



## Planned Curriculum Content

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| <p>Literacy - <i>See the Long and Medium Term Planning for specific planned content.</i></p> <p>Texts: Wonder, Pirates of the Curry Bean, Day O (Banana Boat Song)</p> <p>Writing Styles and Genres:</p> <p>Poetry, Play Scripts</p>                                                                                                                                                                                                                | <p>Maths</p> <p>White Rose Unit: Themed Projects – White Rose Bakery, White Rose Tours, White Rose Futures</p> <p><i>See the Long Term Plan for detailed small steps which set out the specific planned content.</i></p>                                                                                                                                                                                                                                                                                                                                                                                          | <p>Science:</p> <p>Animals including Humans (continued from Spring 2):</p> <p>The children will learn to:</p> <p>To identify and name the main parts of the human circulatory system by recalling prior knowledge of systems in the human body and labelling a diagram.</p> <p>To describe the functions of the heart, blood vessels and blood.</p> <p>To describe the ways in which nutrients and water are transported within animals, including humans in the context of the human body.</p> <p>To describe the ways in which nutrients and water are transported within animals, including humans in the context of the human body. (Plan and conduction scientific enquiry)</p> <p>To describe the ways in which nutrients and water are transported within animals, including humans in the context of the human body.</p> <p>Electricity:</p> <p>The children will learn to:</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> |
| <p>Design and Technology: Fairground Rides</p> <p>The children will learn to:</p> <p>Look at a range of familiar products that use rotating parts</p> <p>Investigate ways of using electrical motors to create rotating parts.</p> <p>Investigate ways of making a framework for a fairground ride.</p> <p>Design a fairground ride with a rotating part.</p> <p>Make a fairground ride following a design.</p> <p>Evaluate a finished product.</p> | <p><b>Primary to Secondary</b></p>  <p><b>Specific Planned Content Across The Curriculum</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Geography – Scandinavia</p> <p>The children will learn to:</p> <p>Locate Scandinavia's countries and major cities on a world map.</p> <p>Explore the climate and weather of Scandinavia.</p> <p>Explore the physical features of Scandinavia.</p> <p>Explore some aspects of the human geography of Scandinavia.</p> <p>Compare and contrast an area in the UK with an area in Scandinavia.</p>                                                  | <p>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> <p>P.E. – Spiral (Weeks 31 → 39 )</p> <p>Music - Music Express - Units: Class Awards/ Moving On</p> <p>RE - Leeds Agreed Syllabus – Unit: 6.3 How does growing up bring responsibility? 6.4 How do Jews remember the Kings and Prophets in worship and life?</p> <p>PSHE - You, Me and PSHE - Unit: Drug, Alcohol and Tobacco Education</p> <p>Computing – Purple Mash – Unit: 6.6 Networks &amp; 6.7 Quizzing</p> <p>French – Twinkl – Unit: All in a Day</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



## Curriculum Drivers

| Core Values                                       | Knowledge and Long Term Learning                                                                                                                                                                                        | The Greats                                                                                                                                                                                                                                                                                                                                                                  | Diversity and Community                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Our focus shared values will be:<br><br>Inclusion | Our knowledge organisers will be focused on the Scandinavia and the Circulatory System. They will be used regularly to help the children to learn the essential knowledge and vocabulary that they need for the topics. | Various Significant Authors/ Poets (R.J Palacio, Craig Hawes and Harry Belafonte) will drive our Literacy Curriculum.<br>Through Computing we will learn about Time Berners-Lee in setting up the greatest network – the internet<br>In DT we will explore the development of fairground rides and how Thomas Broadshaw first presented a steam powered ride to the public. | One of the core purposes of RE is to develop pupils' ability to reflect on their own beliefs, values and feelings about their own lives and about the world around them. This unit focuses on this personal quest, starting with an exploration of the responsibilities and opportunities that arise as young people grow into adulthood. It investigates religious and secular responses to growing up, including rites of passage. |

## Assessment of Threshold Concepts

### Science: Threshold Concepts

| Scientific Concepts:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Working Scientifically:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <ul style="list-style-type: none"><li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li><li>Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.</li><li>Describe the ways in which nutrients and water are transported within animals, including humans.</li><li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li><li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li><li>Use recognised symbols when representing a simple circuit in a diagram.</li></ul> | <ul style="list-style-type: none"><li>Plan enquiries, including recognising and controlling variables where necessary.</li><li>Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</li><li>Record data and results of increasing complexity using</li><li>Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li><li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li><li>Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li><li>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.</li><li>Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li><li>Present findings in written form, displays and other presentations.</li><li>Use test results to make predictions to set up further comparative and fair tests.</li></ul> |



