



Planned Curriculum Content

Literacy - *See the Long and Medium Term Planning for specific planned content.*
Texts: **Oliver's Fruit Salad, Handa's Surprise, Jack and the Beanstalk, The Gigantic Turnip, Spring/Easter Poetry**

Subject: History- Chronology

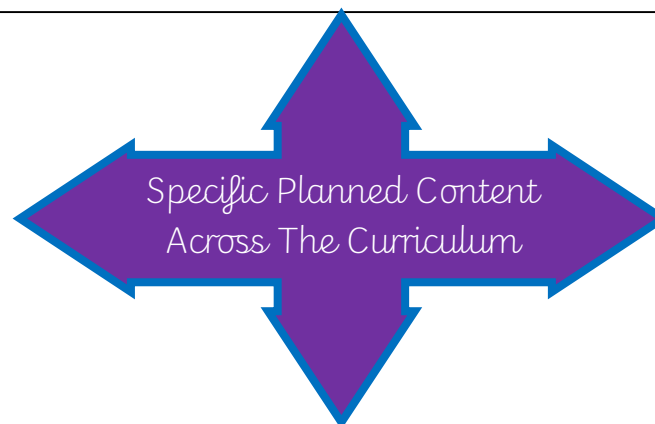
The children will learn to:

- Ask questions about the past such as: What was childhood like for our parents/grandparents?
- Ask questions about toys of the past such as: What toys were available to our parents/ grandparents? What materials were they made from?
- Observe evidence from parents and grandparents to find out answers to their questions.
- Use artefacts, pictures and stories to find out about the past.
- Place dates of birth and events in order on a timeline.
- Label timelines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives.

Maths

White Rose Unit: Length and Height
White Rose Unit: Weight and Volume

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



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 22→26)
Music - Music Express - Unit: Ourselves and Pattern
RE - Leeds Agreed Syllabus – Unit: What does it mean to belong to a Church or Mosque?
PSHE - You, Me and PSHE - Unit: Families
Computing – Purple Mash – Unit: Unit: 1.6 (Animated Story Books) and 1.7 (Coding)

Subject: Art- Printing

The children will learn to:

- Describe the work of William Morris
- Use the work of William Morris as inspiration to create own printed art
- Use repeating or overlapping shapes.
- Mimic print from the environment
- Use objects such as fruit and sponges to create prints
- Press, roll, rub and stamp to make prints.





Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared values will be: Determination and Resilience	Our knowledge organiser will be focussed on the recent past and chronology. It will be used to help the children learn the essential knowledge and vocabulary that they need for our history topic 'Family Album'.	Texts by Aleski Tolsoy and Eileen Browne will drive our English curriculum. In Art, we will be looking at the work of William Morris.	In R.E we will be learning about Churches and Mosques and why these are special to Christians and Muslims. In PSHE we will be learning about different types of families and the ways in which we are special.

Assessment of Threshold Concepts

Science: Threshold Concepts		
Scientific Concepts:	Working Scientifically:	
No science taught in Spring 2	No science taught in Spring 2	
Art and Design: Threshold Concepts		
Developing Ideas:	Mastering Techniques:	Taking Inspiration from the Greats:



• Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.	• Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints.	• Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.
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Computing: Threshold Concepts

Computer Science:	Information Technology:	Digital Literacy:
• Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns an algorithm into code that the computer can understand • Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code • When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program	• Children are able to sort, collate, edit and store simple digital content	• Children take ownership of their work and save this in their own private space

Design and Technology: Threshold Concepts

n/a

n/a

Geography: Threshold Concepts



Investigate Places:	Investigate Patterns:	Communicate Geographically:
• No geography taught in Spring 2	•	•

History: Threshold Concepts

Investigate and interpret the past:	Build an overview of world history:	Understand chronology:	Communicate historically:
- Observe or handle evidence to ask questions and find answers to questions about the past. - Ask questions such as: What was it like for people? What happened? How long ago? - Use artefacts, pictures, stories, online sources and databases to find out about the past. - Identify some of the different ways the past has been represented 	N/A      	- Place events and artefacts in order on a time line. - Label time lines with words or phrases such as: past, present, older and newer. - Recount changes that have occurred in their own lives. - Use dates where appropriate 	N/A 

Languages (French): Threshold Concepts

n/a

n/a

Music: Threshold Concepts

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
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.	• Explore sounds on instruments and find different ways to vary their sound (Unit 8)	• Explore sounds on instruments and find different ways to vary their sound (Unit 8)	.	.	• Identify metre by recognising its pattern (Unit 8)
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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: Relationships and health education/ Identity, society and equality

- Pupils learn about the different types of family and how their home life is special
- Pupils learn about what makes themselves and others special
- Pupils learn about roles and responsibilities at home and school
- Pupils learn about being co-operative with others



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:
● Explore places of worship and look at special objects and symbols.	● Talk about places of worship and the objects and symbols they might see. ● Notice what happens in special places or on special occasions and respond to questions about this	● Talk about why places of worship are special for some people and say how this is demonstrated. ● Explore details of customs, symbols and practices and ask questions.