



Planned Curriculum Content

Literacy - <i>See the Long and Medium Term Planning for specific planned content.</i> Texts: Outlaw, Battle of Hastings Poem and Marshmallows Writing Styles and Genres Poetry, Non-Chronological, Newspaper Report and Narrative	Maths White Rose Unit: Time, Statistics White Rose Unit: Angles, co-ordinates, <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 how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases Simple Comparative Testing. Spotting Patterns
Subject: History The children will learn to: Understand the chronology of the Normans and relate to past eras studied. To understand and explain the events of 1066 and the contenders for the throne. That William Duke of Normandy was successful in the Battle of Hastings and that was the start of the Norman era. That sources in history can be biased. Studying the Bayeaux tapestry and knowing it is from one point of view. The Magna Carta was written in 1215 and was passed by King John who was a very unpopular king.	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 – Music Tuition RE - Leeds Agreed Syllabus – Unit: Why are Gurus at the heart of Sikh beliefs PSHE - You, Me and PSHE - Unit: Assessing risk Computing – Purple Mash – Unit: Logo French – Twinkl – Unit: Where in the World?	Subject: DT The children will learn to: Design and make a pop up book. Pupils will evaluate a series of Pop Up Books (examining the techniques used) Use computer aided design to make a front cover and characters. Make levers using accurate cutting and measuring techniques Create cut outs to the exact mm to allow products to Pop Up,



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared values will be: Inclusion	Knowledge Organiser	William the Conqueror	Beliefs of Sikhs

Assessment of Threshold Concepts

Science: Threshold Concepts	
Scientific Concepts:	Working Scientifically:
• Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases	• 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 of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes.
Art and Design: Threshold Concepts	



Developing Ideas:	Mastering Techniques:	Taking Inspiration from the Greats:	
•	• N/A	•	
Computing: Threshold Concepts			
Computer Science:	Information Technology:	Digital Literacy:	
• I can turn a real-life situation to solve into an algorithm, using a design that shows how I can accomplish this in code. I can read programs that contain several steps and predict the outcomes with increasing accuracy.		•	
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	• Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).	
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:
• Suggest suitable sources of evidence for historical enquiries. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in 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. • Compare some of the times studied with those of other areas of interest around the world. •     	• Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events 	• Use appropriate historical vocabulary to communicate, including: • time period • era • change • chronology. 

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

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: Keeping Safe

Pupils learn how to be safe in their computer gaming habits • know about the age rating / classification system and understand why some games are not appropriate for children to play • can evaluate whether a computer game is suitable for them to play and explain why • are able to share opinions about computer games Pupils learn about keeping safe near roads, rail, water, building sites a can identify and assess the level of risk of different activities in the local environment • recognise that



in some situations there may pressure to behave in a way that doesn't feel safe • can identify some ways to respond to unhelpful pressure Pupils learn about what to do in an emergency and basic emergency first aid procedures • are able to assess what to do in an emergency • can carry out some simple first aid procedures for different needs • can demonstrate how to ask for help from a range of emergency services

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:
	Give examples of Sikh beliefs and stories about their Gurus Describe and show understanding of Sikh practices relating to the Guru Granth Sahib Explain and give reasons for Sikh values e.g. equality, honesty	