



Planned Curriculum Content

Literacy:

Texts:, Little Red by Beth Woolvin

The Day the Crayons Quit

Writing Styles and Genres: Traditional Tales. recounts from characters' perspectives, explanations

Maths:

White Rose Unit: Length and Height

White Rose Unit: Mass, capacity and temperature

On-going: Arithmetic

Geography: Let's go to the Arctic

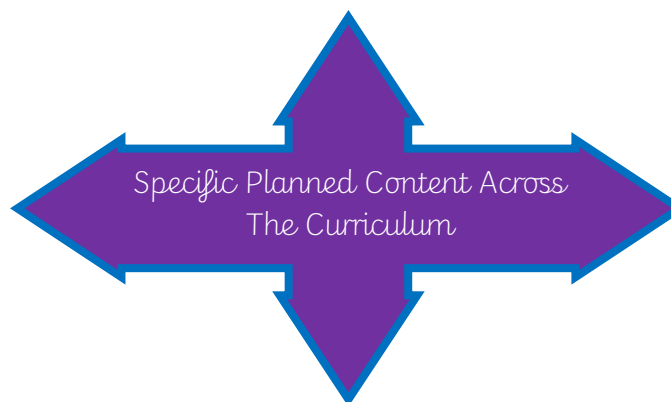
The children will learn to:

- look at Arctic Circle maps and understand what it is and where it is.
- explore the seven countries that make up the Arctic Circle.
- describe some of the towns found in the Arctic Circle.
- use new weather vocabulary and describe weather patterns.
- explain what the seasons are like in the Arctic Circle.
- use their senses to describe the landscapes in the Arctic.
- use vocabulary associated with physical features found in the Arctic including mountains, hills, lakes, icebergs, glacier, rivers.
- explore the animals found in the Arctic Circle and how they survive the cold, harsh winters.
- use maps to locate and record animal distribution in the Arctic.
- look closely at some Arctic cities and describe the physical features.
- use maps to locate cities in the Arctic and identify the countries they are in.
- look at the physical & human features and weather patterns of Sisimuit, Greenland and compare it to London

DT: Design and make portable snack

The children will learn to:

- design an appealing product for themselves and others based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing and planning
- understand the importance of hygiene when handling and preparing food
- use tools safely and correctly to slice, chop and peel fruit as required
- select from and use a variety of ingredients according to their characteristics and suitability
- explore and evaluate a range of existing products
- create a finished product and evaluate its success against the design criteria



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: 21 → 26)

Music – Kapow! Contrasting Dynamics (Theme: Space)

RE – Leeds Agreed Syllabus Believing and Belonging – Which books and stories are important (Pathway 6)

PSHE – You, Me and PSHE – Boys, Girls and families

Computing – Purple Mash – Unit 2.5 Effective Searching (Digital Literacy) Unit 2.7 Making Music (Information Technology)





Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: Trust	Our knowledge organiser will be focussed on 'Let's go to the Arctic'. They will be used to help the children to learn the essential geographical knowledge and vocabulary they need.	Traditional Tales from around the world	Through our curriculum work in RE we will be exploring the values Jesus taught. Through our PSHE curriculum we will be finding out about and celebrating our differences.

Assessment of Threshold Concepts

Science: Threshold Concepts		
Scientific Concepts:	Working Scientifically:	
n/a	n/a	
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:
	Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Children understand what 2Sequence is and how it works.	Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go



	• Children have used the different sounds within 2Sequence to create a tune. • Children have explored how to speed up and slow down tunes. • Children understand what happens to the tune when sounds are moved. Children have added sounds to a tune they have already created to change it. • Children have considered how music can be used to express feelings. • Children can change the volume of the background sounds. • Children have created two tunes which depict two feelings. Children have uploaded and used their own sound chosen from a bank of sounds. • Children have created, uploaded and used their own recorded sound. • Children have created their own tune using some of the chosen sounds.	<i>for help and support when they have concerns about content or contact on the internet or other online technologies.</i> Children can recall the meaning of key Internet and searching terms. • Children have completed a quiz about the Internet. Children can identify the basic parts of a web search engine search page. • Children have learnt to read a web search results page. • Children can search the Internet for answers to a quiz. • Children have created a leaflet to consolidate knowledge of effective Internet searching
--	--	--

Design and Technology: Threshold Concepts

Design, make, evaluate and improve:	Take inspiration from designs throughout history:	Master Practical Skills: Food
• Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design.	• Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs.	• Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients.



Geography: Threshold Concepts

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
• name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	• use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley • use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.	• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans Use aerial images and plan perspectives to recognise landmarks and basic physical features. • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

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 to the music or a personal experience. Identifying some common instruments when listening to music. Stating what they enjoyed about their peers' performances. Appreciating music from a wide variety of cultures and historical periods.	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 different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments.	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. Improvising simple question and answer phrases, using untuned percussion or voices. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	Offering positive feedback on others' performances. Beginning to acknowledge their own feelings around performance.	To know that sections of music can be described as fast or slow and the meaning of these terms. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.



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 to understand and respect the differences and similarities between people - are able to define difference and similarity - understand that boys and girls can do the same tasks and enjoy the same things, but that some stories, TV and people	Pupils learn about the biological differences between male and female animals and their role in the life cycle - know that female mammals give birth and nurse their young - can describe the biological differences between male and female	Pupils learn the biological difference between male and female children - identify and name the biological terms for male and female sex parts - can label the male and female sex parts	Pupils learn about growing from young to old and that they are growing and changing - can identify key stages in the human life cycle - understand some ways they have changed since they were babies	Pupils learn that everybody needs to be cared for and ways in which they care for others - understand that we all have different needs and require different types of care - identify ways we show care towards each other
---	---	---	--	---



sometimes say boys do this and girls do that	- understand that the creation of life requires a male and a female	- understand that the male and female sex parts are related to reproduction	- understand that all living things including humans start life as babies	- understand the links between needs, caring and changes throughout the life cycle
--	---	---	---	--

RE: Threshold Concepts

Pupils working towards the age-related expectations will: - Talk about why a book is special to them - Listen to stories from special books	Pupils working at the age-related expectations (ARE) for KS1 will be able to: - Express ideas about how some favourite stories, including stories from religions / worldviews give people a message on how to live. - Recognise the difference between contemporary stories and stories that have become traditional because they have been handed down for hundreds or thousands of years. - Suggest meanings for some special stories.	In order to broaden and deepen their learning, some pupils might: - Give example to show that traditional stories in one culture may be different to traditional stories in other cultures. - Identify and respond to some of the big questions that people might ask about life when listening to important stories.