



Planned Curriculum Content

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

Texts: The Twits by Roald Dahl, The Magic Finger by Roald Dahl, Biographies of Mary Seacole and Florence Nightingale

Writing Styles and Genres: Character descriptions, Narrative, Biography, Explanations

History: Florence Nightingale and Mary Seacole

Essential knowledge:

To be aware of how the lives of Florence Nightingale (1820 – 1910) and Mary Seacole (1805 – 1881) fit chronologically on a timeline.

To understand the differences between life today and life in 1800's.

To understand why they are 'significant' people and that they were both passionate about helping others and the different challenges they faced.

To know how they improved the care of the soldiers during the Crimean War.

To know that Florence Nightingale understood the importance of hygiene.

How Florence changed the way hospitals care for the patients (improve hygiene, training for nurses).

To sequence the main events in their lives on a timeline.

To know the main social differences between Florence Nightingale and Mary Seacole and how this impacted their lives.

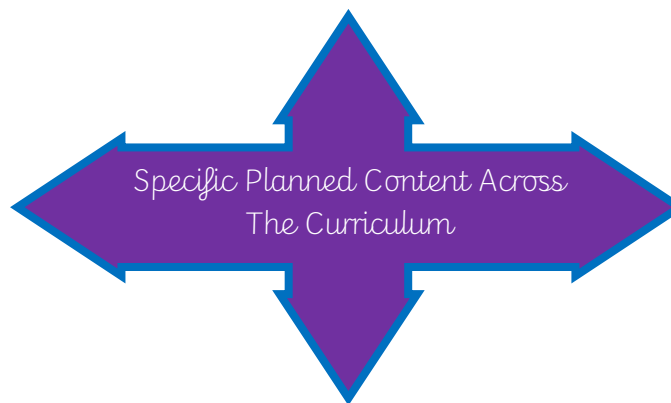


Maths

White Rose Unit: Number: Multiplication and division

White Rose Unit: Money

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 Scheme: (Weeks: 15 → 20)

Music – Music Express – Unit: Weather
Unit: Seasons

PSHE – You, Me and PSHE – Medicines and me

Computing – Purple Mash – Unit 2.4 Questioning
(Information Technology)

Art: Sculpture – Barbara Hepworth and Henry Moore

Essential knowledge:

The children will learn to:

- understand what is meant by 'abstract art'
- draw abstract forms to represent our families
- use line, tone and shading when drawing figures
- show pattern and texture by using dots and lines
- explore different techniques of using string, dough, paper and other materials to create their artwork
- use techniques such as cutting and rolling
- use a combination of shapes to create an abstract form
- recognise and describe the work of Barbara Hepworth and Henry Moore
- understand the inspiration behind their artwork
- use some the work by Barbara Hepworth and Henry Moore to inspire our own sculptures
- collect visual information to develop their own ideas
- understand the process of sketching ideas, developing and exploring techniques and materials, then create their sculptures
- use tools safely and effectively when working with clay and other materials





Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: Rule of law and justice	Our knowledge organiser will be focussed on The Lives of Significant People. They will be used to help the children to learn the essential knowledge and vocabulary they need.	Authors: Roald Dahl Historical figures: Florence Nightingale Mary Seacole Artists: Barbara Hepworth Henry Moore	Through our PSHE curriculum we will be finding out about medicines and the people who can help us when we are unwell. We will also be exploring how we can work together to make things better and solve problems.

Assessment of Threshold Concepts

Science: Threshold Concepts		
Scientific Concepts:	Working Scientifically:	
n/a	n/a	
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.	Sculpture: • Use a combination of shapes. • Include lines and texture. • Use straws, paper and card as materials. • Use techniques such as rolling and cutting. Drawing: • Draw lines of different sizes and thickness. • Show pattern and texture by adding dots and lines	Henry Moore and Barbara Hepworth • 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:
	• Use technology purposefully to create, organise, store, manipulate and retrieve digital content • To show that the information provided on pictograms is of limited use beyond answering simple questions • To use yes/no questions to separate information • To construct a binary tree to separate different items. • Use 2Question (a binary tree) to answer questions	

Design and Technology: Threshold Concepts

n/a

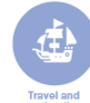
n/a

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 - Place events and artefacts in order on a timeline 	- 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. 

Languages (French): Threshold Concepts

n/a

n/a

Music: Threshold Concepts

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
Understand pitch through singing, movement and note names (Unit 11)	Play and control changes in tempo (Unit 9)	N/A	Compose music to illustrate a story (Unit 9)	Understand how music can tell a story (Unit 9)	Listen to a piece of orchestral music and identify how it depicts a season (Unit 9)



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 why medicines are taken	Pupils learn where medicines come from	Pupils learn about keeping themselves safe around medicines
- understand that the purpose of medicines is to help people stay healthy, get well or feel better if they are ill - know that medicines come in different forms - recognise that each medicine has a specific use	- know that medicines can be prescribed by a doctor or bought from a shop or pharmacy - know when medicines might be used and who decides which medicine is used - understand there are alternatives to taking medicines, and when these might be helpful	- understand that medicines come with instructions to ensure they are used safely - know some safety rules for using and storing medicines - recognise that medicines can be harmful if not taken correctly

RE: Threshold Concepts

n/a



Year: Two Term: Spring 1 Topic: Lives of significant people

