



Planned Curriculum Content

Literacy - *See the Long and Medium Term Planning for specific planned content.*

Texts: Oliver's Fruit Salad, Oliver's Vegetables, Handa's Surprise, Jack and the Beanstalk, Writing Styles and Genres Fiction, Stories from another culture, Traditional Tales.

Subject: Science- Plants

The children will learn to:

- Identify and name a variety of plants and trees.
- Identify the differences between wild and garden plants.
- Identify and classify deciduous and evergreen trees.
- Identify and describe the basic structure of a flowering plant including roots, stem/trunk, leaves and flowers.
- Group and classify different types of plants and trees according to their features.
- Plant and observe a bean plant over time. Children will identify and record the changes in a bean diary.

Subject: Geography – Around the World

- Children can name and locate the world's seven continents and five oceans.
- Children can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- Children can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Maths

White Rose Unit: Length and Height

White Rose Unit: Mass and Volume

See the Long Term Plan for detailed small steps which set out the specific planned content.

Subject: Art- Printing

The children will learn to:

- Describe the work of William Morris
- Use the work of William Morris as inspiration to create own printed art
- Use repeating or overlapping shapes.
- Mimic print from the environment
- Use objects such as fruit and sponges to create prints
- Press, roll, rub and stamp to make prints.



Specific Planned Content
Across The Curriculum

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 22→26)

Music - Music Express - Unit: Ourselves and Our School

RE - Leeds Agreed Syllabus – Unit: What does it mean to belong to a Church or Mosque? **This Half Term we will visit our local Church (March time).**

PSHE - You, Me and PSHE - Unit: Families

Computing – Purple Mash – Unit: Unit: 1.6 (Animated Story Books) and 1.7 (Coding)

Subject: DT- Fruit Kebabs

The children will learn to:

- Design purposeful and appealing fruit kebabs for themselves based on design criteria
- Generate, develop and communicate their ideas about their fruit kebab through talking and drawing.
- select from and use a wide range of ingredients appropriate for their fruit kebab.
- explore and evaluate a range of existing products
- Evaluate their ideas and products against their design criteria



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared values will be: Determination and Resilience	Our knowledge organiser will be focussed on the recent past and chronology. It will be used to help the children learn the essential knowledge and vocabulary that they need for our history topic 'Family Album'.	Texts by Aleski Tolsoy and Eileen Browne will drive our English curriculum. In Art, we will be looking at the work of William Morris.	In R.E we will be learning about Churches and Mosques and why these are special to Christians and Muslims. This half term we will also visit our local church to learn about belonging. In PSHE we will be learning about different types of families and the ways in which we are special.

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
- Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. - Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.	- Simple comparative testing. - Grouping and classifying. - Secondary research. - Observation over time.

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.	• Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints.	• 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:
- Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns an algorithm into code that the computer can understand - Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code - When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program	Children are able to sort, collate, edit and store simple digital content	Children take ownership of their work and save this in their own private space

Design and Technology: Threshold Concepts

n/a

n/a

Geography: Threshold Concepts

Locational Knowledge:	Human and Physical Geography:	Geographical Skills and Fieldwork:
- Children know that France is a country in Europe. - Children know that China is a country in Asia.	Children can identify and describe some key human and physical features of countries in each of the continents.	- Children can identify the UK and France on a map of Europe. - Children know that the lines within a map denote country borders.



- Children know that Australia is the name of both a country and a continent. - Children know that Kenya is a country in Africa. - Children know that the USA is a country in North America. - Children know that Brazil is a country in South America. - Children know that there are no countries in Antarctica.	- Children can use words such as city, beach, mountain and lake to describe features of a place. - Children know that some countries are hot countries and some countries are cold countries.	Children can locate the seven continents on a world map.
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History: Threshold Concepts

Investigate and interpret the past:	Build an overview of world history:	Understand chronology:	Communicate historically:

Languages (French): Threshold Concepts

n/a

n/a

Music: Threshold Concepts

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
.	• Explore sounds on instruments and find different ways to vary their sound (Unit 8)	• Explore sounds on instruments and find different ways to vary their sound (Unit 8)	.	.	• Identify metre by recognising its pattern (Unit 8)

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: Relationships and health education/ Identity, society and equality

- Pupils learn about the different types of family and how their home life is special
- Pupils learn about what makes themselves and others special
- Pupils learn about roles and responsibilities at home and school
- Pupils learn about being co-operative with others

RE: Threshold Concepts

Pupils working towards the age-related expectations for their year group will be able to:	Pupils working at the age-related expectations (ARE) for this year group will be able to:	Pupils who are deepening and widening their knowledge and understanding will be able to:
• Explore places of worship and look at special objects and symbols.	• Talk about places of worship and the objects and symbols they might see.	• Talk about why places of worship are special for some people and say how this is demonstrated.



Year: One Term: Spring 2 Topic: Growth and Green Fingers



	● Notice what happens in special places or on special occasions and respond to questions about this	● Explore details of customs, symbols and practices and ask questions.
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