a program built in 2Code that sorts decimals numbers. - I can work collaboratively with others creating solutions to problems using appropriate software.	



and using tabs. I know this will help me debug more efficiently.			
I can use logical methods to identify the cause of any bug with support to identify the specific line of code.			
Design and Technology: Threshold Concepts – N/A			
Design, Make, Evaluate and Improve	Take Inspiration from Designs Throughout History	Master Practical Skills	
Geography: Threshold Concepts			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
	I can compare and contrast water availability and usage in the UK and Kenya.	- I can name and describe the Earth's bodies of water, including seas, oceans, lakes, reservoirs, bays, gulfs, straits, glaciers and fjords. - I know that some of the Earth's bodies of water have salt water and some have fresh water. - I can understand and explain the water cycle using appropriate vocabulary, including precipitation, infiltration, evaporation, transpiration, condensation and transportation. - I can explain why the water cycle is important for our planet.	- I can use a water quality map and an atlas to identify countries in the world where everyone has access to clean water, most people have access to clean water and most people do not have access to clean water. - I can identify local bodies of water on a map. - I can use fieldwork to observe, measure, record and present information about a local body of water.



- I can draw and label a diagram of the water cycle.
- I can describe some of the ways in which people need water every day to live.
- I know that water is pumped into a water treatment plant, then pumped into houses for the water we use every day.
- I can describe the six steps in the water treatment process.
- I know what the term 'water conservation' means and why this is important.
- I know that Kenya is a water-scarce country.
- I can explain what hydropower is and how it can be used to contribute to a sustainable future.
- I can identify the positive and negative aspects of using hydropower.
- I can carry out my own research into a particular hydroelectric dam around the world.



History: Threshold Concepts - N/A

Investigate and interpret the past:	Build an overview of world history:	Understand chronology:	Communicate historically:
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Languages (French): Threshold Concepts

Listening and speaking	Reading and writing	Stories, songs, poems and rhymes	Grammar
• Present ideas and information orally to a range of audiences in the context of revising what they have learned in French so far • Listen attentively to spoken language and show understanding by joining in and responding; in the context of talking about what they want to do when they grow up. • Describe people, places, things and actions orally and in	• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; in the context of investigating typical French names. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through	• Appreciate stories, songs, poems and rhymes in the language; in the context of a traditional fable.	• Understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English • To use the simple future tense • In the context of describing emotions • In the context of predicting what's going to happen • To use the near future tense



writing in the context of describing themselves. I can select key words for descriptions	using a dictionary; in the context of describing emotions. - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of writing personal presentations. - I can remember appropriate language to express my ideas. - Describe people, places, things and actions orally and in writing in the context of describing themselves. I can select key words for descriptions		To select the appropriate form of a word for the context.
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Music: Threshold Concepts – Life cycles

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
- Exploring extended vocal techniques - Combining vocal sounds in performance	- Developing a performance with awareness of audience - Creating a performance using voices and instruments in four parts - Accompanying a song with tuned and untuned instruments	Creating musical effects using contrasting pitch	- Creating descriptive music - Developing a structure to combine sounds		

PE: Threshold Concepts (Highlight focus areas for Half Term)

KS1



Agility Body Awareness Dodging and Evading Flexibility and Movement Reaction Rotation Travelling	Balance Balancing Equipment Dynamic Balance Generating Force Through Transfer of Weight Points of Contact Static Balance Understanding Base	Co-ordination Combination of Skills Differentiating Force Organising Limbs Receiving Sending Timing
KS2		
Cognitive Anticipation Evaluation Peer Mentoring Tactical Variation Team Work Understanding Rules	Manipulation Accuracy Dribbling Fielding and Catching Passing Shooting Striking	Physical Agility Control Physical Processing Power Speed Strength
PHSE: Threshold Concepts		
Theme: Physical Health and Wellbeing: In the Media		
Pupils learn: • that messages given on food adverts can be misleading. • about role models. • about how the media can manipulate images and that these images may not reflect reality.		
RE: Threshold Concepts		
Pupils working towards the age-related expectations for their year group will be able to:	Pupils working at the age-related expectations (ARE) for this year group will be able to:	Pupils who are deepening and widening their knowledge and understanding will be able to:
• Describe some special places and journeys • Explore and describe feelings about special journeys and places	• Identify and explain features of some special places and journeys • Suggest reasons why special places and journeys inspire people • Investigate places of pilgrimage and reflect on the challenges involved in the journey	• Explore a range of special places and journeys, identifying and making connections between them • Reflect on how places of pilgrimage inspire and influence believers and express their own ideas about this