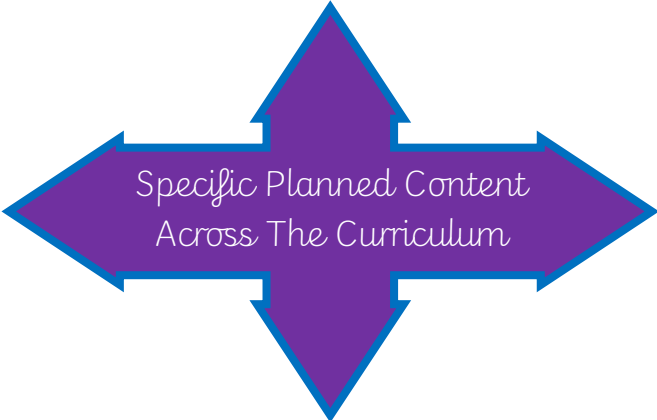




Planned Curriculum Content

Literacy - <i>See the Long and Medium Term Planning for specific planned content.</i> Texts: Butterfly, Lion, The Highwayman Poetry Writing Styles and Genres: Poetry, narrative, discussion texts	Maths White Rose Unit: Decimal & Percentages White Rose Unit: Perimeter & Area <i>See the Long Term Plan for detailed small steps which set out the specific planned content.</i>	Subject : Geography The children will learn to: • locate the key rivers of the world. • describe and understand key aspects of physical geography, including: rivers. • explain the water cycle. • describe the key features of a river system. • describe how water erodes a river bank. • describe how deposition changes the shape of a river. • describe how waterfalls are formed. • identify how some rivers are used.
Subject: Science The children will learn to: • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the reproduction process in some plants and animals. • Use classification keys to classify living things into broad groups, according to common observable characteristics. • Give reasons for classifying plants and animals based on specific characteristics • Plan and carry out enquiries about habitats within the school grounds. • Report on the findings of enquiries, presenting ideas both written and orally.	 Specific Planned Content Across The Curriculum	Subject: Art The children will learn to: • Comment on the work of Orla Kiely, using a fluent grasp of visual language • Take inspiration from Orla Kiely's bold, simple prints that are inspired by nature • Create original nature-inspired designs that reflect Orla Kiely's style and influence • Develop these designs into ceramic mosaics.
	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 14→19) Music - Kapow- Unit: Holi Festival RE - Leeds Agreed Syllabus – Unit: FUT.11 What is the significance of Easter, Ascension and Pentecost? PSHE - You, Me and PSHE - Unit: Healthy relationships – puberty, gender stereotyping, relationships Computing – Purple Mash – Unit: 5.5 Game Creator 5.6 3D Modelling French – Twinkl – Unit: All About Ourselves	



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared values will be: Trust	Our knowledge organiser will be focused on Science: Living Things in Their Habitats. 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 study the work of the Irish fashion designer, Orla Kiely. We will take inspiration from her simple prints and bold colours, that use the theme of nature, to create our own designs. These will then be developed into ceramic mosaics.	In R.E we will explore how and why different Christians celebrate festivals, including Easter, Ascension and Pentecost.

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. - Describe the life process of reproduction in some plants and animals. Describe how living things are classified into broad groups according to common observable characteristics. - Give reasons for classifying plants and animals based on specific characteristic	- Plan enquiries, including recognising and controlling variables where necessary - Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. - Take measurements, using a range of scientific equipment, with increasing accuracy and precision. - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. - Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. - Present findings in written form, displays and other presentations - Secondary research



Art and Design: Threshold Concepts

Developing Ideas:	Mastering Techniques:	Taking Inspiration from the Greats:
- Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively in a sketch book. - Use the qualities of materials to enhance ideas. - Comment on artworks with a fluent grasp of visual language	- Mix textures (rough and smooth, plain and patterned). - Combine visual and tactile qualities. - Use ceramic mosaic materials and techniques.	- Take inspiration from and use some of techniques used by notable artists and designers. - Show how the work of those studied was influential in both society and to other artists. - Create original pieces that show a range of influences and styles

Computing: Threshold Concepts

Computer Science:	Information Technology:	Digital Literacy:
I can test and debug my programs as I work	- I can make appropriate improvements to the digital work I have created. - I can comment on how successful a digital solution is that I have created. For example, a program built in 2Code that sorts decimals numbers. - I can work collaboratively with others creating solutions to problems using appropriate software.	- I have a clear knowledge of online safety taught at school - I can demonstrate the safe and respectful use of 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 well-being or others be affected by the use of online technologies and services ..

