



Planned Curriculum Content

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

Texts: The Quails Egg, Traditional Tales

Writing Styles and Genres: Traditional Tales, recounts from characters' perspectives, explanations

DT: Smoothies

The children will learn to:

- design an appealing product for themselves and others based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing and planning
- understand the importance of hygiene when handling and preparing food
- use tools safely and correctly to slice, chop and peel fruit as required
- select from and use a variety of ingredients according to their characteristics and suitability
- explore and evaluate a range of existing products
- create a finished product and evaluate its success against the design criteria



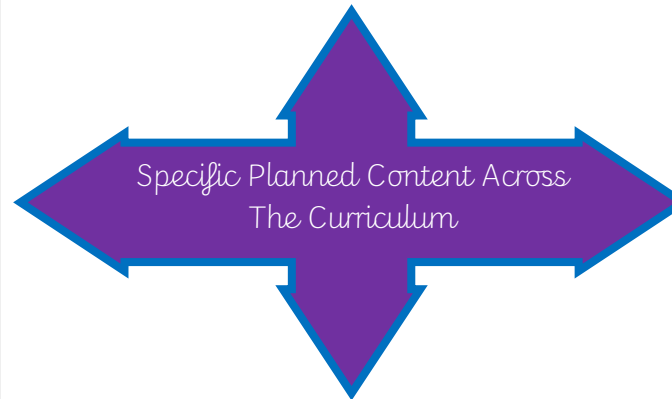
Maths

White Rose Unit: Number: Properties of Shape

White Rose Unit: Fractions

On-going: Arithmetic

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: 21 → 26)

Music - Music Express - Unit: Travel (Unit:12)

Unit: Number (Unit:6)

RE - Leeds Agreed Syllabus - Unit: What did Jesus teach and how did he live?

PSHE - You, Me and PSHE - Boys, Girls and families

Computing - Purple Mash - Unit 2.4 Questioning

Geography: Contrasting Locality Study - Sri Lanka
The children will learn to:

- name and locate the world's continents and oceans
- ask and answer geographical questions such as: What is this place like? What will I see there? What do people do in this place?
- identify the key physical features of Dondra and Wetherby
- use geographical vocabulary including beach, coast, forest, hill, mountain, ocean, valley, river, vegetation and weather
- identify the key human features of Dondra and Wetherby
- use geographical vocabulary including city, town, village, factory, farm, house, office, shop
- use world maps, atlases and globes to identify the United Kingdom and its countries.
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding area
- use world maps, atlases and globes to identify the location of Dondra, including continent, country and ocean
- use aerial images to recognise landmarks and physical features
- understand geographical similarities and differences between Dondra and Wetherby
- use simple grid references (A1, B3 etc)





Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: Determination and Resilience	Our knowledge organiser will be focussed on Travellers to Dondra. They will be used to help the children to learn the essential geographical knowledge and vocabulary they need.	Traditional Tales from around the world	Through our curriculum work in RE we will be exploring the values Jesus taught. Through our PSHE curriculum we will be finding out about and celebrating our differences.

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:
n/a	n/a	n/a
Computing: Threshold Concepts		
Computer Science:	Information Technology:	Digital Literacy:
	- Understand that the information on pictograms cannot be used to answer more complicated questions. - Use a range of yes/no questions to separate different items.	



- Understand what is meant by a binary tree.
- Design a binary tree to sort pictures of children.
- Understand that questions are limited to 'yes' and 'no' in a binary tree.
- Understand that the user cannot use 2Question to find out answers to more complicated questions.
- Match 2Simple item pictures to names using a binary tree.
- Understand what is meant by a database.
- Use a database to answer simple and more complex search questions.

Design and Technology: Threshold Concepts

n/a

n/a

Geography: Threshold Concepts

Investigate Places:

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location, in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.

Investigate Patterns:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (Comparing weather in Sri Lanka)

Communicate Geographically:

- Use basic geographical vocabulary to refer to: key physical features including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
- key human features including: city, town, village, factory, farm, house, office and shop.
- Use simple grid references (A1, B1).



Year: Two Term: Spring 2 Topic: Travellers to Dondra



• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.			
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
• Prepare and improve a performance using movement, voice and percussion	• Use instruments expressively in response to visual stimuli	•	•	•	• Use simple music vocabulary to describe music • Listen, describe and respond to contemporary orchestral music
PE: Threshold Concepts (Highlight focus areas for Half Term)					
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				
Pupils learn to understand and respect the differences and similarities between people - are able to define difference and similarity - understand that boys and girls can do the same tasks and enjoy the same things, but that some stories, TV and people sometimes say boys do this and girls do that	Pupils learn about the biological differences between male and female animals and their role in the life cycle - know that female mammals give birth and nurse their young - can describe the biological differences between male and female - understand that the creation of life requires a male and a female	Pupils learn the biological difference between male and female children - identify and name the biological terms for male and female sex parts - can label the male and female sex parts - understand that the male and female sex parts are related to reproduction	Pupils learn about growing from young to old and that they are growing and changing - can identify key stages in the human life cycle - understand some ways they have changed since they were babies - understand that all living things including humans start life as babies	Pupils learn that everybody needs to be cared for and ways in which they care for others - understand that we all have different needs and require different types of care - identify ways we show care towards each other - understand the links between needs, caring and changes throughout the life cycle



RE: Threshold Concepts

Explore, find out and talk about the stories that Jesus told.

- Retell and suggest meanings of some of Jesus' parables
- Express ideas and respond to questions about stories from the life and teachings of Jesus.
- Express ideas and opinions about how beliefs affect how Christians live their lives, such as: fasting, supporting the homeless and poor, campaigning, using examples of local or well-known Christians today.
- Name and retell key events in the final days of Jesus' ministry, including: Palm Sunday (John 12:12-15); the last supper (Mark 14: 12-26); crucifixion (Luke 23:26-56) the empty tomb (Luke 24: 1-12). Recall how these are remembered in Holy Week and Easter.

- Find out and respond to the key events in the life of Jesus and the stories he told, suggesting meanings.
- Recognise similarities and differences between their own ideas of a good life and how Christians are called to live a good life.