



Planned Curriculum Content

Literacy:

Texts: The Tin Forest, Meerkat Mail, poems by Ken Nesbit,
Writing Styles and Genres: Narrative, Poetry, Information

Maths:

White Rose Unit: Consolidation
Focus: Problem solving and Reasoning

Science: Plants

The children will:

- observe plants and trees to understand the seven life processes
- be able to identify and explain the functions of the different parts of a plant
- complete an investigation into the needs of a plant
- plan their experiment and make predictions
- be able to explain how plants need water, light and a suitable temperature to grow and stay healthy
- observe and explain the life-cycle of plants and how bulbs and seeds grow into mature plants

Geography: Map Makers

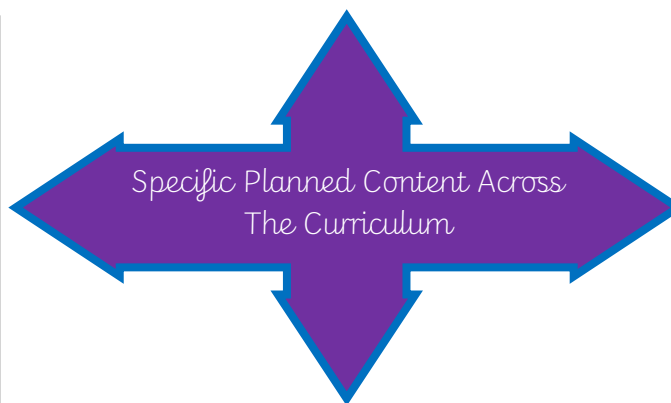
The children will:

- 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

Art: Henri Rousseau

The children will:

- describe some of the work of Henri Rousseau
 - explore ideas and collect visual information inspired by Rousseau's work.
 - explore a variety of different pastel and paint techniques
 - investigate mixing paints, adding white to colours to make tints and black to colours to make tones.
 - explore using brushes of different thickness to create different effects
- Use some of the ideas collected to create their own pieces of artwork.



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: 34 → 39)
Music – Kapow! – Pitch (Theme: Musical Me)
RE – Leeds Agreed Syllabus Believing and Belonging
PSHE – You, Me and PSHE – My Money
Computing – Purple Mash – Unit 2.8 Presenting Ideas (Information technology)

History: Communication Then and Now

The children will:

- explore how communication has changed and put major events on a timeline
- find out who William Claxton was and what he introduced to Britain
- find out who Alexander Graham Bell was and what he invented
- research who Tim Berners-Lee is and what he invented
- compare the lives of William Caxton and Tim Berners-Lee



Curriculum Drivers

Core Values	Knowledge and Long-Term Learning	The Greats	Diversity and Community
Our focus shared value will be: Tolerance	Our knowledge organiser will be focussed on Plants and Communication Then and Now . They will be used to help the children to learn the essential scientific and historical knowledge and vocabulary they need.	Henri Rousseau William Caxton Tim Berners-Lee	Through our curriculum work in RE we will be thinking about our community and how we can work together to look after our planet. Through our PSHE curriculum we will be learning about different jobs, saving money and how we can help others.

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
- Observe and describe how seeds and bulbs grow into mature plants - Find out about and describe how plants need water, light and a suitable temperature to grow and stay healthy	- Ask simple questions. - Perform simple comparative tests. - 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:
- Respond to ideas and starting points. - Explore ideas and collect visual information. - Explore different methods and materials as ideas develop.	Drawing: - Draw lines of different sizes and thickness. - Colour (own work) neatly following the lines. - Show pattern and texture by adding dots and lines. - Show different tones by using coloured pencils.	Henri Rousseau - Describe the work of notable artists, artisans and designers. - Use some of the ideas of artists studied to create pieces.



Year: Two Term: Summer 2 Topic: How does your garden grow?



	Paint: • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones.	
Computing: Threshold Concepts		
Computer Science:	Information Technology:	Digital Literacy:
	• Children have examined a traditional tale presented as a mind map, as a quiz, as an e-book and as a fact file. • Children know that digital content can be represented in many forms. • Children have made a quiz about a story using 2Quiz. • Children can talk about their work and make improvements to solutions based on feedback received • Children have extracted information from a 2Connect file to make a publisher fact file on a non-fiction topic. • Children have added appropriate clipart. • Children have added an appropriate photo. • Children know that data can be structured in tables to make it useful. • Children can use a variety of software to manipulate and present digital content and information. • Children can collect, organise and present data and information in digital content.	



		• Children can create digital content to achieve a given goal by combining software packages. <u>NC: Information Technology:</u> 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:
n/a		n/a	n/a
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.



Year: Two Term: Summer 2 Topic: How does your garden grow?



			• 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.
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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 significant people from the past.	• Use dates where appropriate.	• 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

Performing	Listening	Composing	Key Knowledge
Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate.	Recognising timbre changes in music they listen to Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others' work.	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition.	I know that a graphic score can show a picture of the structure of music. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.

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	Accuracy	Agility



Year: Two Term: Summer 2 Topic: How does your garden grow?



Evaluation Peer Mentoring Tactical Variation Team Work Understanding Rules	Dribbling Fielding and Catching Passing Shooting Striking	Control Physical Processing Power Speed Strength
PHSE: Threshold Concepts		
Pupils learn about saving money and how to keep it safe • understand why people might want to save their money • can say how it feels to save for something you really want recognise where money is stored to keep it safe and some places are safer than others	Pupils learn about the different jobs people do • know that there are a range of jobs that people can do • recognise that both men and women are able to do a range of jobs understand that having a job means people can earn money	
RE: Threshold Concepts		
Key Learning	Key Questions	Key Vocabulary