



Planned Curriculum Content

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

Texts: The Little Red Hen, Little Beauty by Anthony Browne, The Guard Dog by Dick King-Smith
Writing Styles and Genres: Traditional Tales, Narrative, Recount from character's perspective

History: The Gunpowder Plot

The children will learn to:

- use pictures, stories and on-line sources to find out about the past. What everyday life was like in 1605 and how the objects they would have used are different to our lives today.
- ask questions such as: What was it like for people at the time? When did the Gunpowder Plot take place? How long ago? Why did it happen?
- identify some of the different ways the past has been represented. How do we know what their clothes would have been like?
- use dates where appropriate to show their understanding.
- know some of the key facts about Guy Fawkes
- sequence some of the events that led up to the plot
- understand concepts such as parliament and monarchy. Why did the plotters not agree with James I?
- know the names of some of the plotters, the role they played and what happened to them
- know the key facts about the plot and be able to sequence the events correctly
- be able to recognise there are reasons why people in the past acted as they did

Maths

White Rose Unit: Number: Addition and Subtraction

White Rose Unit: Shape

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



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 8 → 14)

Music - Music Express - Unit: Our Land

Unit: Toys

RE - Leeds Agreed Syllabus - Unit: How can we make good choices?

PSHE - You, Me and PSHE - Friendship

Computing - Purple Mash - Unit 2.2 On-line Safety
Unit 2.3 Spreadsheets

Science: Uses of everyday materials

The children will learn to:

- use their own observations and ideas to suggest answers to questions
- understand what makes a test fair
- identify and compare the properties of materials and what makes them suitable for specific purposes.
- learn about what makes a material have bouncy properties (elasticity)
- understand properties of fabrics e.g absorbency, flexibility, and stretchiness
- investigate the flexibility and rigidity of some materials and understand why it is important for some materials to bend a little
- test the durability and toughness of some fabrics and consider the everyday usefulness
- investigate how the strength of a material (paper) can be changed through twisting, bending, stretching and squashing

DT: Moving vehicles

The children will learn to:

- understand how axles and wheel rotate
- use the vocabulary chassis, axle, wheels, and car body parts in their designs
- create a mood board of design ideas
- create a final design for their moving vehicle
- use measure and cut the wood they need to build their chassis and axles.
- use tools effectively and safely to cut the wood
- construct a chassis with a working axle and wheels
- construct the different parts of their model successfully using tools effectively
- test and evaluate the success of their project



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: Courage	Our knowledge organiser will be focussed on The Gunpowder Plot and Materials. They will be used to help the children to learn the essential knowledge and vocabulary they need.	Authors: Dick King-Smith Anthony Browne Historical figures: Elizabeth I James I The influential plotters	Through our curriculum work in RE we will be exploring how good choices are important as a global citizen. Through our PSHE curriculum we will be celebrating friendship and our differences. As a school community we will be focusing on anti-bullying and helping others

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.	- 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.



Art and Design: Threshold Concepts			
Developing Ideas:	Mastering Techniques:		Taking Inspiration from the Greats:
n/a	n/a		n/a
Computing: Threshold Concepts			
Computer Science:	Information Technology:		Digital Literacy:
	• Use technology purposefully to create, organise, store, manipulate and retrieve digital content	• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	
Design and Technology: Threshold Concepts			
Design, make, evaluate and improve: • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design.	Take inspiration from designs throughout history: • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs.	Master Practical Skills: Materials • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).	Master Practical Skills: Mechanics • Create products using levers, wheels and winding mechanisms.



	• Explore how products have been created.	• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)	
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Geography: Threshold Concepts

Investigate Places:	Investigate Patterns:	Communicate Geographically:
n/a	n/a	n/a

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. 	• Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.      	• Use dates where appropriate 	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 

Languages (French): Threshold Concepts

n/a



Year: Two Term: Autumn 2 Topic: The Gunpowder Plot and Living in a material world.



n/a

Music: Threshold Concepts

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
		Explore timbre and texture to understand how sounds can be descriptive (Unit 3 Our Land)		Match descriptive sounds to images (Unit 3 Our Land)	Identify ways of producing sounds (e.g. shake, strike, pluck) (Unit 3 Our Land)

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



Pupils learn about the importance of special people in their lives • can identify people who are special to them and explain why • understand what makes a good friend • can demonstrate how they show someone they care	Pupils learn about making friends and who can help with friendships (on and offline) • understand how people might feel if they are left out or excluded from friendships • recognise when someone needs a friend and know some ways to approach making friends • know who they can talk to if they are worried about friendships	Pupils learn about solving problems that might arise with friendships (on and offline) • can identify some ways that friendships can go wrong • can describe some ways to sort out friendship problems • recognise that difficulties within friendships can usually be resolved
RE: Threshold Concepts		
• Explore and talk about different rules using examples from stories and real life	• Re-tell stories about religious and non-religious rules, suggesting some meanings • Find out about and give examples of different religious rules • Begin to express ideas about what makes a good rule and why these are important in helping people to live together co-operatively	• Explore a range of stories relating to religious and non-religious rules, suggesting some meanings • Make links between their own values and religious values and rules