Year: Two Term: Autumn 1 2025 Topic: All about me and where I live.

Planned Curriculum Content

Literacy:
Texts: Magical Yet by Angela DiTerlizzi, My Mum, My Dad, My Brother (by Anthony Browne) Town Mouse & Country Mouse by Libby Walden, Katie Morag Delivers the Mail by Mairi Hedderwick
Writing Styles and Genres: Narrative, Recount, Description, Traditional Tales



Geography: Where do I live?
The children will:
- learn about the seven continents and five oceans of the world and identify each one on a map.
- locate the UK on a world map and identify it as a country within Europe.
-find out how the UK is split into four countries; each having their own capital city and identify the national flags.
- learn about some of the human and physical features of each country in the UK.
- identify differences between villages, towns and cities and learn what the terms 'rural' and 'urban' mean.
- learn to locate Wetherby on a map and use different sources to explore their local area.
- learn what an address and understand why it is useful.
- be able to answer the question 'Where do I live?' in detail using all the information they have learnt.

Maths:

White Rose Unit: Place Value
White Rose Unit: Addition and Subtraction

Specific Planned Content Across The Curriculum

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 Scheme: (Weeks: 1 → 7)
Music – Kapow! Animals
RE - Leeds Agreed Syllabus Believing and Belonging – Unit: How do we make good choices?
PSHE - You, Me and PSHE – What keeps me healthy?
Computing – Purple Mash –Unit 2.1 Coding (Computer Science)

Science: Animals including humans
The children will:
- identify and name a variety of common animals including birds, fish, amphibians, reptiles, mammals and invertebrates.
- identify, name, draw and label the basic parts of the human body and know and understand each of the five senses.
- understand all animals, including humans, have offspring which grow into adults
-investigate and describe the basic need of animals, including humans, for survival.
-describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Art: Collage - Henri Matisse
The children will:
- learn that materials can be cut, torn and glued to create artwork
• know the primary colours (red, yellow and blue) can be mixed to create secondary colours (green, purple and orange)
• understand that colour wheels show how the colours can be mixed and changed to create warm colours and cold colours
• learn Matisse is an artist who use collage techniques in his work
• learn Matisse used a 'torn paper' technique to create his collages.
• know that Matisse took his inspiration for colour and shapes from nature and things around him.

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Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: Democracy	Our knowledge organiser will be focussed on **Where do I live?** and **Animals, including humans.** They will be used to help the children to learn the essential scientific and geographical knowledge and vocabulary they need.	Anthony Browne Henri Matisse	Through our curriculum work in RE we will be thinking about how different religions welcome new live. Through our PSHE curriculum we will be learning about making healthy choices and thinking about how we can help others within our community do this too.

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
Biology **Understand Animals and Humans:** • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Notice that animals, including humans, have offspring which grow into adults. • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).	• Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.

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• Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	

Art and Design: Threshold Concepts

Developing Ideas:	Mastering Techniques:	Taking Inspiration from the Greats:
• Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.	**Collage:** • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. **Paint:** • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.	**Henri Matisse** • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.

Computing: Threshold Concepts

Computer Science:	Information Technology:	Digital Literacy:
• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs.		

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
• name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		• use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley • use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop	• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

History: Threshold Concepts

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

Languages (French): Threshold Concepts

n/a

n/a

Music: Threshold Concepts

Performing	Improvising & Composing	Listening & Evaluating	Key Knowledge
Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short singing performances.	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.	Listening with concentration to short pieces of music or excerpts from longer pieces of music.	To know that dynamics can change the effect a sound has on the audience. To be able to recognise and name up to three instruments from Group A and B.

Standing or sitting appropriately when performing or waiting to perform. Performing actively as a group, clearly keeping in time with the beat.	Improvising simple question and answer phrases, using untuned percussion or voices. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Stating what they enjoyed about their peers' performances.	

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

PHSE: Threshold Concepts

Pupils learn about eating well • know what a healthy diet looks like • can identify who helps them make choices about the food they eat	**Pupils learn about the importance of physical activity, sleep and rest** • can describe some ways of being physically active throughout the day • explain why it is important to rest and get enough	**Pupils learn about how germs are spread, how we can prevent them spreading and people who help us stay healthy and well**

• know the benefits of a healthy diet (including oral health)	sleep, as well as be active • understand that an hour a day of physical activity is important for good mental and physical health	• know about the roles of people who help them to stay healthy (including giving vaccinations) • can describe everyday routines to help take care of their bodies, including oral health • understand how basic hygiene routines can stop the spread of disease

RE: Threshold Concepts

Key Learning	Key Questions	Key Vocabulary
The Ten Commandments are ten basic rules for Jews, Christians and Muslims. Most Muslims follow the Five pillars of Islam. The first pillar is Shahadah – a statement of faith. Zakat means giving to charity. Sikhs worship at the Gurdwara. The free food kitchen in the Gurdwara is called a langar hall. Buddhists and Hindus follow the principle of 'karma' – actions today will affect tomorrow. Stories with a moral help us to think about the consequences of our actions.	How do our school rules make our school a happy place? What do we do to show that we are keeping to the rules? Does it matter if we keep to the rules? What are the Ten Commandments? What are the five pillars of Islam? How do Christians/ Buddhists/Hindus/Muslims/Sikhs make good choices? What do religious and non-religious stories say about rules and guidelines?	Commandments, consequence, rule, guidelines, Pillars of Islam, Zakat, Shahadah, Sikh, gurdwara, Langar, Buddhist, Buddha, Karma, atman, Ganesh, dana Other key words: choice, compliment, positive, negative, obey, obligation, value