



Planned Curriculum Content

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

Texts: The Tin Forest, poems by Ken Nesbit,
Writing Styles and Genres: Narrative, Poetry,
Information

Geography: Map Makers (continued)

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

Art: Henri Rousseau

The children will:

- describe some of the work of Henri Rousseau
- explore ideas and collect visual information inspired by Rousseau's work.
- explore a variety of different pastel and paint techniques
- investigate mixing paints, adding white to colours to make tints and black to colours to make tones.
- explore using brushes of different thickness to create different effects

Use some of the ideas collected to create their own pieces of artwork.

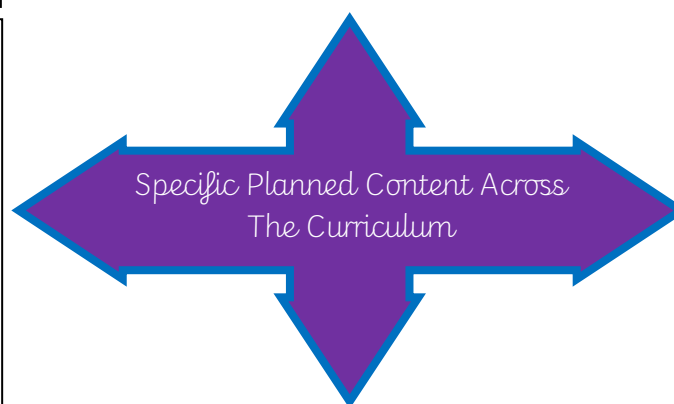
Maths

White Rose Unit: Time

White Rose Unit: Mass, capacity and temperature

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: 34 → 39)

Music - Music Express - Unit 10: Pattern

Unit 7: Storytime

RE - Leeds Agreed Syllabus - Unit: How can we look after our planet?

PSHE - You, Me and PSHE - My Money

Computing - Purple Mash - Unit 2.7 Making Music (continued) & Unit 2.8 Presenting Ideas

Science: Plants

The children will:

- observe plants and trees to understand the seven life processes
- be able to identify and explain the functions of the different parts of a plant
- complete an investigation into the needs of a plant
- plan their experiment and make predictions
- be able to explain how plants need water, light and a suitable temperature to grow and stay healthy
- observe and explain the life-cycle of plants and how bulbs and seeds grow into mature plants

History: Communication Then and Now

The children will:

- explore how communication has changed and put major events on a timeline
- find out who William Claxton was and what he introduced to Britain
- find out who Alexander Graham Bell was and what he invented
- research who Tim Berners-Lee is and what he invented
- compare the lives of William Caxton and Tim Berners-Lee



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: Inclusion	Our knowledge organiser will be focussed on Plants and Communication Then and Now . They will be used to help the children to learn the essential scientific and historical knowledge and vocabulary they need.	Henri Rousseau, William Caxton Tim Berners-Lee	Through our curriculum work in RE we will be thinking about our community and how we can work together to look after our planet. Through our PSHE curriculum we will be learning about different jobs, saving money and how we can help others.

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
- Observe and describe how seeds and bulbs grow into mature plants - Find out about and describe how plants need water, light and a suitable temperature to grow and stay healthy	- Ask simple questions. - Perform simple comparative tests. - 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:
- Respond to ideas and starting points. - Explore ideas and collect visual information. - Explore different methods and materials as ideas develop.	Drawing: - Draw lines of different sizes and thickness. - Colour (own work) neatly following the lines. - Show pattern and texture by adding dots and lines. - Show different tones by using coloured pencils.	Henri Rousseau - Describe the work of notable artists, artisans and designers. - Use some of the ideas of artists studied to create pieces.



Year: Two Term: Summer 2 Topic: How does your garden grow?



	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.	
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 have examined a traditional tale presented as a mind map, as a quiz, as an e-book and as a fact file.
- Children know that digital content can be represented in many forms.
- Children have made a quiz about a story using 2Quiz.
- Children can talk about their work and make improvements to solutions based on feedback received
- Children have extracted information from a 2Connect file to make a publisher fact file on a non-fiction topic.
- Children have added appropriate clipart.
- Children have added an appropriate photo.
- Children know that data can be structured in tables to make it useful.
- Children can use a variety of software to manipulate and present digital content and information.
- Children can collect, organise and present data and information in digital content.
- Children can create digital content to achieve a given goal by combining software packages.

Design and Technology: Threshold Concepts

Design, make, evaluate and improve:

n/a

Take inspiration from designs throughout history:

n/a

Master Practical Skills:

n/a



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.

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.	• Describe significant people from the past.	• Use dates where appropriate.	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years,



Year: Two Term: Summer 2 Topic: How does your garden grow?



• 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.			decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history
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Languages (French): Threshold Concepts

n/a

n/a

Music: Threshold Concepts

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
		• Combine sounds to create a musical effect in response to visual stimuli • Explore voices to create descriptive musical effects • Explore different ways to organise music	• Perform and create simple three-four beat rhythms using a simple score		



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 saving money and how to keep it safe

- understand why people might want to save their money
 - can say how it feels to save for something you really want
- recognise where money is stored to keep it safe and some places are safer than others

Pupils learn about the different jobs people do

- know that there are a range of jobs that people can do
 - recognise that both men and women are able to do a range of jobs
- understand that having a job means people can earn money



RE: Threshold Concepts

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| <ul style="list-style-type: none">• Explore and experience the beauty of nature• Listen to a range of religious and non-religious stories about creation | <ul style="list-style-type: none">• Ask and respond to questions about the world and creation.• Recognise and retell religious and non-religious stories and beliefs about creation and suggest some meanings.• Begin to express ideas and opinions about how to care for the planet. | <ul style="list-style-type: none">• Ask questions and suggest answers to big questions about creation.• Explore a range of stories and beliefs, sharing their ideas• Explore ideas about caring for the planet and suggest why they are important to religious and non-religious people |
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