



Planned Curriculum Content

Literacy - <i>See the Long and Medium Term Planning for specific planned content.</i> Texts: KIndlekrax Writing Styles and Genres Narrative and Persuasive	Maths White Rose Unit: Fractions White Rose Unit: Decimals <i>See the Long Term Plan for detailed small steps which set out the specific planned content.</i>	Subject : Art The children will learn to: Investigate the work of sculpture artists. Look at the work from the Leeds festival of lights and comment on the artwork. Create sculptures from a variety of materials such as clay and wire. Create an original light sculpture using inspiration from the work of others.
Subject: Geography The children will learn to: • Label the countries of the UK and their capital cities. • Using maps/atlas of regions of UK, describe the position and locate various counties and their capital cities. Link to the eight-point compass. • Locate major cities of the UK and begin to identify human and physical features. • Research the mountains of the UK – Create a graph to show the height of each mountain – link to statistics. • Learn about the topographical features of coasts of the UK	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 21→26) Music - Music Express – Music tuition RE - Leeds Agreed Syllabus – Unit: 2 PSHE - You, Me and PSHE - Unit: RSE Computing – Purple Mash – Unit: Spreadsheets French – Twinkl – Unit:	Subject: Science The children will learn to: • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared values will be: Determination and Resilience	Knowledge organisers, revisiting slides and end of unit quizzes	Thomas Edison and Michael Faraday famous in the field of electricity. Dan Flavin and Giacometti artist	Our RE curriculum focuses on what religions are in our community. Our PHSE curriculum covers stereotyping

Assessment of Threshold Concepts

Science: Threshold Concepts	
Scientific Concepts:	Working Scientifically:
• Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors	• Ask relevant questions. • Set up simple, practical enquiries • 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 conclusions and suggest improvements, new questions and predictions for setting up further tests



- 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:
• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. (for example, line, shape, pattern, colour, texture, form) Mast	• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. Drawing: • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas.	• Take inspiration from and use some of techniques used by notable artists and designers. • Create original pieces that are influenced by studies of others.

Computing: Threshold Concepts

Computer Science:	Information Technology:	Digital Literacy:
•	• I can work collaboratively to create content and solutions. I can share digital content using a variety of applications such as: 2Blog, 2Email and Display Boards.	•



Design and Technology: Threshold Concepts

n/a

n/a

Geography: Threshold Concepts

Investigate Places:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

Investigate Patterns:

- Describe how the locality of the school has changed over time.

Communicate Geographically:

- Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

History: Threshold Concepts

Investigate and interpret the past:

Build an overview of world history:

Understand chronology:

Communicate historically:



Year: 4 Term: Spring 2 Topic: Brightening up the UK



•  Artefacts	•  Culture and pastimes  Travel and exploration  Beliefs  Location  Conflict  Society	• n/a  Main events	•  Vocabulary
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Languages (French): Threshold Concepts

n/a

n/a

Music: Threshold Concepts

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
•	•	•	•	•	•

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
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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: RSE		
are able to define puberty - identify physical changes associated with puberty Understand that everyone's experience of puberty is different and that it begins and ends at different times - can describe menstruation and wet dreams - can explain effective methods for managing menstruation and wet dreams can explain how changes at puberty affect body hygiene - can describe how to care for their bodies during puberty - can recognize the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming are able to describe how feelings and behaviour change during puberty - can devise strategies for managing these changes - understand how changes during puberty can affect relationships with other people can identify sources of information, support and advice for children and young people - can use appropriate language to discuss puberty and growing up with confidence		
RE: Threshold Concepts		
Pupils working towards the age-related expectations for their year group will be able to:	Pupils working at the age-related expectations (ARE) for this year group will be able to:	Pupils who are deepening and widening their knowledge and understanding will be able to:
	Explore and describe ways beliefs and values are expressed in different religions through symbols and actions Give examples of ways in which people show they belong Explain why belonging to a community may be valuable but also challenging	