



Planned Curriculum Content

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

Texts: The Diary of a Wombat, My Mum, My Dad, My Brother (by Anthony Browne) Town Mouse & Country Mouse, Katie Morag Delivers the Mail
Writing Styles and Genres: Narrative, Recount, Description, Traditional Tales



Geography: Where do I live?

The children will:

- learn about the seven continents and five oceans of the world and identify each one on a map.
- locate the UK on a world map and identify it as a country within Europe.
- find out how the UK is split into four countries; each having their own capital city and identify the national flags.
- learn about some of the human and physical features of each country in the UK.
- identify differences between villages, towns and cities and learn what the terms 'rural' and 'urban' mean.
- learn to locate Wetherby on a map and use different sources to explore their local area.
- learn what an address and understand why it is useful.
- be able to answer the question 'Where do I live?' in detail using all the information they have learnt.

Maths

White Rose Unit: Place Value

White Rose Unit: Addition and Subtraction

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

Science: Animals including humans

The children will:

- identify and name a variety of common animals including birds, fish, amphibians, reptiles, mammals and invertebrates.
- identify, name, draw and label the basic parts of the human body and know and understand each of the five senses.
- understand all animals, including humans, have offspring which grow into adults.
- investigate and describe the basic need of animals, including humans, for survival.
- describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Specific Planned Content Across
The Curriculum

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 Scheme: (Weeks: 1 → 7)

Music - Music Express - Unit 1: Ourselves

Unit 4: Our Bodies

RE - Leeds Agreed Syllabus - Unit: How is new life welcomed?

PSHE - You, Me and PSHE - What keeps me healthy?

Computing - Purple Mash - Unit 2.1 Coding (Computer Science)

Art: Collage - Henri Matisse

The children will:

- learn that materials can be cut, torn and glued to create artwork
- know the primary colours (red, yellow and blue) can be mixed to create secondary colours (green, purple and orange)
- understand that colour wheels show how the colours can be mixed and changed to create warm colours and cold colours
- learn Matisse is an artist who use collage techniques in his work
- learn Matisse used a 'torn paper' technique to create his collages.
- know that Matisse took his inspiration for colour and shapes from nature and things around him.



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: Mutual Respect	Our knowledge organiser will be focussed on Where do I live? and Animals, including humans . They will be used to help the children to learn the essential scientific and geographical knowledge and vocabulary they need.	Anthony Browne Henri Matisse	Through our curriculum work in RE we will be thinking about how different religions welcome new life. Through our PSHE curriculum we will be learning about making healthy choices and thinking about how we can help others within our community do this too.

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
Biology Understand Animals and Humans: • 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. • Notice that animals, including humans, have offspring which grow into adults. • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).	• Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.



- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

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.	Collage: • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. Paint: • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.	Henri Matisse • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.

Computing: Threshold Concepts

Computer Science:	Information Technology:	Digital Literacy:
• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs.		

Design and Technology: Threshold Concepts

Design, make, evaluate and improve:	Take inspiration from designs throughout history:	Master Practical Skills:
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n/a	n/a	n/a	
Geography: Threshold Concepts			
Locational knowledge • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Place knowledge	Human and physical geography • use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley • use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop	Geographical skills and fieldwork • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
History: Threshold Concepts			
Investigate and interpret the past:	Build an overview of world history:	Understand chronology:	Communicate historically:
n/a	n/a	n/a	n/a

Languages (French): Threshold Concepts					
n/a					
n/a					
Music: Threshold Concepts					
Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
• Chant and sing in two parts while playing a steady beat	• Listen to and repeat rhythmic patterns on body percussion and instruments	• Note pitch shape and duration using simple line graphics		• Listen to and repeat rhythmic patterns on body percussion and instruments	



		• Understand the structure of call and response songs			
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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

PHSE: Threshold Concepts

Pupils learn about eating well • know what a healthy diet looks like • can identify who helps them make choices about the food they eat • know the benefits of a healthy diet (including oral health)	Pupils learn about the importance of physical activity, sleep and rest • can describe some ways of being physically active throughout the day • explain why it is important to rest and get enough sleep, as well as be active • understand that an hour a day of physical activity is important for good mental and physical health	Pupils learn about how germs are spread, how we can prevent them spreading and people who help us stay healthy and well • know about the roles of people who help them to stay healthy (including giving vaccinations) • can describe everyday routines to help take care of their bodies, including oral health • understand how basic hygiene routines can stop the spread of disease
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RE: Threshold Concepts

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| <ul style="list-style-type: none">Find out about different ways of welcoming babies and say what is important | <ul style="list-style-type: none">Find out and talk about different ways of welcoming new life; name some artefactsRecognise similarities and differences in welcoming ceremonies for new babiesRespond sensitively to the feelings and beliefs of Christians and MuslimsAsk and respond to questions about belonging | <ul style="list-style-type: none">Describe different ways people welcome new life and express their own ideas about customs and ceremoniesSuggest reasons for the different ceremoniesExplore some different beliefs Christians, Muslims and others have about welcoming new life. |
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