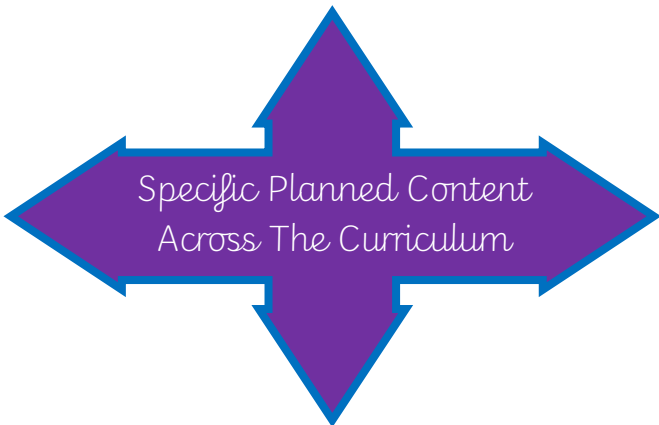




Planned Curriculum Content

Literacy - <i>See the Long and Medium Term Planning for specific planned content.</i> Texts: Goodnight Mr Tom, Poppy Field – Michael Morpurgo, Christmas Truce (clip) Writing Styles and Genres: Letters (formal and informal), setting description, character description (show not tell), diary entry	Maths White Rose Unit: Multiplication & Division A (continued) Fractions A <i>See the Long Term Plan for detailed small steps which set out the specific planned content.</i>	
Subject : History The children will learn to: Use sources of evidence to deduce information about the past, understanding that no one source gives a full picture. Read letters and diaries about the varied experiences of women across the centuries. Describe the main changes in a period of history Use dates and terms accurately in describing events; order on a timeline. Use appropriate historical vocabulary to communicate, including dates, era, chronology, continuity, change, legacy.	 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 7 → 13) Music - Music Express - Unit: Our Community PSHE - You, Me and PSHE - Unit: <i>Identity, society and equality</i> Computing – Purple Mash – Unit: 5.2 Online Safety & 5.3 Spreadsheets French – Twinkl – Getting to know you	Subject: Design and Technology The children will learn to: Generate innovative ideas through research and discussion with peers and adults to develop an accompaniment to a seasonal soup (e.g. bread, savoury scone or muffin) • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. Carry out sensory evaluations of a range of relevant products and ingredients. • Evaluate the final product with reference back to the design brief and design specification. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary.



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 caring for our world through assemblies, circle time and PSHE teaching.	Our knowledge organisers will be focused on History It will be used to help the children learn the essential knowledge and vocabulary that they need for the subject. We will also use quizzes to re-cap on previous learning and to show what has been learned at the end of a unit.	We will look at the influence of Emmeline Pankhurst and Mary Wollstonecraft and their role in promoting equal rights for women.	Wetherby High School will deliver French sessions to Year 5 & Year 6 as part of a community project.

Assessment of Threshold Concepts

Science: Threshold Concepts		
Scientific Concepts:	Working Scientifically:	
Computing: Threshold Concepts – Online Safety - Spreadsheets		
Computer Science:	Information Technology:	Digital Literacy:
I know the importance of computer networks and how they help solve	I can search precisely when using a search engine. For example, I know I can add	I have a secure knowledge of online safety rules taught at school.



problems and enhance communication. - I recognise the main dangers that can be perpetuated via computer networks. - I can explain what personal information is and know strategies for keeping this safe. - I can use the most appropriate form of online communication according to the digital content. For example, use 2Email, 2Blog and Display Boards.	additional words or removes words to help find better results. - I can explain in detail how accurate, safe and reliable the content is on a webpage. - I can make appropriate improvements to digital work I have created. - I can comment on how successful a digital solution is that I have created. - I can work collaboratively with others creating solutions to problems using appropriate software such as 2Code	- I can demonstrate the safe and respectful use of different online technologies and online services. - I always relate appropriate online behaviour to my right to have personal privacy. - I know how to not let my mental wellbeing or others be affected by use of online technologies and services.
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Design and Technology: Threshold Concepts

Design, Make, Evaluate and Improve	Take Inspiration from Designs Throughout History	Master Practical Skills
Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high-quality finish • Use prototypes		Select appropriate units of measure of measure ingredients precisely • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures

History: Threshold Concepts -The Changing Role of Women

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



• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past.	      	 • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events.	 • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. 
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Languages (French): Threshold Concepts – Getting to know you

Listening and speaking	Reading and writing	Stories, songs, poems and rhymes	Grammar
• Present ideas and information orally to a range of audiences in the context of revising what they have learned in French so far • Listen attentively to spoken language and show understanding by joining in and responding; in the context of	• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; in the context of investigating typical French names. • Broaden their vocabulary and develop their ability to	• Appreciate stories, songs, poems and rhymes in the language; in the context of a traditional fable.	• Understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English • To use the simple future tense



talking about what they want to do when they grow up. - Describe people, places, things and actions orally and in writing in the context of describing themselves. - I can select key words for descriptions	understand new words that are introduced into familiar written material, including through using a dictionary; in the context of describing emotions. - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of writing personal presentations. - I can remember appropriate language to express my ideas. - Describe people, places, things and actions orally and in writing in the context of describing themselves. I can select key words for descriptions		- In the context of describing emotions - In the context of predicting what's going to happen - To use the near future tense - To select the appropriate form of a word for the context.
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Music: Threshold Concepts – Our Community

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
Learning to sing a song. Extending arrangements of a song. Learning to sing a song from musical heritage.	Understanding metre through singing and playing instruments.	Developing accompaniments using ostinato and inverted or improvised rhythms. Rehearsing a performance.	Conducting a metre of four. Conducting metres of two and three. Writing lyrics. Developing a performance by adding other media.		Performing with an awareness of audience.

PE: Threshold Concepts (Highlight focus areas for Half Term)

KS1		
Agility	Balance	Co-ordination
Body Awareness Dodging and Evading	Balancing Equipment Dynamic Balance	Combination of Skills Differentiating Force



Flexibility and Movement Reaction Rotation Travelling	Generating Force Through Transfer of Weight Points of Contact Static Balance Understanding Base	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: Physical Health and Wellbeing:		
Pupils learn: to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact - understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture - can recognize and challenge gender stereotypes - understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour		
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:
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