



Planned Curriculum Content

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

Texts: Oliver and the Seawigs by Phillip Reeve and Sarah McIntyre

The Lion by Roald Dahl

Writing Styles and Genres

Poetry

Character and setting description

Maths

White Rose Unit: Time

White Rose Unit: Properties of shape

White Rose Unit: Mass and Capacity

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

Subject: Geography

The children will learn to:

- Locate India on a world map and identify some of its surrounding countries.
- Find out some facts about India, such as population and capital city, before exploring the climate of India.
- Identify the different climate regions and describe some of the features of these climates.
- Investigate how mountains and mountain ranges are formed.
- Identify different types of mountains and explore six different Indian mountain ranges, describing their facts and features using appropriate geographical vocabulary.
- Understand the journey of a river from source to mouth.
- Identify some of the major rivers in India and explore their uses and features.
- Identify and locate some of India's major cities.
- Recap the difference between human and physical features before identifying different geographical features in different Indian cities and describe these.
- Explore various aspects of Indian culture, including clothing, religion, food and architecture.
- Consider how Indian culture has influenced other cultures, and identify other areas in the world where there are large numbers of Indian communities.
- Identify similarities and differences in the human and physical features of India and the United Kingdom.
- Consider why the two countries are so different drawing on their understanding of the geography of each.

Specific Planned Content Across The Curriculum

Subject: Science

The children will learn to:

- Identify and describe the functions of different parts of flowering plants including the roots, leaves, stem and flowers using diagrams, images and real plants.
- Explore the requirements of plants for life and growth by creating fair experiments that include different growing conditions, such as sunlight/ darkness.
- Children will record and evaluate their results to ascertain which conditions provide optimum health and growth.
- Explore the role of flowers in the lifecycle of flowering plants, identifying key parts of this process – pollination, seed formation and dispersal using secondary sources and nature walks within the school grounds.
- Working Scientifically: Ask relevant questions Set up simple practical enquiries and comparative fair tests. Observe experiments over time, measuring and recording findings in tables.

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: Poetry & Time

RE – Leeds Agreed Syllabus – Unit: People who inspire us

PSHE – You, Me and PSHE – Unit: Careers, financial capability and economic wellbeing

Computing – Purple Mash – Unit: Simulations

French – Twinkl – Unit: Our School

Subject: Design Technology

The children will learn to:

- Children will look at the origins of levers and pulleys and how they can be used.
- Look at set design (Jaimie Todd) to create a backdrop for a moving scene.
- Take apart objects that use pulley, levers and screws, to see how moving parts work.
- Design and refine a set, moving pieces and diagrams of how they will work.
- Create the finished product.



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared values will be: Inclusion	Our knowledge organisers will be focused on Plants. These will be used regularly to help the children to learn the essential knowledge and vocabulary that they need for the subject.	We will discuss the origins of the lever, pulley and screw in DT, through the findings of Archimedes. Jamie Todd will be used to assist our set designs in DT. We will use texts from Roald Dahl, Philip Reeve and Sarah McIntyre in our writing.	Year 3 will visit a local Synagogue to find out more about the Jewish religion and place of worship.

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
• Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	• Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • 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.



Art and Design: Threshold Concepts		
Developing Ideas:	Mastering Techniques:	Taking Inspiration from the Greats:
Computing: Threshold Concepts		
Computer Science:	Information Technology:	Digital Literacy:
	Children will: • collect data and input it into software. • create purposeful and appropriate content and attach this to emails. • analyse data using features within software • present data and information using different software such as 2Question or 2Graph. • carry out searches to find digital content on a range of online systems.	
Design and Technology: Threshold Concepts		
Design, Make, Evaluate and Improve	Take Inspiration from Designs Throughout History	Master Practical Skills
• Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials).	• Identify some of the great designers in all of the areas of study to generate ideas for designs. • Improve upon existing designs, giving reasons for choices	• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).



- Refine work and techniques as work progresses, continually evaluating the product design.
- Use software to design and represent product designs.

- Disassemble products to understand how they work

Geography: Threshold Concepts

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
• Know that India is a country in Asia. • Know that New Delhi is the capital of India. • Know that India is in the Northern Hemisphere.	• Identify similarities and differences in the human and physical geography of the UK and India.	• Know that India is one of the most populated countries in the world. • Know that India has areas of highland, humid sub-tropical, semi-arid, arid, tropical wet and dry, and topical wet climates, and explain what each of these climates is like. • Know what a monsoon is. • Explain how a mountain is formed. • Know that there are five different types of mountain formations. • Name and locate some of the major mountain ranges in India, and explore facts about each one. • Know that the Ganges River and Narmada River are two of the major rivers in India. • Explain some of the features of the Ganges and Narmada rivers. • Explore and describe the human and physical features of New Delhi, Kolkata and Mumbai.	• Locate India on a world map. • Use a climate map with a key to identify different climates in India. • Locate the cities of New Delhi, Kolkata and Mumbai on a map of India. • Use the street view function on Google maps to explore the human and physical features of cities in India. • Use population density maps to compare the populations of India and the UK



		• I can explore and describe some features of Indian culture and how this has influenced the wider world.	
History: Threshold Concepts			
Investigate and interpret the past:	Build an overview of world history:	Understand chronology:	Communicate historically:
•  Artefacts	•  Culture and pastimes  Travel and exploration  Beliefs  Location  Conflict  Society	•  Main events	•  Vocabulary

Languages (French): Threshold Concepts			
Listening and speaking	Reading and writing	Stories, songs, poems and rhymes	Grammar
• Listen attentively to spoken language and understand how to join in and respond. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Speak in sentences, using familiar vocabulary, phrases and basic language structures.	• Read carefully and show understanding of words, phrases, and simple writing • Write phrases from memory and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions in writing		• Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language, how to apply these, and how these differ or are similar to English



• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Present ideas and information orally to a range of audiences • Describe people, places, things and actions orally			
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Music: Threshold Concepts

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
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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	Accuracy Dribbling Fielding and Catching	Agility Control Physical Processing



Tactical Variation Team Work Understanding Rules	Passing Shooting Striking	Power Speed Strength
PHSE: Threshold Concepts		
Theme: Careers, financial capability and economic wellbeing: Saving, spending and budgeting		
Children will learn: • What influences people's choices about spending and saving money • How manufacturers and shops persuade us to spend money • Recognise when people are trying to pressurise them to spend their money and how this feels • Make decisions about whether something is 'value for money' • Learn how people can keep track of their money • Keep simple records to keep track of their money • Ask simple questions about needs and wants - decide how to spend and save their money • Know the best places people can go for help about money		
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:
	• Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms • Express beliefs and values through creating a piece of expressive art	