



Planned Curriculum Content

Literacy - *See the Long and Medium Term Planning for specific planned content.*

Texts/Media: Skellig, Dracula's Whitby, Ruckus, Various non-fiction texts on the Mayans.

Writing Styles and Genres:

Persuasive adverts, explanations (Mayan games), recounts

Art: Printmaking
The children will:

Examine examples of Maya temple art design and recreate using pens, pencils, ink, quills etc.

Investigate different methods of printing including lino printing and block printing.

Use the works of Dan Fenlon to create own Maya inspired piece of artwork utilising printing techniques.

Evaluations - Comment on artworks with a fluent grasp of visual language

Maths: White Rose

Decimals

Percentages

See the Long Term Plan for detailed small steps which set out the specific planned content.



Specific Planned Content
Across The Curriculum

In each of these subject we follow schemes of work. Refer to the Long Term Plans for detailed information on the specific planned content:

P.E. – Spiral (Weeks 15 → 21)

Music - Music Express - Unit: Growth

RE - Leeds Agreed Syllabus – We will be Starting the Unit: What Do Christians Believe About Jesus' Death and Resurrection?

French – Twinkl – Unit: This is France!

PSHE - You, Me and PSHE - Unit: Mental Health

Computing – Purple Mash – Units: 6.3 Spreadseets and 6.4 – Blogging

History: The Maya - study of a non-European society that provides contrasts with British history. Investigate how and when Europeans encountered the Mayan civilisation.

They will use maps and atlases to locate Maya cities and identify countries in Mesotamerica.

Explore how we know about the Mayan civilisation and their way of life.

Explore how Mayan society was organised and how this compares to modern society.

Find out about what the Maya believed in, including their religious rites and rituals.

Use a variety of sources to piece together what life was like for the Maya (based on the work of the explorers John Lloyd Stephens and Frederick Catherwood)

Exploring the achievements of the Maya including their number systems and calendar.

Investigate the reasons behind the decline of the Mayan civilisation.

Science: Living Things and Their Habitats

We will first complete our unit on Evolution and Inheritance (see Autumn 2 MTP).

The children will learn about:

- The classification of living things, including micro-organisms.
- Sorting animals into groups based on their similarities and differences. They will extend their learning to find out about the standard system of classification first developed by Carl Linnaeus, choosing an animal and researching its classification.
- They will learn about micro-organisms, and conduct an investigation into the growth of mould on bread.
- Finally, the children will put their learning into practice by creating a field guide to the living things in



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: Rule of Law and Justice This will be shared by SLT and a whole school focus through assemblies, circle/ discussion times	Our knowledge organisers will be focused on the Mayans and Living Things and Their Habitats. They will be used regularly to help the children to learn the essential knowledge and vocabulary that they need for the subject.	Through Science we will learn about how the system of classification was first developed by Carl Linnaeus. Various Significant Authors/ Poets (including: David Almond, Mal Peet, Elspeth Graham and NCCA Animation) will drive our Literacy Curriculum. Through Music Express we will listen and respond to Bolero by Maurice Ravel as inspiration for street dance/ flash mobs.	Our PSHE curriculum focuses on mental health and we will consider how to take care of our own, and support others, within our school/wider community. Through our curriculum work in RE, we will be learning about what Christians believe about Jesus' death and resurrection.

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
• Describe how living things are classified into broad groups according to common observable characteristics. • Give reasons for classifying plants and animals based on specific characteristics.	• Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Record data and results of increasing complexity using • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Use straightforward, scientific evidence to answer questions or to support their findings: 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

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	Print: • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. Paint: • Use the qualities of acrylic paints to create visually interesting pieces.	Maya Patterns and Inscriptions • 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:
•	• Children compare a range of digital content sources and rate them in terms of content quality and accuracy. • Children consider the intended audience carefully when designing and making digital content. • Children use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements	• Children can identify the key features of a blog and share these using 2Write. • They can create a blog for a specific purpose and can post comments on an existing class blog. • Children recognise the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying • Children understand the features of a blog and the differences between a blog page and a blog post • . Children work collaboratively, and individually, to plan, design and create a blog. Children become active contributors to a blog, carefully considering their responses to blog posts.



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. - Select suitable sources of evidence, giving reasons for choices. 	- Compare some of the times studied with those of the other areas of interest around the world. - 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
- I can use a chart to ask and answer questions. - I can use the correct words for up to 8 compass points.	- I can write a sentence using the correct form of 'de.' - I can write in French about the landmarks of Paris.		- I can use the correct form of être – present or past imperfect tense. - I can use the correct form of être – present or past imperfect tense.

Music: Threshold Concepts

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
n/a	- Play a chordal accompaniment to a piece - Follow and interpret a complex graphic score for four instruments	n/a	Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music	Follow and interpret a complex graphic score for four instruments	Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music



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

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: Mental Health and Emotional Wellbeing

- what mental health is
- what can affect mental health and some ways of dealing with this
- some of the everyday ways of looking after their mental health
- to be aware of the stigma and discrimination that can surround mental health

RE: Threshold Concepts

Pupils working <i>towards</i> the age-related expectations for their year group will be able to:	Pupils working <i>at</i> the age-related expectations (ARE) for this year group will be able to:	Pupils who are <i>deepening and widening</i> their knowledge and understanding will be able to:
• Identify and explain the significance of Jesus' death and resurrection to Christians • Suggest reasons why Jesus' death is seen as a sacrifice and as a way of forgiveness. • Discuss and give examples of Christian festivals, including Ascension and Pentecost.	• Explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives from the Gospels. • Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today. • Explain how festivals and seasons are celebrated, including Ascension and Pentecost.	• Compare and contrast Bible accounts of Jesus' death and resurrection. • Explain a range of opinions and give reasons for why Jesus' death is seen as a sacrifice and as a way of forgiveness and salvation. • Weigh up different points of view about how forgiveness and reconciliation are expressed. • Give a considered response to how Christians celebrate festivals, including Ascension and Pentecost.