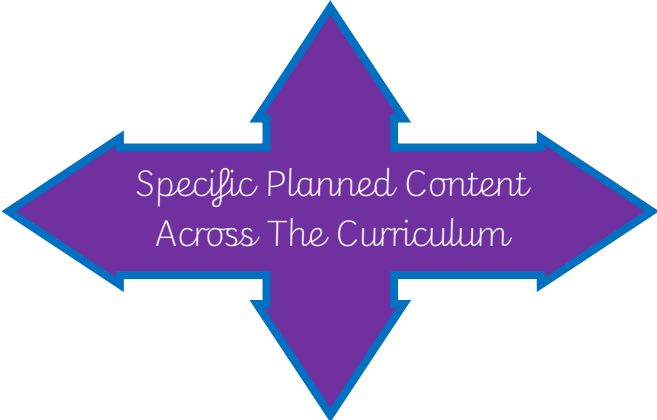




Planned Curriculum Content

Literacy - <i>See the Long and Medium Term Planning for specific planned content.</i> Texts: Cosmic, The Planets (clip) Writing Styles and Genres: Narrative; Setting description; Letter writing; Diary entry; Newspaper report	Maths White Rose Unit: Multiplication and Division B White Rose Unit: Fractions B <i>See the Long Term Plan for detailed small steps which set out the specific planned content.</i>	Subject: Design and Technology The children will learn to: • 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. • understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages. • select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Subject: Science The children will learn to: • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system; discussing and comparing the Geocentric and Heliocentric models. • Describe the movement of the Moon relative to the Earth. • Children will explore scientific ideas and evidence over time to understand the current understanding that the Sun, Earth and Moon are approximately spherical bodies. • Use a torch and spherical object to demonstrate the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. *Compare and contrast the 8 planets, creating a fact-file of key features.	 Specific Planned Content Across The Curriculum	
	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. – Swimming Rugby coach (3 weeks) & Spiral lessons 13, 15, 16 Music - Music Express - Unit: Solar System RE - Leeds Agreed Syllabus – Unit: What values are shown in codes for living? PSHE - You, Me and PSHE - Unit: Dealing with Feelings Computing – Purple Mash – 5.3 Spreadsheets 5.4 Databases Geography – Extreme Earth	



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 Rule of Law & Justice through assemblies, circle time, RE and PSHE teaching.	Our knowledge organiser will be focused on Earth and Space. It will be used to help the children to learn the essential knowledge and vocabulary that they need for the subject	We will learn about the great careers and achievements of Neil Armstrong and Helen Sharman. We will read the book Cosmic by Frank Cottrell Boyce. We are watching The Planets Clip by Andy Martin to inspire our writing.	In R.E we will use vocabulary such as 'values,' 'right and wrong,' and 'good and bad,' to explore the similarities and differences between Christian, Muslim, Jewish and Humanist values.

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
•Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. •Describe the movement of the Moon relative to the Earth. •Describe the Sun, Earth and Moon as approximately spherical bodies. •Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	•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. •Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

Computing: Threshold Concepts – Spreadsheets
- Databases



Computer Science:		
Information Technology:		
Digital Literacy:		
	- 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. - I can work collaboratively with others creating solutions to problems using appropriate software such as 2Code	I know how to not let my mental wellbeing or others be affected by use of online technologies and services.
Design and Technology: Threshold Concepts – Mechanics: CAMS - Space		
Design, Make, Evaluate and Improve	Take Inspiration from Designs Throughout History	Master Practical Skills
- Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). - Make products through stages of prototypes, making continual refinements. - Ensure products have a highquality finish - Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.	- Understand how key events and individuals in design and technology have helped shape the world - Create innovative designs that improve upon existing products. - Evaluate the design of products so as to suggest improvements to the user experience.	Materials: - Cut materials with precision - Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper) Mechanics: - Convert rotary motion to linear using cams. - Use innovative combinations of mechanics in product designs
Geography: Threshold Concepts - Extreme Earth		
Investigate Places	Investigate Patterns	Communicate Geographically



To find out about the Earth's climate and areas of extreme temperatures. To find out about the water cycle and the distribution of water across the world. To find out about earthquakes and what causes them. To find out about tsunamis and how they are caused. To find out what volcanoes are and how they are formed Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	To find out about extreme weather conditions across the world. To find out about the Earth's climate and areas of extreme temperatures.	Describe and understand key aspects of physical geography, and the linked vocabulary, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
---	---	---

Languages (French): Threshold Concepts – N/A

Listening and speaking	Reading and writing	Stories, songs, poems and rhymes	Grammar

Music: Threshold Concepts – Solar System

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
Develop the use of dynamics in a song Develop techniques of performing rap using texture and rhythm	Learn a melodic ostinato using staff notation Create and present a performance of song, music and poetry		Interpreting images to create descriptive sound sequences Create a musical background to accompany a poem	Listening to music with focus and analysing its composition using musical vocabulary Relating sound sequences to images	



Learn a song with a complex structure Perform a song with expression and with attention to tone and phrasing				Listen to music, focusing on dynamics and texture Learn about the sound of the whole tone scale Listen to music and describe its effects and use of the musical dimensions	
---	--	--	--	--	--

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

KS1

Agility	Balance	Co-ordination
Body Awareness Dodging and Evading Flexibility and Movement Reaction Rotation Travelling	Balancing Equipment Dynamic Balance Generating Force Through Transfer of Weight Points of Contact Static Balance Understanding Base	Combination of Skills Differentiating Force Organising Limbs Receiving Sending Timing

KS2

Cognitive	Manipulation	Physical
Anticipation Evaluation Peer Mentoring Tactical Variation Team Work Understanding Rules	Accuracy Dribbling Fielding and Catching Passing Shooting Striking	Agility Control Physical Processing Power Speed Strength

PHSE: Threshold Concepts

Theme: Physical Health and Wellbeing:



Pupils learn about a wide range of emotions and feelings and how these are experienced in the body:

- are able to name and describe a wide range and intensity of emotions and feelings
 - understand how the same feeling can be expressed differently
- recognise how emotions can be expressed appropriately in different situations

Pupils learn about times of change and how this can make people feel:

- identify situations when someone may feel conflicting emotions due to change
 - can identify ways of positively coping with times of change
- recognise that change will affect everyone at some time in their life

Pupils learn about the feelings associated with loss, grief and bereavement:

- recognise that at times of loss, there is a period of grief that people go through
- understand there are a range of feelings that accompany bereavement and know that these are necessary and important
 - know some ways of expressing feelings related to grief

RE: Threshold Concepts: What values are shown in codes for living?

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:
• Use vocabulary such as 'values' 'right and wrong' and 'good and bad' • Talk about some Christian, Muslim, Jewish and Humanist values • Make links between their own behaviour and values, and the values they study.	• Investigate and make connections between morals and values found in religious teachings and everyday life. • Identify and explain similarities and differences between Humanist, Muslim, Jewish and Christian values • Apply ideas about values and how people choose to live their lives. • Discuss and give examples of right and wrong, love, forgiveness, truth, consequences and honesty	• Present ideas about the challenge of following and living out a set of values in daily life for Muslims, Jews, Christians and Humanists • Evaluate the importance of having a worked through set of ethical values to help live life well