



Planned Curriculum Content

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

Texts: Where the Wild Things Are, The Egg, 101 Dalmatians

Writing Styles and Genres: Narrative, Recounts-own experiences, Letters, Persuasion, Non-Chronological reports

Geography: Map Makers

The children will:

- learn to use the four compass points to navigate around a map.
- use aerial photographs and plan perspectives to recognise and create landmarks.
- use symbols and keys to explore their local area.
- use photographs and notes to create their own maps
- use their knowledge of maps and towns to design their own town.
- create 3D maps using their town designs

DT: Animal Puppets

The children will:

- learn about the great puppeteer Jim Henson
- identify likes and dislikes of designs
- use computer software to design their own animal puppet
- use felt to create a basic hand puppet shape, joining the pieces with running stitch.
- use a variety of textile techniques to add details to their puppet.
- evaluate their finished product



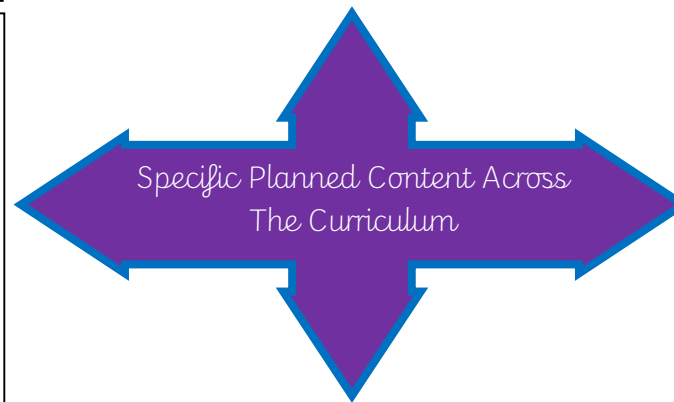
Maths

White Rose Unit: Measure

White Rose Unit: Position and Direction

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: 27 → 32)

Music - Music Express - Unit 5: Animals

Unit 11: Water

RE - Leeds Agreed Syllabus - Unit: How and why do people pray?

PSHE - You, Me and PSHE - Indoors and outdoors

Computing - Purple Mash - Unit 2.5 Effective

Searching and Unit 2.7 Making Music

Science: Living Things and their habitats

The children will:

- compare the differences between things that are living, dead and have never been alive.
- answer questions about things that are living, dead or never been alive.
- map a habitat and identify what is in it.
- classify objects as those that are living, dead and those that have never been alive.
- identify animals in their habitats.
- use information gathered to answer questions
- describe a habitat and identify animals that live in it.
- ask and answer questions about habitats.
- identify how an animal is suited to its habitat.
- explain how living things in a habitat depend on each other
- describe food chains and how animals get their food.





Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: Resilience	Our knowledge organiser will be focussed on Living Things and Habitats. They will be used to help the children to learn the essential geographical knowledge and vocabulary they need.	DT: Jim Henson English: Maurice Sendak Dodie Smith Trip: Yorkshire Wildlife Park	Through our curriculum work in RE we will be exploring how Muslims and Christians pray. Through our PSHE curriculum we will be learning how to keep ourselves and others safe in our community

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
• Explore and compare the differences between things that are living, that are dead and that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	• 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:
	• Children understand what 2Sequence is and how it works. • Children have used the different sounds within 2Sequence to create a tune. • Children have explored how to speed up and slow down tunes. • Children understand what happens to the tune when sounds are moved - Children have added sounds to a tune they have already created to change it. • Children have considered how music can be used to express feelings. • Children can change the volume of the background sounds. • Children have created two tunes which depict two feelings. • Children have uploaded and used their own sound chosen from a bank of sounds. • Children have created, uploaded and used their own recorded sound. • Children have created their own tune using some of the chosen sounds.	• Children can recall the meaning of key Internet and searching terms. • Children have completed a quiz about the Internet. • Children can identify the basic parts of a web search engine search page. • Children have learnt to read a web search results page. • Children can search the Internet for answers to a quiz. • Children have created a leaflet to consolidate knowledge of effective Internet searching



Design and Technology: Threshold Concepts

Design, make, evaluate and improve:	Take inspiration from designs throughout history:	Master Practical Skills:
- Design products that have a clear purpose and an intended user. - Make products, refining the design as work progresses. - Use software to design.	- Explore objects and designs to identify likes and dislikes of designs - Suggest improvements to existing designs - Explore how products have been created	Textiles: - Shape textiles using templates. - Join textiles using running stitch - Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing)

Geography: Threshold Concepts

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
n/a	n/a	n/a	• I know that there are lots of different types of maps and that they can be used for different purposes. • I can use simple compass directions and directional language to move around a map. • I can use aerial photographs and perspectives to recognise landmarks. • I can create an aerial view of our classroom. • I know that maps use keys to help identify features. • I can use a map of our local area to identify features.



			• I can use fieldwork and observational skills to study my school and its surroundings. • I can draw a map of my school, including a key. • I can use Google maps to explore my school and local area. • I can follow a map plan to make a 3D map.
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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 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 keeping safe in the home, including fire safety • know some simple rules for keeping safe indoors, including online • can describe what to do if there is an emergency • understand that they can take some responsibility for their own safety	Pupils learn about keeping safe online, including the benefits of going online • know a range of rules for keeping safe online • can describe the benefits and risks of going online • understand how they can take some responsibility for their own online safety and where to go for help	Pupils learn about keeping safe outside • know some rules for keeping safe outside • can assess whether a situation is safe or unsafe • understand the importance of always telling someone where they are going or playing	Pupils learn about road safety • can identify hazards in relation to road safety • are able to explain how to cross the road safely recognise that there are rules in relation to road safety for all road users
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RE: Threshold Concepts

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| <ul style="list-style-type: none">• Explore and find out about what is important about prayer to Christians and Muslims. | <ul style="list-style-type: none">• Find out how Christians and Muslims pray and name some artefacts relating to prayer• Recognise similarities and differences between how Christians and Muslims pray• Ask questions and respond to questions about prayer• Begin to express their own ideas about the meaning of prayer | <ul style="list-style-type: none">• Explain why prayer is important for Christians and Muslims.• Describe ways in which Christians and Muslims pray and talk in more detail about similarities and differences.• Express their opinions in a variety of ways e.g. poetry, art. |
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