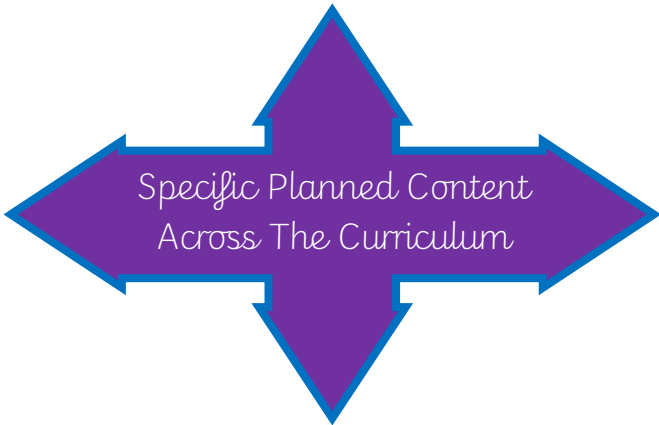




Planned Curriculum Content

Literacy - See the Long and Medium Term Planning for specific planned content. Texts: Alma Clip, The HighwayMan Writing Styles and Genres Poetry, Narrative, Suspense	Maths White Rose Unit: Properties of Shape White Rose Unit: Position & Direction White Rose Unit: Converting Units (including volume) See the Long Term Plan for detailed small steps which set out the specific planned content.	Subject : History The children will learn to: • Describe the social hierarchy of Ancient Egypt, focussing on the rule of the Pharaoh over his subjects who had different jobs and varying degrees of importance e.g. Viziers, peasant farmers. • Describe the beliefs in Gods and Goddesses, and the Afterlife. • Describe the roles, responsibilities and pastimes of men, women and children. • Use sources of evidence to find out about the past. • Use timelines and historical vocabulary to explain the chronology of the Ancient Egyptian times.
Subject: Science The children will learn to: • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Plan and carry out fair tests that demonstrate the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect • Take and record measurements accurately and explain findings orally and in written form.	 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 31 →37) Music - Music Express - Unit: Ancient Worlds RE - Leeds Agreed Syllabus – Unit: 5.4 What do Christians believe about the old and new covenants? PSHE - You, Me and PSHE - Unit: Borrowing and Earning Money Computing – Purple Mash – Unit: 5.3 Spreadsheets	Subject: Art The children will learn to: • Present ideas imaginatively in a sketch book. • Show life-like qualities and real-life proportions. • Use frameworks (such as wire or moulds) to provide stability and form. • Use the qualities of acrylic paints to create visually interesting pieces. • Create original pieces that show a range of influences and styles.



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared values will be: Inclusion – including and treating everyone equally and with respect, regardless of any differences or special needs they may have This will be a whole school focus through assemblies and circle/ discussion times.	Our knowledge organisers will be focused on Science: Forces and History : Ancient Egypt. 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 find out about continuity and change during the reigns of the Great Pharaohs of Ancient Egypt. We will study Fernand Leger's and Man Ray's art work in our Art lessons and will use their influence in our own work.	In R.E, we will learn about the Christian Community's beliefs in God, the Bible and covenants. We will explore the similarities and differences between Christianity and the other Abrahamic faiths of Judaism and Islam.

Assessment of Threshold Concepts

Science: Threshold Concepts - Forces

Scientific Concepts:	Working Scientifically:
- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. - Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. - Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.	- 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. - Use test results to make predictions to set up further comparative and fair tests.



Art and Design: Threshold Concepts – Egyptian masks

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	Sculpture: • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. Painting: • Use the qualities of acrylic paints to create visually interesting pieces. Drawing: • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict perspective and shadows.	• 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 – 5.3 Spreadsheets

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.	• I can demonstrate the safe and respectful use of different online technologies and online services.



Design and Technology: Threshold Concepts

Design, Make, Evaluate and Improve	Take Inspiration from Designs Throughout History	Master Practical Skills
N/A	N/A	N/A

Geography: Threshold Concepts

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
N/A	N/A	N/A	N/A

History: Threshold Concepts – Ancient Egypt

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. - Select suitable sources of evidence, giving reasons for choices - Understand that no single source of evidence gives the full answer to questions about the past 	- Describe the social, ethnic, cultural or religious 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

Listening and speaking	Reading and writing	Stories, songs, poems and rhymes	Grammar
N/A	N/A	N/A	N/A

Music: Threshold Concepts

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
.	.	• Explore layers and layering using a graphic score.	.		• Identify key features of minimalist music. • Compare and contrast the structure of two pieces of music.

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	Accuracy Dribbling Fielding and Catching	Agility Control Physical Processing



Tactical Variation Team Work Understanding Rules	Passing Shooting Striking	Power Speed Strength
PHSE: Threshold Concepts		
Theme: Borrowing and Earning Money		
- Pupils learn that money can be borrowed but that there are risks associated with this. - Pupils learn about enterprise. - Pupils learn what influences people's decisions about careers.		
RE: Threshold Concepts - 5.4 What do Christians believe about the old and new covenants?		
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:
- Explain some similarities and differences between the different Abrahamic world faiths. - Explore some of the narratives making connections between the stories and the idea of a covenant between God and the people. - Explain some of the titles used by and given to Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements.	- Reflect on how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering, comparing and contrasting aspects of these world faiths, especially in relation to Abraham and Jesus. - Explore the narratives about Moses, the Ten Commandments, the Kingdom (including David) and Jesus, making connections between stories and the idea of a covenant between God and the people. - Reflect on and find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements.	- Make connections between the different narratives and the continued covenant between God and the people. - Compare the different titles used by and of Jesus.



Year: 5 Term: Summer 2 Topic: Incredible Egyptians

