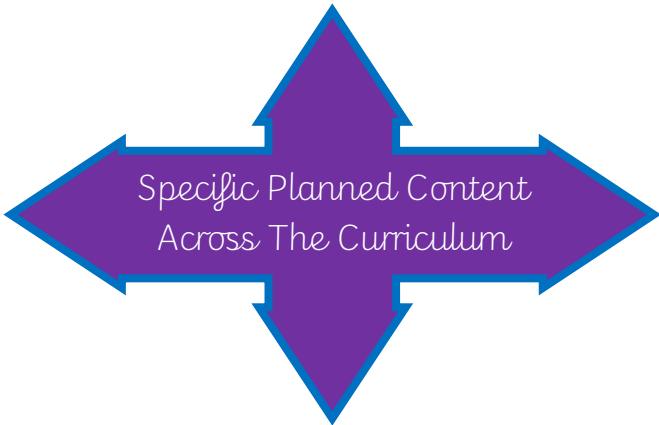




Planned Curriculum Content

Literacy - See the Long and Medium Term Planning for specific planned content. Texts: Alma Clip, The Lion, the Witch & The Wardrobe Writing Styles and Genres Narrative, Persuasive, news report	Maths White Rose Units: Decimals Negative numbers Converting Units Measurement Volume	Subject : History The children will learn to: - Describe the social hierarchy of Ancient Egypt, focussing on the rule of the Pharaoh over his subjects who had different jobs and varying degrees of importance e.g. Viziers, peasant farmers. - Describe the beliefs in Gods and Goddesses, and the Afterlife. - Describe the roles, responsibilities and pastimes of men, women and children. - Use sources of evidence to find out about the past. - Use timelines and historical vocabulary to explain the chronology of the Ancient Egyptian times.
Subject: Science The children will learn to: - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. - Plan and carry out fair tests that demonstrate the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. - Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect - Take and record measurements accurately and explain findings orally and in written form.	 Specific Planned Content Across The Curriculum	Subject: Art The children will learn to: - Present ideas imaginatively in a sketch book. - Show life-like qualities and real-life proportions. - Use frameworks (such as wire or moulds) to provide stability and form. - Use the qualities of acrylic paints to create visually interesting pieces. - Create original pieces that show a range of influences and styles.
	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 25 →31) Music - Ukulele lessons RE - Leeds Agreed Syllabus – FU2.12 Should we forgive others? PSHE - You, Me and PSHE - Careers, financial capability and economic wellbeing: Borrowing and earning money. Computing – Purple Mash – Unit: 5.8 Word Processing	



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: forgiveness. This will be a whole school focus through assemblies and circle/ discussion times and discussed in R.E lessons.	Our knowledge organisers will be focused on Science: Forces and History: Ancient Egypt. 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 find out about continuity and change during the reigns of the Great Pharaohs of Ancient Egypt. We will study Fernand Leger's and Man Ray's art work in our Art lessons and will use their influence in our own work.	In R.E, we will learn about how forgiveness and reconciliation are dealt with by various religious and non-religious groups in the community.

Assessment of Threshold Concepts

Science: Threshold Concepts - Forces

Scientific Concepts:	Working Scientifically:
- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. - Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. - Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.	- 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. • Use test results to make predictions to set up further comparative and fair tests.



Art and Design: Threshold Concepts – Sculpture - Egyptian masks

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	Sculpture: • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. Painting: • Use the qualities of acrylic paints to create visually interesting pieces. Drawing: • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict perspective and shadows.	• 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 – 5.8 Word Processing 5.9 Using External Devices

Computer Science:	Information Technology:	Digital Literacy:
• I can use the most appropriate form of online communication according to the digital content. For example, use 2Email, 2Blog and Display Boards. • I can make more complex real-life problems into algorithms for a program. • I can test and debug my programs as I work	• 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. For example, a program built in 2Code that sorts decimals numbers • I can work collaboratively with others creating solutions to problems using appropriate software such as 2Code.	• I can use the most appropriate form of online communication according to the digital content. For example, use 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 can convert (translate) algorithms that contain sequence, selection and repetition into code that works. • I can use sequence, selection, repetition, and some other coding structures in my code. • I can organise my code carefully, for example, by naming variables and using tabs. I know this will help me debug more efficiently. • I can use logical methods to identify the cause of any bug with support to identify the specific line of code.		• 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

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

Geography: Threshold Concepts

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
N/A	N/A	N/A	N/A

History: Threshold Concepts – Ancient Egypt

Investigate and interpret the past:	Build an overview of world history:	Understand chronology:	Communicate historically:
• Use sources of evidence to deduce 	• Describe the social, ethnic, cultural or religious diversity of past society.	• Describe the main changes in a period of history (using terms such as: social, 	• Use appropriate historical vocabulary to communicate, including: • dates 



information about the past. • Select suitable sources of evidence, giving reasons for choices • Understand that no single source of evidence gives the full answer to questions about the past	• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	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.	• time period • era • chronology • continuity • change • century • decade • legacy
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Languages (French): Threshold Concepts- Family & Friends

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 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a (bilingual) 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; To recognise and repeat rhyming words Appreciate stories, songs, poems and rhymes in the language in the context of farm animals.	To understand basic grammar appropriate to the language in the context of introducing family members,



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 vary my sentences by changing the vocabulary To add detail to a sentence by adding adjectives	To use a bilingual dictionary to translate unknown words	To join in a French version of a familiar song	
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Music: Threshold Concepts – Ukulele lessons provided by external teacher

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
	• Play and perform in solo and ensemble contexts, using musical instruments with increasing accuracy, fluency, control and expression				

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

KS1



Agility Body Awareness Dodging and Evading Flexibility and Movement Reaction Rotation Travelling	Balance Balancing Equipment Dynamic Balance Generating Force Through Transfer of Weight Points of Contact Static Balance Understanding Base	Co-ordination Combination of Skills Differentiating Force Organising Limbs Receiving Sending Timing
KS2		
Cognitive Anticipation Evaluation Peer Mentoring Tactical Variation Team Work Understanding Rules	Manipulation Accuracy Dribbling Fielding and Catching Passing Shooting Striking	Physical Agility Control Physical Processing Power Speed Strength
PHSE: Threshold Concepts		
Theme: Borrowing and Earning Money		
• Pupils learn that money can be borrowed but that there are risks associated with this. • Pupils learn about enterprise. • Pupils learn what influences people's decisions about careers		
RE: Threshold Concepts – Should we forgive others?		
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:
• Describe ways in which people show that they are sorry. • Describe the teaching and example of Jesus about forgiving people	• Give a considered response to why it is hard to 'make up' or apologise in a conflict.	• Explain some ways in which they have faced the challenges of reconciliation or forgiveness in the light of religious teachings



• Make links between the teachings they study and their own views and behaviour	• Identify and explain their own ideas about Jesus' teaching regarding forgiveness and reconciliation. • Discuss and give examples of how some modern individuals have faced the challenge of forgiveness.	• Explore and express their views about the consequences of forgiveness for themselves • Give a considered response to the examples of reconciliation studied suggesting how these examples have followed Christian teaching.
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