



Planned Curriculum Content

Literacy - See the Long and Medium Term Planning for specific planned content.
Texts: *Where's My Teddy?*, *Cuddly Dudley*, *The Perfect Pet*, *The Perfect Present*

Writing Styles and Genres: Fiction and Non-Fiction.

Maths

White Rose Unit: Place Value (within 10)
White Rose Unit: Addition and Subtraction (within 10)

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

Subject: Art: Clay Sculpture

- Describe the work of Paul Smith.
- Explain and identify 'sculptures'. What is a sculpture? What are sculptures made from?
- Observe and compare art work by Paul Smith. What are the similarities and differences? What techniques has he used to create his sculptures?
- Design a clay sculpture (Antarctic animal) using inspiration from Paul Smith.
- Add lines and texture to designs using a variety of pencil techniques.
- Use techniques such as rolling and moulding to form and join multiple pieces of clay.
- Use moulding tools to add lines and texture to clay sculptures.

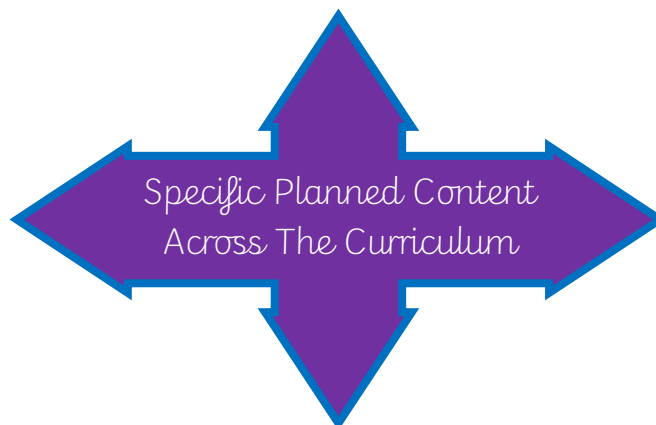
Subject: Science: The Four Seasons

The children will learn to:

- Observe the different changes across the four seasons.
- Observe the changes of plants, trees and animal behaviours.
- Observe and describe weather associated with each season.
- Name the months associated with each season.
- Describe how day length varies throughout the seasons.
- The children will work scientifically by making tables and charts about the weather.

Daylight hours each month:

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Hours of Daylight	13	11	9	8	8	10	12	14	15	16	16	14



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 1 → 7)

Music - Music Express - Unit: Animals and Seasons
RE - Leeds Agreed Syllabus - Unit: Why are stories important?

PSHE - You, Me and PSHE - Unit: Fun times
Computing - Purple Mash - Unit: **Online Safety & Exploring Purple Mash. Grouping and Sorting.**





Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
This half term there will be a whole school focus on our core value of Mutual Respect through our whole school and key stage assemblies, circle times, RE and PSHE teaching.	Our knowledge organiser about the seasons will help us to revisit and embed our knowledge.	In art, we will study the local artist Paul Smith and understand how he creates his work.	In R.E we will look at the different stories within the Bible and Quran. We will learn how these stories are used by Christians and Muslims in their daily lives.

Assessment of Threshold Concepts

Science: Threshold Concepts		
Scientific Concepts:		Working Scientifically:
Seasonal Change: • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.		• Secondary research. • Spotting patterns. • Observation over time. • Grouping and classifying
Art and Design: Threshold Concepts		
Developing Ideas:	Mastering Techniques:	Taking Inspiration from the Greats: Paul Smith



- 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 clay as a materials - Use techniques such as rolling, moulding and carving. Drawing: - Draw lines of different sizes and thickness. - Show pattern and texture by adding dots and lines.	- 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:
	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Design and Technology: Threshold Concepts

Design, Make, Evaluate and Improve	Take Inspiration from Designs Throughout History	Master Practical Skills
N/A in Autumn 1		

Geography: Threshold Concepts

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
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•	•	• I know what seasons are and how they relate to the months of the year. • I can describe the features of each of the seasons using appropriate vocabulary to describe weather patterns. • I can compare the four seasons.	•
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History: Threshold Concepts

Investigate and interpret the past:	Build an overview of world history:	Understand chronology:	Communicate historically:
• N/A in Autumn 1 	• •     	• 	• 

Languages (French): Threshold Concepts

Listening and speaking	Reading and writing	Stories, songs, poems and rhymes	Grammar



Music: Threshold Concepts

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
• Sing a song with contrasting high and low melodies (Unit 3)	• 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: e.g. Mental Health and Emotional Wellbeing

- Pupils learn about food that is associated with special times, in different cultures
- Pupils learn about active playground games from around the world



- Pupils learn about sun-safety

RE: Threshold Concepts

Pupils working *towards* the age-related expectations for their year group will be able to:

- Listen to stories from special books

Pupils working *at* the age-related expectations (ARE) for this year group will be able to:

- Talk about books which are special to them and books which are special to religious believers.
 - Notice how some books are special to religious believers, and talk about how they are treated
 - Recall and talk about some religious stories
- Respond to questions about the meanings of stories

Pupils who are *deepening and widening* their knowledge and understanding will be able to:

- Explain why special books might be treated in particular ways
- Explore a range of stories
- Respond sensitively with their own ideas about the meanings of special stories