



Planned Curriculum Content

Literacy:

Texts: Where the Wild Things Are, The Egg, 101 Dalmatians
Writing Styles and Genres: Narrative, Recounts-own experiences, Letters, Persuasion, Non-Chronological reports

Maths:

White Rose Unit: Fractions
White Rose Unit: Time
On-going: Arithmetic

Science: Living Things and their habitats

The children will:

- compare the differences between things that are living, dead and have never been alive.
- answer questions about things that are living, dead or never been alive.
- map a habitat and identify what is in it.
- classify objects as those that are living, dead and those that have never been alive.
- identify animals in their habitats.
- use information gathered to answer questions
- describe a habitat and identify animals that live in it.
- ask and answer questions about habitats.
- identify how an animal is suited to its habitat.
- explain how living things in a habitat depend on each other
- describe food chains and how animals get their food.

Geography: Map Makers (continued into Summer 2)

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

DT: Animal Puppets

The children will:

- learn about the great puppeteer Jim Henson
- identify likes and dislikes of designs
- use computer software to design their own animal puppet
- use felt to create a basic hand puppet shape, joining the pieces with running stitch.
- use a variety of textile techniques to add details to their puppet.
- evaluate their finished product



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: 27 → 32)
Music – Kapow! – Myths and Legends
RE – Leeds Agreed Syllabus Believing and Belonging – How do Hindu stories help believers live their lives?
PSHE – You, Me and PSHE – Indoors and outdoors
Computing – Purple Mash – Unit 2.6 Creating Pictures (Information Technology)





Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: Truth	Our knowledge organiser will be focussed on Living Things and Habitats. They will be used to help the children to learn the essential geographical knowledge and vocabulary they need.	DT: Jim Henson English: Maurice Sendak Dodie Smith Trip: Yorkshire Wildlife Park	Through our curriculum work in RE we will be exploring how Muslims and Christians pray. Through our PSHE curriculum we will be learning how to keep ourselves and others safe in our community

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
• Explore and compare the differences between things that are living, that are dead and that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	• Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • 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:
n/a	n/a	n/a

Computing: Threshold Concepts

Computer Science:	Information Technology:	Digital Literacy:
	• To explore 2Paint A Picture. • To look at the work of Impressionist artists and recreate them using the Impressionism template. • To look at the work of pointillist artists such as Seurat. • To recreate pointillist art using the Pointillism template • To look at the work of Piet Mondrian and recreate it using the Lines template. • To look at the work of William Morris and recreate it using the Patterns template. NC: Information Technology: Use technology purposefully to create, organise, store, manipulate and retrieve digital content	

Design and Technology: Threshold Concepts

Design, make, evaluate and improve:	Take inspiration from designs throughout history:	Master Practical Skills:
- Design products that have a clear purpose and an intended user.	- Explore objects and designs to identify likes and dislikes of designs	Textiles: - Shape textiles using templates.



- Make products, refining the design as work progresses. - Use software to design.	- Suggest improvements to existing designs - Explore how products have been created	- Join textiles using running stitch - Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing)
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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:
n/a	n/a	n/a	n/a

Languages (French): Threshold Concepts					
n/a					
n/a					

Music: Threshold Concepts					
Listening and evaluating	Creating sound	Notation	Improvising and Composing	Performing	Key Knowledge
Listening with concentration to short pieces of music or excerpts from longer pieces of music Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related	Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Starting to understand how to produce	Reading different types of notation by moving eyes from left to right as sound occurs.	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different	Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short singing performances. Standing or sitting appropriately when performing or waiting to perform.	To know pictorial representations of rhythm show sounds and rests.



to the music or a personal experience. Identifying some common instruments when listening to music. Stating what they enjoyed about their peers' performances.	different sounds on pitched instruments Maintaining a comfortable position when sitting or standing to sing and play instruments.		sounds by either turn-taking or by playing sounds at the same time.	Following a leader to start and end a piece appropriately.	
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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 keeping safe in the home, including fire safety

- know some simple rules for keeping safe indoors, including online
- can describe what to do if there is an emergency
- understand that they can take some responsibility for their own safety

Pupils learn about keeping safe online, including the benefits of going online

- know a range of rules for keeping safe online
- can describe the benefits and risks of going online
- understand how they can take some responsibility for their own online safety and where to go for help

Pupils learn about keeping safe outside

- know some rules for keeping safe outside
- can assess whether a situation is safe or unsafe
- understand the importance of always telling someone where they are going or playing

Pupils learn about road safety

- can identify hazards in relation to road safety
 - are able to explain how to cross the road safely
- recognise that there are rules in relation to road safety for all road users

RE: Threshold Concepts

Pupils working towards the age related expectations will:

- Recognise that stories sometimes have a hidden meaning.

Pupils working at the age related expectations (ARE) for KS1 will be able to describe how:

- Stories can teach us important lessons about ourselves and the world.
- Stories can help us with life's big questions or mysteries either with answers or deeper questions.
- Religions and worldviews use stories to help pass on their own teachings around these big questions.
- Various forms of literary & creative expression in religious and other worldviews preserve these stories.

In order to broaden and deepen their learning, some pupils might:

- Explain which of the Hindu stories had the biggest effect on them and why.



Year: Two Term: Summer 1 Topic: Spots, Stripes and Magical Beasts

