Year: Two Term: Autumn 2 Topic: The Gunpowder Plot and Living in a material world.

Planned Curriculum Content

Literacy:
Texts: The Day the Crayons Quit, Rosie Revere Engineer
Writing Styles and Genres: Narrative, Recount from character's perspective, Instructional writing

Maths:

White Rose Unit: Number: Addition and Subtraction
White Rose Unit: Shape

Science: Uses of everyday materials
The children will learn to:
- use their own observations and ideas to suggest answers to questions
- understand what makes a test fair
- identify and compare the properties of materials and what makes them suitable for specific purposes.
- learn about what makes a material have bouncy properties (elasticity)
- understand properties of fabrics e.g absorbency, flexibility, and stretchiness
- investigate the flexibility and rigidity of some materials and understand why it is important for some materials to bend a little
- test the durability and toughness of some fabrics and consider the everyday usefulness
- investigate how the strength of a material (paper) can be changed through twisting, bending, stretching and squashing

History: The Gunpowder Plot
The children will learn to:
- use pictures, stories and on-line sources to find out about the past. What everyday life was like in 1605 and how the objects they would have used are different to our lives today.
- ask questions such as: What was it like for people at the time? When did the Gunpowder Plot take place? How long ago? Why did it happen?
- identify some of the different ways the past has been represented. How do we know what their clothes would have been like?
- use dates where appropriate to show their understanding.
- know some of the key facts about Guy Fawkes
- sequence some of the events that led up to the plot
- understand concepts such as parliament and monarchy. Why did the plotters not agree with James I?
- know the names of some of the plotters, the role they played and what happened to them
- know the key facts about the plot and be able to sequence the events correctly
- be able to recognise there are reasons why people in the past acted as they did





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 9 → 14)
Music Kapow! – Musical Storytelling
PSHE - You, Me and PSHE - Friendship
Computing – Purple Mash – Unit 2.2 On-line Safety
Unit 2.3 Spreadsheets

DT: Moving vehicles
The children will learn to:
- understand how axles and wheel rotate
- use the vocabulary chassis, axle, wheels, and car body parts in their designs
- create a mood board of design ideas
- create a final design for their moving vehicle
- use measure and cut the wood they need to build their chassis and axles.
- use tools effectively and safely to cut the wood
- construct a chassis with a working axle and wheels
- construct the different parts of their model successfully using tools effectively
- test and evaluate the success of their project

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Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: Inclusion	Our knowledge organiser will be focussed on The Gunpowder Plot and Materials. They will be used to help the children to learn the essential knowledge and vocabulary they need.	Historical figures: Elizabeth I James I The influential plotters	Through our PSHE curriculum we will be celebrating friendship and our differences. As a school community we will be focusing on anti-bullying and helping others

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.	• 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.

Art and Design: Threshold Concepts

Developing Ideas:	Mastering Techniques:	Taking Inspiration from the Greats:
n/a	n/a	n/a

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Computing: Threshold Concepts

Computer Science:	Information Technology:	Digital Literacy:
	• Use technology purposefully to create, organise, store, manipulate and retrieve digital content	• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Design and Technology: Threshold Concepts

Design, make, evaluate and improve: • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design.	**Take inspiration from designs throughout history:** • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.	**Master Practical Skills: Materials** • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)	**Master Practical Skills: Mechanics** • Create products using levers, wheels and winding mechanisms.

Geography: Threshold Concepts

Investigate Places:	Investigate Patterns:	Communicate Geographically:
n/a	n/a	n/a

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History: Threshold Concepts

Investigate and interpret the past:	Build an overview of world history:	Understand chronology:	Communicate historically:
• Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.	• Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.	• Use dates where appropriate	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

Languages (French): Threshold Concepts

n/a

n/a

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Music: Threshold Concepts

Creating Sound	Improvising & Composing	Listening & Evaluating	Key Knowledge
Developing an awareness of how dynamics are affected by the force with which an instrument is played. Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments.	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. 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.	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Confidently moving in time with the beat of the music when modelled. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud). Talking about the tempo of music using the vocabulary of fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Talking about the pitch of music, using the vocabulary of high and low. Stating what they enjoyed about their peers' performances.	To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know that sections of music can be described as fast or slow and the meaning of these terms. To know that sounds within music can be described as high or low sounds and the meaning of these terms.

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

KS1

Agility	Balance	Co-ordination
Body Awareness	Balancing Equipment	Combination of Skills
Dodging and Evading	Dynamic Balance	Differentiating Force
Flexibility and Movement	Generating Force Through Transfer of Weight	Organising Limbs
Reaction	Points of Contact	Receiving
Rotation	Static Balance	Sending
Travelling	Understanding Base	Timing

KS2

Cognitive	Manipulation	Physical
Anticipation	Accuracy	Agility
Evaluation	Dribbling	Control
Peer Mentoring	Fielding and Catching	Physical Processing
Tactical Variation	Passing	Power
Team Work	Shooting	Speed
Understanding Rules	Striking	Strength

PHSE: Threshold Concepts

Friendship

Pupils learn about the importance of special people in their lives	**Pupils learn about making friends and who can help with friendships (on and offline)**	**Pupils learn about solving problems that might arise with friendships (on and offline)**
• can identify people who are special to them and explain why • understand what makes a good friend • can demonstrate how they show someone they care	• understand how people might feel if they are left out or excluded from friendships • recognise when someone needs a friend and know some ways to approach making friends • know who they can talk to if they are worried about friendships	• can identify some ways that friendships can go wrong • can describe some ways to sort out friendship problems • recognise that difficulties within friendships can usually be resolved

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RE: Threshold Concepts		