



Planned Curriculum Content

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

Texts: **Stick Man, Owl Babies, The Story of the Chinese Zodiac, The Scarecrows Wedding.**

Writing Styles and Genres: **Fiction (same author). Stories from another culture**

Subject: History- Chronology

The children will learn to:

- Ask questions about the past such as: What was childhood like for our parents/grandparents?
- Ask questions about toys of the past such as: What toys were available to our parents/ grandparents? What materials were they made from?
- Observe evidence from parents and grandparents to find out answers to their questions.
- Use artefacts, pictures and stories to find out about the past.
- Place dates of birth and events in order on a timeline.
- Label timelines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives.

Maths

White Rose Unit: Addition and Subtraction (within 20)

White Rose Unit: Place Value (within 50)

White Rose Unit: Length and Height

White Rose Unit: Weight and Volume

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

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 15 → 21)

Music - Music Express - Unit: 12 (Water) and 2 (Number)

RE - Leeds Agreed Syllabus – Why are festivals important? (New Pennine Scheme)

PSHCE - You, Me and PSHE - Unit: Feelings
Computing – Purple Mash – Unit: 1.5 (Maze Explorers) and 1.6 (Animated Story Books).

Specific Planned Content
Across The Curriculum

Subject: Art- Portraits

The children will learn to:

- Describe the work of Pablo Picasso
- Use some of the ideas of Pablo Picasso to create self portraits
- 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.



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: Determination and Resilience	Our knowledge organiser will be focussed on understanding chronology. It will be used to help the children learn the essential knowledge and vocabulary that they need for the our History theme.	Texts by Julia Donaldson will drive our English curriculum. In Art, we will be looking at the work of Pablo Picasso.	Through our curriculum work in R.E we will be exploring special celebrations in the Christian and Islamic faith. In PSHE, we will be learning about emotions and discussing ways to help others when they feel unhappy.

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: Pablo Picasso



- Respond to ideas and starting points. - Explore ideas and collect visual information. - Explore different methods and materials as ideas develop.	- 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.	- Describe the work of notable artists, artisans and designers. - Use some of the ideas of artists studied to create pieces.
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Computing: Threshold Concepts

Computer Science:	Information Technology:	Digital Literacy:
- 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 understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons.

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:
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• 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	• N/A	• Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate	• N/A
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Languages (French): Threshold Concepts

n/a

n/a

Music: Threshold Concepts

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
• Use voices to create descriptive sounds (Unit 12)	• Identify and keep a steady beat using instruments (Unit 2) • Use instruments to create descriptive sounds (Unit 12)	• N/A	• Create a picture in sound (Unit 12)	• Recognise and respond to changes in tempo in music (Unit 2) - Understand musical structure by listening and responding through movement (Unit 12)	• N/A



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

PSHE: Threshold Concepts

Mental Health and Emotional Wellbeing: Feelings

Pupils learn about different types of feelings

- can name different feelings (including emotions that make us feel good and not-so-good)
- recognise that people may feel differently about the same situation
- can identify how different emotions look and feel in the body

Pupils learn about change or loss and how this can feel

- are able to give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school)
- can describe how people might feel when there is a change or loss
- recognise what they can do to help themselves or someone else who may be feeling unhappy

RE: Threshold Concepts

How do we celebrate special events?

-Name some celebrations and talk about how these are celebrated	-Talk about their experiences and feelings connected to celebrations or customs	-Notice what happens and respond to questions about the meanings of religious celebrations
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Year: One Term: Spring 1 2025 Theme: Family Album

