



Planned Curriculum Content

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

Texts: The Day I swapped my dad for Two Goldfish
Writing Styles and Genres

We will write non-chronological reports on mythical creatures with a particular focus on unicorns.

We will create a lost poster relating to 'The day I swapped my DAD for two goldfish' by Neil Gaiman, before creating our own versions!

We will be discussing different opinions and learn how to write balanced arguments, as well as persuasive texts.

Maths
White Rose Unit: Decimals
White Rose Unit: Money and Time

See the Long Term Plan for detailed small steps which set out the specific planned content.

Subject : Science – Living Things
The children will learn to:

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys.
- Recognise that environments can change and that this can sometimes pose dangers to specific habitats.
- Recognise that environments can change and that this can sometimes pose dangers to living things. What impact do humans have on habitats?

Specific Planned Content
Across The Curriculum

Subject: Art - Flowers

The children will learn to:

We will develop our techniques, including control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design

We will explore the artwork of Beatrix Potter recreate some of her detailed drawings of the natural world.

We will use the ipads to photograph the natural world and then draw these in the style of Beatrix Potter and paint them appropriately.

We will then contrast this traditional style with the work of Georgia O'Keefe and draw the natural world in a modernist style.

We will then represent the two styles in the opposing form.

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 →)
Music - Music Express - Unit: Music Teacher continues
RE - Leeds Agreed Syllabus – Unit: How the 5 pillars guide Muslims
PSHE - You, Me and PSHE - Unit: Finances
Computing – Purple Mash – Unit: Writing for different audiences
French – Twinkl – Unit: Going Shopping

Subject: Geography Earning a Living
The children will learn to:

Children will understand what a job sector is. They will be given a brief overview of the types of jobs that can be found across a wide range of job sectors before considering which sector they think they would like to work in when they are older. They will also start to understand that some jobs get paid more than others.
Children will find out what terms such as 'business', 'industry' and 'economy' mean. Children will recall some of the UK's largest industries before exploring in further detail how a country's climate and resources affect its industry and economy. They will find out about some of the different jobs people can do in other places around the world, focusing particularly on jobs



Use this space for additional boxes if required

Curriculum Drivers

Core Values:	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared values will be: Resilience	See Knowledge Organiser	This half term we study Beatrix Potter and Georgia O'Keefe in depth	This half term we look closely at the Muslim religion

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
- Recognise that living things can be grouped in a variety of ways. - Explore and use classification keys. - Recognise that environments can change and that this can sometimes pose dangers to specific habitats. - Recognise that environments can change and that this can sometimes pose dangers to living things. What impact do humans have on habitats?	• Gather, record, classify and present data in a variety of ways to help in answering questions • Report on findings from enquiries, including oral and written explanations, displays or presentations • Identify differences, similarities or changes related to simple, scientific ideas and processes. • 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)	Drawing: • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. Paint: • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour	Taking Inspiration from the Greats: Georgia O'Keeffe and Beatrix Potter • Take inspiration from and use some of techniques used by notable artists and designers. • Create original pie

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	Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.

Design and Technology: Threshold Concepts

Design, Make, Evaluate and Improve	Take Inspiration from Designs Throughout History	Master Practical Skills
	N/A	

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:
•  Artefacts	• N/A •  Culture and pastimes •  Travel and exploration •  Beliefs •  Location •  Conflict •  Society	•  Main events	•  Vocabulary

Languages (French): Threshold Concepts

n/a

n/a

Music: Threshold Concepts

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	Balancing Equipment Dynamic Balance Generating Force Through Transfer of Weight Points of Contact	Combination of Skills Differentiating Force Organising Limbs Receiving



Rotation Travelling	Static Balance Understanding Base	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: e.g. Mental Health and Emotional Wellbeing		
Pupils learn about the world of work • know there are a range of jobs, paid and unpaid, including shift work, fulltime, part-time work • know about a number of different jobs people do • can identify the skills and attribute		
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 and explain key teachings of Islam and the different ways these are interpreted by believers Describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers Explain how the pilgrimage of Hajj can affect a Muslims life.	