



Planned Curriculum Content

Literacy:

Texts: The Twits by Roald Dahl, The Magic Finger by Roald Dahl, Biographies of Mary Seacole and Florence Nightingale
Writing Styles and Genres: Character descriptions, Narrative, Biography, Explanations

History: Florence Nightingale and Mary Seacole

Essential knowledge:

To be aware of how the lives of Florence Nightingale (1820 – 1910) and Mary Seacole (1805 – 1881) fit chronologically on a timeline.

To understand the differences between life today and life in 1800's.

To understand why they are 'significant' people and that they were both passionate about helping others and the different challenges they faced.

To know how they improved the care of the soldiers during the Crimean War.

To know that Florence Nightingale understood the importance of hygiene.

How Florence changed the way hospitals care for the patients (improve hygiene, training for nurses).

To sequence the main events in their lives on a timeline.

To know the main social differences between Florence Nightingale and Mary Seacole and how this impacted their lives.



Maths:

White Rose Unit: Number: Multiplication and division

White Rose Unit: Money

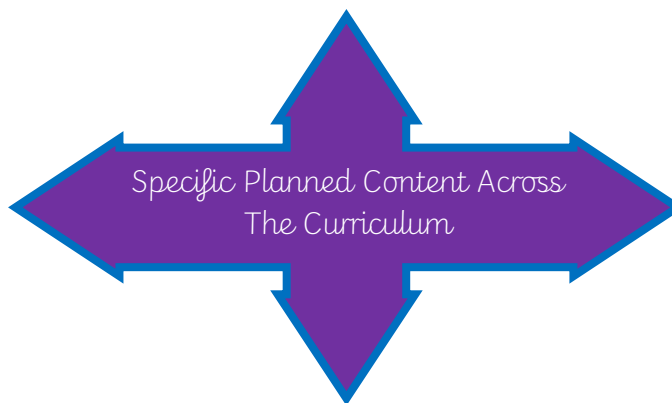
On-going: Arithmetic

Art: Sculpture - Barbara Hepworth and Henry Moore

Essential knowledge:

The children will learn to:

- understand what is meant by 'abstract art'
- draw abstract forms to represent our families
- use line, tone and shading when drawing figures
- show pattern and texture by using dots and lines
- explore different techniques of using string, dough, paper and other materials to create their artwork
- use techniques such as cutting and rolling
- use a combination of shapes to create an abstract form
- recognise and describe the work of Barbara Hepworth and Henry Moore
- understand the inspiration behind their artwork
- use some the work by Barbara Hepworth and Henry Moore to inspire our own sculptures
- collect visual information to develop their own ideas
- understand the process of sketching ideas, developing and exploring techniques and materials, then create their sculptures
- use tools safely and effectively when working with clay and other materials



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: 15 → 20)

Music Kapow! - **On this island (singing)**

RE – What did Jesus teach and how did he live?

PSHE - You, Me and PSHE – Medicines and me

Computing – Purple Mash – Unit 2.4 Questioning (Information Technology)





Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus: shared value will be: Compassion	Our knowledge organiser will be focussed on The Lives of Significant People. They will be used to help the children to learn the essential knowledge and vocabulary they need.	Authors: Roald Dahl Historical figures: Florence Nightingale Mary Seacole Artists: Barbara Hepworth Henry Moore	Through our PSHE curriculum we will be finding out about medicines and the people who can help us when we are unwell. We will also be exploring how we can work together to make things better and solve problems.

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:
• Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.	Sculpture: • Use a combination of shapes. • Include lines and texture. • Use straws, paper and card as materials. • Use techniques such as rolling and cutting. Drawing: • Draw lines of different sizes and thickness. • Show pattern and texture by adding dots and lines	Henry Moore and Barbara Hepworth • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.



Computing: Threshold Concepts

Computer Science:	Information Technology:	Digital Literacy:
	• Use technology purposefully to create, organise, store, manipulate and retrieve digital content • To show that the information provided on pictograms is of limited use beyond answering simple questions • To use yes/no questions to separate information • To construct a binary tree to separate different items. • Use 2Question (a binary tree) to answer questions	

Design and Technology: Threshold Concepts

n/a

n/a

Geography: Threshold Concepts

Investigate Places:	Investigate Patterns:	Communicate Geographically:
n/a	n/a	n/a



History: Threshold Concepts

Investigate and interpret the past:	Build an overview of world history:	Understand chronology:	Communicate historically:
- Observe or handle evidence to ask questions and find answers to questions about the past. - Ask questions such as: What was it like for people? What happened? How long ago? - Use artefacts, pictures, stories, online sources and databases to find out about the past. - Identify some of the different ways the past has been represented. 	- Describe historical events. - Describe significant people from the past. - Recognise that there are reasons why people in the past acted as they did.      	- Use dates where appropriate - Place events and artefacts in order on a timeline 	- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. - Show an understanding of the concept of nation and a nation's history. 

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.	Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.	Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right.	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	Offering positive feedback on others' performances. Standing or sitting appropriately when performing or waiting to perform.	To know 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



Confidently moving in time with the beat of the music when modelled. 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. Talking about the tempo of music using the vocabulary of fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Talking about the pitch of music, using the vocabulary of high and low. Stating what they enjoyed about their peers' performances. Appreciating music from a wide variety of cultures and historical periods. 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 that sounds within music can be described as	Breathing at appropriate times when singing. Singing part of a given song in their head (using their 'thinking voice'). Using instruments imaginatively to create soundscapes which convey a sense of place. Maintaining a comfortable position when sitting or standing to sing and play instruments.		represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	Beginning to acknowledge their own feelings around performance. Following a leader to start and end a piece appropriately.	loud, quiet or silent and the meaning of these terms. To know sounds within music can be described as high or low sounds and the meaning of these terms.
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high or low sounds and the meaning of these terms.					
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 why medicines are taken		Pupils learn where medicines come from		Pupils learn about keeping themselves safe around medicines	
- understand that the purpose of medicines is to help people stay healthy, get well or feel better if they are ill - know that medicines come in different forms - recognise that each medicine has a specific use		- know that medicines can be prescribed by a doctor or bought from a shop or pharmacy - know when medicines might be used and who decides which medicine is used - understand there are alternatives to taking medicines, and when these might be helpful		- understand that medicines come with instructions to ensure they are used safely - know some safety rules for using and storing medicines - recognise that medicines can be harmful if not taken correctly	



RE: Threshold Concepts

Explore, find out and talk about the stories that Jesus told.	• Retell and suggest meanings of some of Jesus' parables • Express ideas and respond to questions about stories from the life and teachings of Jesus. • Express ideas and opinions about how beliefs affect how Christians live their lives, such as: fasting, supporting the homeless and poor, campaigning, using examples of local or well-known Christians today.	• Find out and respond to the key events in the life of Jesus and the stories he told, suggesting meanings. • Recognise similarities and differences between their own ideas of a good life and how Christians are called to live a good life.