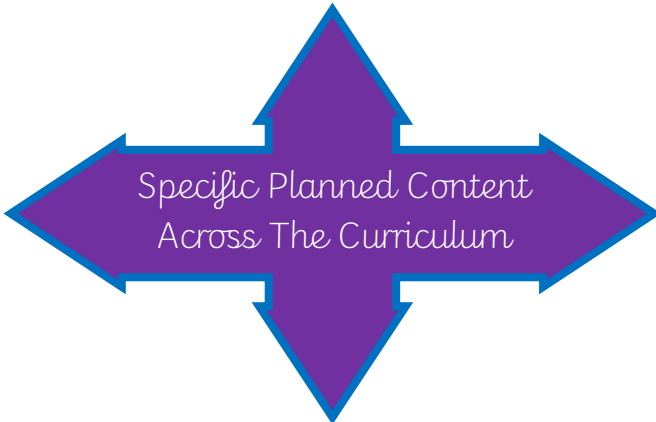




Planned Curriculum Content

Literacy - <i>See the Long and Medium Term Planning for specific planned content.</i> Texts: Street Child by Berlie Doherty Writing Styles and Genres: Diary, non-chronological reports, biography, poetry	Maths White Rose Unit: Fractions White Rose Unit: <i>See the Long Term Plan for detailed small steps which set out the specific planned content.</i>	Subject: History (The Victorians) The children will learn to: - draw a timeline with different historical periods showing key historical events or lives of significant people. - compare two or more historical periods; explaining things which change. - explain how our locality has changed over time. - explain how an event from the past has shaped our life today.
Subject: The children will learn to:	 Specific Planned Content Across The Curriculum	Subject: D.T (Victorian Puppets) 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. - 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. - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. - understand how key events and individuals in design and technology have helped shape the world.
		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 21 → 25) Music - Music Express - Unit: Keeping Healthy RE - Leeds Agreed Syllabus – Unit: 5.2 What values are shown in codes for living? PSHE - You, Me and PSHE - Unit: RSE Computing – Purple Mash – Unit: 5.6 – 3D Modelling French – Twinkl – Unit: Y4 What's the time?



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: Determination & Resilience – showing the ability to persevere and keep going, even when tasks are difficult. This will be a whole school focus through assemblies and circle/ discussion times.	Our knowledge organiser will be focused on Local History & The Victorians 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 learn about the successful reign of Queen Victoria as Britain consolidated the British Empire and underwent industrialisation. We will study the impact of social reform led by Victorian philanthropists Dr Barnardo and Lord Shaftesbury.	In R.E, we will learn about how religious and non-religious beliefs influence people's codes for living and consciences and consequent actions.

Assessment of Threshold Concepts

Science: Threshold Concepts – N/A		
Scientific Concepts:	Working Scientifically:	
• N/A	• N/A	
Art and Design: Threshold Concepts – N/A		
Developing Ideas:	Mastering Techniques:	Taking Inspiration from the Greats:



• N/A	• N/A	• N/A
Computing: Threshold Concepts		
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. For example, a program built in 2Code that sorts decimals numbers. • I can work collaboratively with others creating solutions to problems using appropriate software such as 2Code.	
Design and Technology: Threshold Concepts		
n/a		
n/a		
Geography: Threshold Concepts		
Investigate Places:	Investigate Patterns:	Communicate Geographically:
• N/A	• N/A	• N/A



History: Threshold Concepts

Investigate and interpret the past:	Build an overview of world history:	Understand chronology:	Communicate historically:
- Use sources of evidence to deduce information about the past. - Seek out and analyse a wide range of evidence in order to justify claims about the past. 	- Identify continuity and change in the history of the locality of the school. - Describe the social and cultural diversity of past society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.      	- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). - Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. - Use dates and terms accurately in describing events. 	- Use appropriate historical vocabulary to communicate, including: - dates - time period - era - chronology - continuity - change - century - decade - legacy. 

Languages (French): Threshold Concepts

n/a

n/a

Music: Threshold Concepts

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
Sing and play scales and chromatic melodies accurately.			Read grid or staff notation to play a bassline.		



-Sing and play an American spiritual					
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: RSE					
Pupils learn:					
● how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty (revisit). ● strategies to deal with feelings within relationships. ● about human reproduction in the context of the human lifecycle. ● to answer each other's questions with confidence and to seek support and advice when they need it					



RE: Threshold Concepts

Pupils working *towards* the age-related expectations for their year group 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.

Pupils working *at* the age-related expectations (ARE) for this year group will be able to:

- 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

Pupils who are *deepening and widening* their knowledge and understanding will be able to:

- 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