Design and Technology: Threshold Concepts – N/A



Design, Make, Evaluate and Improve		Take Inspiration from Designs Throughout History	Master Practical Skills
Geography: Threshold Concepts			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
	I can compare and contrast water availability and usage in the UK and Kenya.	- I can name and describe the Earth's bodies of water, including seas, oceans, lakes, reservoirs, bays, gulfs, straits, glaciers and fjords. - I know that some of the Earth's bodies of water have salt water and some have fresh water. - I can understand and explain the water cycle using appropriate vocabulary, including precipitation, infiltration, evaporation, transpiration, condensation and transportation. - I can explain why the water cycle is important for our planet. - I can draw and label a diagram of the water cycle. - I can describe some of the ways in which people need water every day to live. - I know that water is pumped into a water treatment plant, then pumped into houses for the water we use every day.	- I can use a water quality map and an atlas to identify countries in the world where everyone has access to clean water, most people have access to clean water and most people do not have access to clean water. - I can identify local bodies of water on a map. - I can use fieldwork to observe, measure, record and present information about a local body of water.



- I can describe the six steps in the water treatment process.
- I know what the term 'water conservation' means and why this is important.
- I know that Kenya is a water-scarce country.
- I can explain what hydropower is and how it can be used to contribute to a sustainable future.
- I can identify the positive and negative aspects of using hydropower.
- I can carry out my own research into a particular hydroelectric dam around the world.

History: Threshold Concepts - N/A

Investigate and interpret the past:

Build an overview of world history:

Understand chronology:

Communicate historically:



 Artefacts	 Culture and pastimes Travel and exploration Beliefs Location Conflict Society	 Main events	 Vocabulary
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Languages (French): Threshold Concepts

Listening and speaking	Reading and writing	Stories, songs, poems and rhymes	Grammar
- To listen attentively to spoken language and show understanding by joining in and responding in the context of body parts. - To speak in sentences, using familiar vocabulary, phrases and basic language structures - To describe people, places, things and actions orally and in writing in the context of activities in the classroom or around school.	To describe people, places, things and actions orally and in writing in the context of activities in the classroom or around school.		- To understand basic grammar appropriate to the language being studied in the context of describing what someone is wearing. - To understand basic grammar; key features and patterns of the language; how to apply these in the context of talking about feelings. - To understand basic grammar appropriate to the language being studied in the context of talking about ailments.

Music: Threshold Concepts

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
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- Create a vocal composition in response to a picture and justify their choices using musical terms. - Create a vocal composition in response to a colour.	Work as a group to perform a piece of music	Work as a group to perform a piece of music	- Record their compositions in written form. - Create a graphic score and describe how this matches the general structure of a piece of music.	Suggest a colour to match a piece of music.	Suggest a colour to match a piece of music.
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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	Accuracy Dribbling Fielding and Catching Passing Shooting	Agility Control Physical Processing Power Speed



Understanding Rules	Striking	Strength
PHSE: Threshold Concepts		
Relationship & Sex Education (RSE): Healthy Relationships		
Children will learn: Pupils learn about the changes that occur during puberty (revisit prior learning) · Pupils learn about how puberty affects emotions and behaviour, and strategies for dealing with the changes associated with puberty (revisit prior learning) · Pupils learn strategies to deal with feelings within relationships · Pupils learn about human reproduction (how a baby is made) in the context of the human lifecycle (linked to science topic) · Pupils learn where to find support and advice when they need it		
RE: Threshold Concepts		
Pupils working <i>towards</i> the age-related expectations for their year group will be able to:	Pupils working <i>at</i> the age-related expectations (ARE) for this year group will be able to:	Pupils who are <i>deepening and widening</i> their knowledge and understanding will be able to:
Pupils working towards the age-related expectations will: • Respond thoughtfully to questions about Easter, Ascension and Pentecost. • Describe and give examples of some Christian beliefs about Jesus' death, resurrection and ascension.	Pupils working at the age-related expectations (ARE) for KS2 will be able to: • Weigh up different ideas about Jesus' resurrection, considering Gospel narratives. • Summarise Christian beliefs about Jesus' kingship and the Kingdom of God. Show understanding of these terms and weigh up what they mean for Christians.	In order to broaden and deepen their learning, some pupils might: • Compare and contrast Bible accounts of Jesus' resurrection • Weigh up different points of view about victory and kingship using parables from the gospels. • Give a considered response to how different Christians celebrate festivals,



Year: 5 Term: Spring 2 Topic: Water World



	• Explain how and why Pentecost is celebrated today.	including Easter, Ascension and Pentecost
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