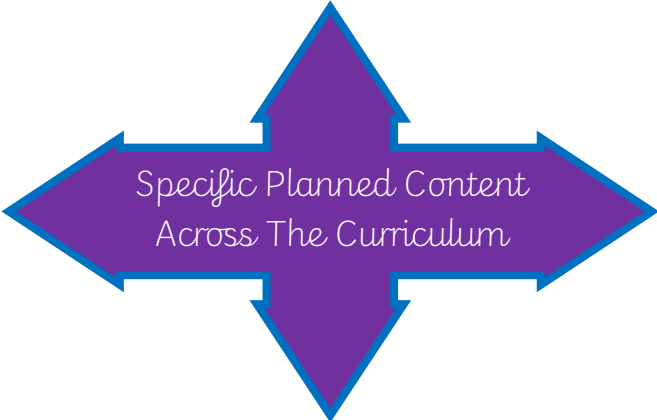




Planned Curriculum Content

Literacy - <i>See the Long and Medium Term Planning for specific planned content.</i> Texts: Street Child Writing Styles and Genres: diary entry, characters perspective, descriptive writing	Maths White Rose Unit: Shape Position & Direction Decimals <i>See the Long Term Plan for detailed small steps which</i>	Subject: D.T - Textiles (pencil cases) The children will learn to: *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. *select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. *understand how key events and individuals in design and technology have helped shape the world.
Subject: Local History study/ Victorian link The children will learn to: - *Use sources of evidence to deduce information about the past. How was Queen Victoria welcomed on her visit to Leeds in 1858? What do drawings show? Did all sections of society take part and feel the same? *Seek out and analyse a wide range of evidence in order to justify claims about the past. *Identify continuity and change in the history of the locality of the school – housing and places of work. *Place the Victorian era on a World timeline *show key historical events or lives of significant people (Dr Barnardo and Lord Shaftesbury) * Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). * Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children – working children and schooling.	 Specific Planned Content Across The Curriculum	Subject:
	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 lesson 20 - 24 Music - Kapow - Unit: South & West Africa French- Unit: Friends & Family PSHE - You, Me and PSHE - Unit: Drug, Alcohol & Tobacco Education: Different Influences Computing – Purple Mash - 5.7 Concept Maps - 5.8 Word Processing History- Local Study / Victorian focus R.E – CU2.4 Why do some people go on a pilgrim?	



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 co-operation , through assemblies, circle time and PSHE teaching.	Our knowledge organiser will be focused on History – Wetherby now and in the Victorian times . This will be used to help the children to learn the essential knowledge and vocabulary that they need for the subject.	We will learn about the successful reign of Queen Victoria as Britain consolidated the British Empire and underwent industrialisation. We will study the impact of social reform led by Victorian philanthropists Dr Barnardo and Lord Shaftesbury.	Through our local history study of Wetherby and Leeds, we will learn about social, economic and legal differences and changes across time and areas.

Assessment of Threshold Concepts

Science: Threshold Concepts N/A

Scientific Concepts:	Working Scientifically:
*	

Computing: Threshold Concepts – Concept Maps & Word Processing

Computer Science:	Information Technology:	Digital Literacy:
	- 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. - I can work collaboratively with others creating solutions to problems using appropriate software such as 2Code. - I can use collaborative modes such as within 2Connect to work with others and share it/	- I can use the most appropriate form of online communication according to the digital content. e.g 2Email, 2Blog and Display Boards - I have a clear knowledge of online safety rules taught at school - 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 well-being or others be affected by the use of online technologies and services
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Design and Technology: Threshold Concepts – Textiles – Pencil Cases

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, cross-sectional diagrams and computer aided designs to represent designs	• Understand how key events and individuals in design and technology have helped shape the world (History of pencil cases) • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience	• Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion)

History: Threshold Concepts - local history study/ Victorian focus

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. • Seek out and analyse a wide range of evidence in order to justify claims about the past.	• Identify continuity and change in the history of the locality of the school. • Describe the social and cultural diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	• 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.

Languages (French): Threshold Concepts – Friends & Family

Listening and speaking	Reading and writing	Stories, songs, poems and rhymes	Grammar
*To speak in sentences, using familiar vocabulary, phrases and basic language structures * To present ideas and information orally to a range of audiences in the context of talking about homes. * To describe people, places, things and actions orally* and in writing; * To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of describing pets and animals.	*To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary in the context of talking about objects in the home *To describe people, places, things and actions orally* and in writing	*To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; *Appreciate stories, songs, poems and rhymes in the language in the context of farm animals (join in a French version of a familiar song)	*To understand basic grammar appropriate to the language in the context of introducing family members

Music: Threshold Concepts – South & West Africa

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.	Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time	Improvising coherently within a given style.	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music



To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.	with others and communicating with the group. Using staff notation to record rhythms and melodies. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once.		dimensions of music to add musical interest. Using staff notation to record rhythms and melodies.	using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.
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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	Accuracy Dribbling Fielding and Catching	Agility Control Physical Processing



Tactical Variation Team Work Understanding Rules	Passing Shooting Striking	Power Speed Strength
PHSE: Threshold Concepts		
Theme: Drug, Alcohol & Tobacco Education: different influences		
Pupils learn: • Different influences - the risks associated with smoking drugs. • The different influences on drug use – alcohol, tobacco and nicotine products. • Strategies to resist pressure from others about whether to use drugs and alcohol.		
RE: Threshold Concepts: CU2.4 Why do some people go on a pilgrim?		
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:
• Explore and describe feelings about special journeys and places • Describe some special places and journeys	• Describe and explain some amazing, puzzling or mysterious experiences associated with places of pilgrimage. • Suggest reasons why special places and journeys make people ask big questions about life. • Express ideas about new insights pilgrims might gain from their journey	• Explore a wider range of special places and journeys, identifying connections between them. • Explain why places of pilgrimage inspire and influence believers.