



Planned Curriculum Content

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

Texts: *There's a Tiger in the Garden*, *On Sudden Hill*, *The Road Home*, *Donkey and Goat in the Great Outdoors*, *A First Book of Nature*.

Writing Styles and Genres: Fiction, Letter writing, Pattern and Rhyme.

Subject: DT

The children will learn to:

- Design a chair to fit and hold their teddy using paint.
- Describe and explain the importance of stability when designing a structure.
- Identify the purpose and intended user of the chair
- Identify the features of a frame structure-joining plate, frame, beam.
- Cut materials safely using scissors
- Measure and mark out the materials needed to the nearest centimetre.
- Demonstrate a range of cutting and shaping techniques.
- Use a glue gun to join materials.

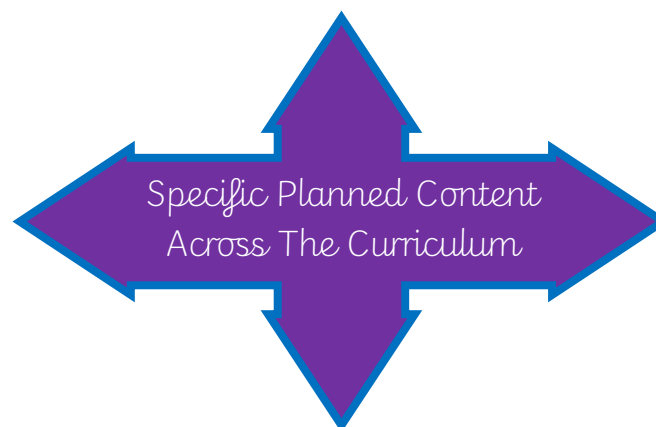


Maths

White Rose Unit: Multiplication and Division

White Rose Unit: Fractions

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 27 → 32)

Music - Music Express - Unit: Weather and Pattern

RE - Leeds Agreed Syllabus - Unit: Why do we care about people?

PSHE - You, Me and PSHE - Unit: What do we put into our bodies?

Computing - Purple Mash - Unit: Coding

Subject: Art- Observational Drawing

The children will learn to:

- Describe the work of Georges Braque.
- Explain the art style 'cubism'.
- Use the work of Georges Braque as inspiration to create own observational drawings.
- Discuss the similarities and differences between the work of Picasso and Braque.
- Add texture to drawings using different techniques (cross hatching, stippling etc.)
- Experiment with pencils and the tones they create.
- Observe carefully to produce accurate observational drawings
- Colour carefully using similar colours to Braque.

Subject: History-

The children will learn to:

- Observe evidence to describe the ways trains have developed over time
- Explain why people in the past may have chosen to travel by train
- Describe the work of George Stephenson
- Describe people's views (positive and negative) towards the development of the railways
- Ask questions about the railways in Wetherby such as: When were they built? What happened to the railways?
- Explain the significance and purpose of the railways which served Wetherby
- Explain the reasons why the railways were removed in Wetherby.



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: Resilience	Our knowledge organisers will support our science topic (materials) and history topic (local history). These will help us to remember key information.	In history we will learn about the engineer George Stephenson and in art we will take inspiration from Georges Braque.	In R.E we will be thinking about caring for others. We will be learning about the different ways Muslims and Christians care for others.

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
• Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties.	• Simple comparative testing. • Grouping and classifying. • Secondary Research.

Art and Design: Threshold Concepts

Developing Ideas:	Mastering Techniques: Drawing	Taking Inspiration from the Greats: Georges Braque
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• Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.	• Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.	• 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 can work out what is wrong with a simple algorithm when the steps are out of order • Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code	• Children are able to sort, collate, edit and store simple digital content.	

Design and Technology: Threshold Concepts

Design, Make, Evaluate and Improve	Take Inspiration from Designs Throughout History	Master Practical Skills
• Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design.	• Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs • Explore how products have been created.	• Cut materials safely using tools provided • Measure and mark out the nearest centimetre



- Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).
- Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).

Geography: Threshold Concepts

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
• I know that London is the capital city of the UK. • I can match some capital cities with their country. • I know that Edinburgh is the capital city of Scotland. • I know that Cape Town is one of the capital cities of South Africa.	• I can identify similarities and differences in the human and physical features of Edinburgh and Cape Town.	• I know that a city is larger than a town or village. • I know that each country has a capital city. • I know that a capital city is where the government runs the country from. • I can list some human and physical features you might find in a city.	• I can use aerial photos to identify human and physical features in capital cities. • I can locate Edinburgh and Cape Town on a world map. • I can identify human and physical features on a map of a city. • I can create a key for a map. • I can use simple compass directions and directional language to move around a map.

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.	• Describe historical events. • Describe significant people from the past.		• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years,



• 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.	• Recognise that there are reasons why people in the past acted as they did.		decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history
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Languages (French): Threshold Concepts

n/a

n/a

Music: Threshold Concepts

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
• Control vocal dynamics, duration and timbre (Unit 4)	• Explore and control dynamics, duration, and timbre with instruments (Unit 4) • Explore sounds on instruments and find	• Improvise descriptive music (Unit 4) • Respond to music through movement (Unit 4) • Explore sounds on instruments and find	•	•	• Identify a sequence of sounds (structure) in a piece of music (Unit 4) • Identify metre by recognising



	different ways to vary their sound (Unit 8)	different ways to vary their sound (Unit 8)			its pattern (Unit 8)
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: What do we put into our bodies?					
Pupils learn about what can go into bodies and how it can make people feel					
RE: Threshold Concepts					
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:		
- Listen to some religious stories. - Talk about 'caring'.	Recall and talk about some religious stories		Ask questions about stories and find some meanings		



Year: 1 Term: Summer 1 Topic: The Great Outdoors



	• Respond to questions about stories • Respond with ideas about how to care for others	• Explore stories which might have an effect on the way people care for others • Begin to express their ideas and opinions about caring for others and give some examples
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