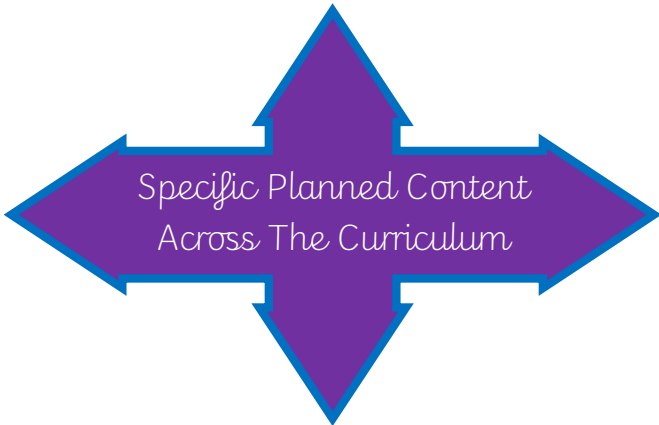




Planned Curriculum Content

Literacy - <i>See the Long and Medium Term Planning for specific planned content.</i> Texts: Green Ship, Beowulf, Spy Fox Writing Styles and Genres Narrative	Maths White Rose Unit: Place Value White Rose Unit: Addition and Subtraction <i>See the Long Term Plan for detailed small steps which set out the specific planned content.</i>	Subject : Science The children will learn to: Identify that animals, including humans, need the right types and amounts of nutrition, plants make their own food humans cannot make their own food and they get nutrition from what they eat. • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions Set up a fair test and explain why it is fair. Draw conclusions and suggest improvements. Make a prediction with a reason.
Subject: History The children will learn to: • To plot events on a timeline using centuries. • To explain how the lives of wealthy people were different from the lives of poorer people. • To explain how historic items and artefacts can be used to help build up a picture of life in the past. • To explain how an event from the past has shaped our life today. To understand the work of Archaeologists. To examine evidence from Sutton Hoo and draw conclusions about the past and suggest answers and theories.	 Specific Planned Content Across The Curriculum	Subject: DT The children will learn to: To evaluate textile designs Use the work of others to provide inspiration for individual work. Plan my own design Use a variety of different stitch types Present work in most appropriate way Choose colours and threads. Create a seam allowance on design Evaluate own work and suggest improvements.
	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 (Weeks 1 → 7) Music - Music Express – Music Tuition RE - Leeds Agreed Syllabus – Unit: How are important events remembered in ceremonies PSHE - You, Me and PSHE - Unit: Identity, Society and Equality. Computing – Purple Mash – Unit: Coding French – Twinkl – Unit: Going Shopping	



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared values will be: Respect	Knowledge Organiser	Great leaders of the past. Focus on Barack Obama and Nelson Mandela in Democracy. Look at Rosa Parks and her actions to change course of history.	Look at different religious festivals celebrated by different faiths.

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
- Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. - Construct and interpret a variety of food chains, identifying producers, predators and prey. - Describe the simple functions of the basic parts of the digestive system in humans. - Identify the different types of teeth in humans and their simple functions.	- Ask relevant questions. - Set up simple, practical enquiries and comparative and fair tests - Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Use results to draw simple Use straightforward, scientific evidence to answer questions or to support their findings.

Art and Design: Threshold Concepts

Developing Ideas:	Mastering Techniques:	Taking Inspiration from the Greats:
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•	• N/A	•	
Computing: Threshold Concepts			
Computer Science:	Information Technology:	Digital Literacy:	
• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output.		•	
Design and Technology: Threshold Concepts			
Design, Make, Evaluate and Improve	Take Inspiration from Designs Throughout History	Master Practical Skills	
• Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs.	• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work	• Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles.	
Geography: Threshold Concepts			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
•	• N/A		•
History: Threshold Concepts			



Investigate and interpret the past:	Build an overview of world history:	Understand chronology:	Communicate historically:
Investigate and interpret the past: • Use evidence to ask questions and find answers to questions about the past. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	Build an overview of world history: • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Compare some of the times studied with those of other areas of interest around the world.	Understand chronology: • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events	Communicate historically: • Use appropriate historical vocabulary to communicate, including: • dates • time period

Languages (French): Threshold Concepts

Listening and speaking	Reading and writing	Stories, songs, poems and rhymes	Grammar
Listen to spoken language and respond by joining in. Engage in conversations Speak in sentences	Read carefully and show understanding of words in simple writing. Describe people places and things in writing		Understand basic grammar to appropriate to the language being studied.

Music: Threshold Concepts



Year: 4 Term: Autumn 1: The Smashing Saxons



Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
.	.	. N/A	.	.	.

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

Theme: Democracy

understand that Britain is a democratic society and what this means • know that there are different political parties who differ in their views • understand that people have opportunities to influence decisions by voting in elections.

know how laws are made and the importance of following them • understand the contribution and influence, that individuals and organisations can have on social and environmental change • recognise that laws



Year: 4 Term: Autumn 1: The Smashing Saxons



RE: Threshold Concepts

Pupils working <i>towards</i> the age-related expectations for their year group will be able to:	Pupils working <i>at</i> the age-related expectations (ARE) for this year group will be able to:	Pupils who are <i>deepening and widening</i> their knowledge and understanding will be able to:
	Describe the different festivals, making links between them Explain and give reasons for the celebration of each festival Express ideas and opinions about what light represents	