



Planned Curriculum Content

Literacy - <i>See the Long and Medium Term Planning for specific planned content.</i> Texts: Funnybones, No Bot, Harry and the Robots Writing Styles and Genres: Fiction	Maths White Rose Unit: Place Value (within 100) White Rose Unit: Money White Rose Unit: Time <i>See the Long Term Plan for detailed small steps which set out the specific planned content.</i>	Subject: Science- Animals including humans The children will learn to: - Name key parts of the body. - Identify the five senses. - Identify which senses are associated with each part of the body.
Subject: DT The children will learn to: • Design a robot for their intended user (themselves). • Refine their design as their robot develops • Use purple mash to design their robot. • Explore different existing robots to identify likes and dislikes of the designs. • Explore how different lever mechanisms are created. • Create effective lever mechanisms. • Use their knowledge of lever mechanisms to create moving robot arms.	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 33→39) Music - Music Express - Unit: Machines and Our Bodies RE - Leeds Agreed Syllabus – Unit: Who brought messages about God and what did they say? PSHE - You, Me and PSHE - Unit: My Money Computing – Purple Mash – Unit: Spreadsheets and Technology outside of school.	- Identify and name a variety of common animals. - Explain the features that identify an animal as a mammal, bird, reptile, fish or amphibian. - Name different body parts of animals. - Compare and sort animals by their body parts. - Explain the difference between a carnivore, omnivore and herbivore. - Give examples of carnivores, omnivores and herbivores.



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared values will be: Inclusion	Our knowledge organiser will help us to remember key information about our science topic 'our bodies'.	Our English curriculum this half term will be driven by the authors Sue Hendra and Janet and Allan Ahlberg.	In R.E we will be looking at different figures from the Old Testament and the messages that these brought.

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. - Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). - Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	• Secondary Research. • Grouping and Classifying.

Art and Design: Threshold Concepts

Developing Ideas:	Mastering Techniques:	Taking Inspiration from the Greats:
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• No Art in Summer 2	•	•
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Computing: Threshold Concepts

Computer Science:	Information Technology:	Digital Literacy:
•	Children are able to sort, collate, edit and store simple digital content	- Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not - Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. - Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash

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.	- Explore objects and designs to identify likes and dislikes of the designs. - Suggest improvements to existing designs.	<u>Electronics and Computing</u> Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage)



- Use software to design.

- Explore how products have been created.

- Model designs using software.
Mechanics
 - Create products using levers, wheels and winding mechanisms.

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:
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No History taught in Summer 2	 Artefacts	 Culture and pastimes	 Travel and exploration	 Main events	 Vocabulary
		 Beliefs	 Location		
		 Conflict	 Society		

Languages (French): Threshold Concepts

n/a

n/a

Music: Threshold Concepts

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
•	- Play percussion instruments at different speeds (tempi) (Unit 5) - Play and control changes in tempo (Unit 5)	•	Invent and perform new rhythms to a steady beat (Unit 10)	•	Identify a repeated rhythm pattern (Unit 10)

PE: Threshold Concepts

KS1

Agility	Balance	Co-ordination
Body Awareness Dodging and Evading	Balancing Equipment Dynamic Balance	Combination of Skills Differentiating Force



Flexibility and Movement Reaction Rotation Travelling	Generating Force Through Transfer of Weight Points of Contact Static Balance Understanding Base	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: Money		
- Pupils learn about where money comes from and making choices when spending money - Pupils learn about saving money and how to keep it safe		
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:
- Listen to stories from the Old Testament. Begin naming and talking about figures such as Noah, Abraham, Isaac, Jacob and Joseph. - Listen to stories about the birth of Jesus. Begin to talk about how Christians believe Jesus is special and call him the 'Son of God'.	- Name some of the early figures in the Old Testament, retelling stories and talking about figures such as Noah, Abraham, Isaac, Jacob and Joseph. - Retell and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe Jesus is special and call him the 'Son of God'.	Make links between the Old Testament Stories and the way Christians behave.



Year: 1 Term: Summer 2 Topic: Robots