## Computing: Threshold Concepts

| Computer Science:                                                                                                                                                                                                                                                                                        | Information Technology:                          | Digital Literacy:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <ul style="list-style-type: none"><li>Children can explain the difference between the Internet and the World Wide Web and can show all the things they use the internet for using 2Connect</li></ul> <p>Children know what a WAN and LAN are and can describe how they access the internet in school</p> | <ul style="list-style-type: none"><li></li></ul> | <ul style="list-style-type: none"><li>Children can plan, design and create various quizzes using a variety of software- 2DIY, 2Quiz and 2Investigate. Throughout the unit, children consider their audience, their ability and interests and make decisions based upon this.</li></ul> <p>Children choose appropriate software for the questions that they want to ask.</p> <p>Children give and respond to feedback; they edit and redesign their quizzes accordingly</p> <p>With ease, they combine text with images and audio to enhance their quizzes. The question types used are fit for audience and serve to add additional enhancements for the intended user. Extra features such as using the instruction window and time limit are applied aptly</p> |

## Design and Technology: Threshold Concepts

| Design, Make, Evaluate and Improve                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Take Inspiration from Designs Throughout History                                                                                                                                                                                                                                                | Master Practical Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</p> <ul style="list-style-type: none"><li>Make products through stages of prototypes, making continual refinements.</li><li>Ensure products have a highquality finish</li><li>Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li><li>Evaluate the design of products so as to suggest improvements to the user experience.</li></ul> | <p>Take inspiration from designs throughout history: Thomas Broadshaw</p> <ul style="list-style-type: none"><li>Understand how key events and individuals in design and technology have helped shape the world</li><li>Create innovative designs that improve upon existing products.</li></ul> | <p>Master Practical Skills: Materials</p> <ul style="list-style-type: none"><li>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li><li>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).</li></ul> <p>Master Practical Skills: Mechanics</p> <ul style="list-style-type: none"><li>Use innovative combinations of electronics and mechanics in product designs</li></ul> |



## Geography: Threshold Concepts

| Locational Knowledge                                                                                                            | Place Knowledge                                                                                                                                                                                                                               | Human and Physical Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Geographical Skills and Fieldwork                                                                                                                                                                       |
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| <ul style="list-style-type: none"><li>I know that Scandinavia is made up of the countries Norway, Sweden and Denmark.</li></ul> | <ul style="list-style-type: none"><li>I can use graphs to compare the climates of London, Copenhagen and Umeå.</li><li>I can compare and contrast the human and physical geography of an area in the UK and an area in Scandinavia.</li></ul> | <ul style="list-style-type: none"><li>I can use photographs to describe what the landscape of Scandinavia is like.</li><li>I can suggest what the weather and climate in Scandinavia might be like based on its location in the world.</li><li>I know that Scandinavia has areas of marine west coast, humid continental, subarctic and tundra climates.</li><li>I can describe the features of the different climate zones in Scandinavia.</li><li>I can use line graphs and bar charts to explore the climate of different cities in Scandinavia.</li><li>I can name and describe some of the physical features of Norway, including glaciers, waterfalls, fjords and mountains.</li><li>I know that the physical geography of Norway, Sweden and Denmark is very different, and can describe some of these differences.</li><li>I can research and explore the human geography of Scandinavia, including language, currency, population, food, religion, culture, government and economy.</li></ul> | <ul style="list-style-type: none"><li>I can locate Scandinavia's countries and major cities on a map.</li><li>I can use a climate map to identify areas of different climates in Scandinavia.</li></ul> |

## Languages (French): Threshold Concepts

| Listening and speaking | Reading and writing | Stories, songs, poems and rhymes | Grammar |
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### Music: Threshold Concepts

| Singing                                                                                                                                                                                                                                    | Playing Instruments                                                                                                             | Improvising/Exploring                              | Composing                                                                                        | Listening                                                                                                                                                         | Appraising                                                                                                                                           |
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| <ul style="list-style-type: none"> <li>Refine vocal performance with consideration of posture, breathing and enunciation</li> <li>Perform complex song rhythms confidently</li> <li>Change vocal tone to reflect mood and style</li> </ul> | <ul style="list-style-type: none"> <li>Play tuned instrumental parts confidently from graphic scores with note names</li> </ul> | <ul style="list-style-type: none"> <li></li> </ul> | <ul style="list-style-type: none"> <li>Compose programme music from a visual stimulus</li> </ul> | <ul style="list-style-type: none"> <li>Compose programme music from a visual stimulus</li> <li>Listen to and understand modulation in a musical bridge</li> </ul> | <ul style="list-style-type: none"> <li>Discuss the music of a Russian Romantic composer with reference to a painting from the same period</li> </ul> |

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

KS2

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

### PHSE: Threshold Concepts

#### Theme: Drugs, Tabaco and Alcohol

- the risks associated with using different drugs
- how to assess the level of risk in different situations involving drug use
- ways to manage risk in situations involving drug use



### 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:                                                                      |
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| <ul style="list-style-type: none"><li>Describe the rights and responsibilities that come with growing up</li><li>Describe and compare different rites of passage.</li><li>Discuss their own beliefs and ideas and compare these with others.</li></ul> | <ul style="list-style-type: none"><li>Describe and understand the rights and responsibilities that come with growing up</li><li>Explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies</li><li>Reflect on and explain their own beliefs, principles and values</li></ul> | <ul style="list-style-type: none"><li>Evaluate different arguments about the rights and responsibilities of teenagers and the ages these should be applied</li></ul> |
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