



Planned Curriculum Content

Literacy - See the Long and Medium Term Planning for specific planned content.

Texts: Charlie and the Chocolate Factory

Writing Styles and Genres

Persuasive writing

Narrative

Letter

Maths

White Rose Unit: Multiplication and Division/
Length and Perimeter

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

Science: Forces and Magnets

The children will learn:

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Children will work scientifically throughout the topic. See below for additional detail.

Specific Planned Content
Across the Curriculum

DT: Food – Healthy Dips and Dippers

The children will learn to:

Design, make, evaluate and improve:

- Design with purpose by identifying opportunities to design.
- Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design. Take inspiration from designs throughout history: (Recipes for smoothies)
- Identify some of the great designers in all of the areas of study to generate ideas for designs.
- Improve upon existing designs, giving reasons for choices. Master Practical Skills: Food
- Prepare ingredients hygienically using appropriate utensils.
- Measure ingredients to the nearest gram accurately.
- Follow a recipe.
- Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking)

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 16 → 21)

Music – Kapow – Unit: Creating compositions

RE – Leeds Agreed Syllabus – Unit Why do the lives of the Gurus inspire Sikh believers?

PSHE – You, Me and PSHE – Unit: Identity, society and equality.

Computing – Purple Mash – Unit: Touch Typing/Email

Geography: Our European Neighbours

The children will learn to:

- Identify European countries based on human features, such as language, flag and currency.
- Identify the capital cities of Europe.
- Compare two European capital cities according to their human and physical features. • Use independent research to explore the human and physical features of a particular European country.
- Locate the countries of Europe, including Russia, on a map of Europe.
- Locate the capital cities of Europe on a map.
- Compare the human and physical geography of London and Paris.
- Ask and answer questions to help compare and contrast London and Paris.
- Name different countries in Europe.
- Name the seas and oceans surrounding Europe.



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus and value will be: Compassion	Our Knowledge organiser will focus on forces and magnets. It will be used to help the children learn the essential knowledge and vocabulary that they need for the subject. Low stake tests and quizzes will be conducted and revisit slides used to support knowledge acquisition and retention across the curriculum.	In DT we will look at the products made by a number of high profile and successful smoothie makers. We will use their products as inspiration for our work. In addition, during our work on forces and magnets we will discuss Sir Isaac Newton and his discovery of the laws of gravity. We will also celebrate the work of Roald Dahl through our Literacy text, Charlie and the Chocolate Factory.	Through our curriculum work in RE, we will be exploring the Sikh faith, including values, teachings and important figures. Using Young Citizens, we will also learn about what it means to be a citizen in our community.

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
• Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials based on whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing.	• Ask relevant questions and using different types of scientific enquiries to answer them. • Set up simple practical enquiries, comparative and fair tests • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions



		Use straightforward scientific evidence to answer questions or to support their findings	
Computing: Threshold Concepts			
Computer Science:	Information Technology:		Digital Literacy:
	• To introduce typing terminology. • To understand the correct way to sit at the keyboard. • To learn how to use the home, top and bottom row keys. • To practice and improve typing for home, bottom, and top rows. • To practice the keys typed with the left hand. • To practice the keys typed with the right hand.		• To think about the different methods of communication. • To open and respond to an email. • To write an email to someone from an address book. • To learn how to use email safely. • To learn how to use email safely. • To add an attachment to an email. • To explore a simulated email scenario.
Design and Technology: Threshold Concepts			
Design, make, evaluate and improve	Take inspiration from designs throughout history		Master Practical Skills
• Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design.	• Identify some of the great designers in all of the areas of study to generate ideas for designs. • Improve upon existing designs, giving reasons for choices		• Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking)
Geography: Threshold Concepts			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
• I can name different countries in Europe. • I can name the seas and oceans surrounding Europe.	• I can compare the human and physical geography of London and Paris.	• I can identify European countries based on human features, such as language, flag and currency.	• I can locate the countries of Europe, including Russia, on a map of Europe. • I can locate the capital cities of Europe on a map.



	• I can ask and answer questions to help me compare and contrast London and Paris.	• I can identify the capital cities of Europe. • I can compare two European capital cities according to their human and physical features. • I can use independent research to explore the human and physical features of a particular European country.	
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Languages (French): Threshold Concepts – Family and Friends

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 family. • Broaden vocabulary; and link the spelling, sound and meaning of words; conjugate high-frequency verbs in the context of pets. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of the alphabet.	• Develop ability to understand new words that are introduced into familiar written material, including through using a dictionary	• Explore the patterns and sounds of language through songs and rhymes	

Music: Threshold Concepts

Listening and Evaluation	Notation	Improvising and Composing	Performing	Creating Sound
• Listen with attention to detail and recall sounds with increasing aural memory	• Use and understand staff and other musical notations	• Improvise and compose music for a range of purposes using the inter-related dimensions of music	• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing	• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with



•Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		•Use and understand staff and other musical notations	accuracy, fluency, control and expression •Use and understand staff and other musical notations	increasing accuracy, fluency, control and expression •Improvise and compose music for a range of purposes using the inter-related dimensions of music
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PE: Threshold Concepts (Highlight focus areas for Half Term)

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 & Stamina

PSHE: Threshold Concepts

Identity, society and equality

Celebrating Difference

Pupils learn:

- To value the similarities and differences between themselves and others
- what is meant by 'community'
- About belonging to groups

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:
• Retell some important Sikh stories. • Recognise Sikh practices relating to the Guru Granth Sahib. • Talk about Sikh values e.g. equality, honesty.	• Give examples of Sikh beliefs and stories about their Gurus. • Describe Sikh practices relating to the Guru Granth Sahib. • Explain and give reasons for Sikh values e.g. equality, honesty.	• Suggest deeper meanings for Sikh beliefs and stories about their Gurus. • Make links between Sikh values and those of other faiths and worldviews.