



Planned Curriculum Content

Literacy - <i>See the Long and Medium Term Planning for specific planned content.</i> Texts: Boy, Matilda, Macbeth Writing Styles and Genres Setting and character descriptions, Traditional Tales, Character Perspective, Recounts, News Paper Reports	Maths Number: Place Value Number: Addition, Subtraction, Multiplication and Division <i>See the Long Term Plan for detailed small steps which set out the specific planned content.</i>	Science: Light The children will learn: • To understand that light appears to travel in straight lines. • To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. • To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
History: Crime and Punishment We will go on a journey through British history as they discover how crime and punishment has changed throughout the ages. Beginning with the Romans and traveling right through to the present day, your children will discover how changes in society create changes in the kind of crimes that are committed, as well as the ways in which they are punished. The children will learn to: Explore specific vocabulary relating to crime and punishment, and start to think about how crimes change over time, giving reasons for this. Look at some common Roman crimes and identify their punishments. How Britain changed after the Romans left and look at the Anglo-Saxon and Viking system of paying wergild, as well as other punishments. Explore some of the reasons for changes in crimes, such as the introduction of Forest Law and the closing of the monasteries during the medieval and Tudor periods. The causes of crimes during the early modern period, such as poachers, smugglers and highwaymen. Investigate some societal changes during the Victorian period and some of the crimes that came with this relating to industrialisation and political changes. Considering common crimes today and how they are punished and contrast these with the time periods studied.	In each of these subject we follow schemes of work. Refer to the Long Term Plans for detailed information on the specific planned content: P.E. – Spiral (Weeks 1 → 7) Music – Music Express – Unit: World Unite RE – Leeds Agreed Syllabus – Unit: How Do Sikhs Show Commitment? French – Twinkl – Unit: Let's Visit a French Town! PSHCE – You, Me and PSHE – Unit: Identity, Society and Equality Computing – Unit: 6.1 – Coding	Art: Portraits (Hans Holbein) The children will learn to: To show how the work of those studied (Hans Holbein) was influential in both society and to other artists. Look at the images of portraits by Holbein Discuss the rich colours the air of importance – link to History and the story of Henry VIII and Anne of Cleaves. Who was depicted? Was this reflective of Tudor society? Was bias evident? To create a colour palette based upon colours observed in the natural or built world. Choose your own Holbein portrait and recreate the colours from that portrait. Experiment mixing a variety of shades and tones. To sketch (lightly) before painting to combine line and colour. Lightly sketch chosen Holbein portrait. Think about sizing, shading etc. Begin to plan use of paint and how to recreate the Holbein effect. To combine colours, tones and tints to enhance the mood of a piece and use brush techniques and the qualities of paint to create texture. Refer back to your colour palette, look at the colours, tones and tints created and use them to create the rich fabrics in the style of Holbein. To take inspiration from and use some of techniques used by notable artists and designers. Look at a range of work from different portrait artists – include a variety impressionists/modern artists. To create original pieces that show a range of influences and style and to develop a personal style of painting, drawing upon ideas from other artists. Using the ideas/inspiration from a variety of different portrait artists – children begin to prepare a self-portrait showing influence from a portrait artist of choice



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: Democracy	Our knowledge organisers will be focused on the Crime and Punishment and Light. They will be used to help the children to learn the essential knowledge and vocabulary that they need for the subject.	Various Significant Authors/ Poets (including Shakespeare and Roald Dahl,) will drive our Literacy Curriculum. The famous portrait artist, Hans Holbein, will be the inspiration for our research and work. In History we will use various sources to find out about the 'great' Tudor King – Henry VIII.	Through our curriculum work in RE, we will be learning about how Sikhs show commitment. Through our PSHE curriculum we will be learning about the experiences of refugees and the homeless and consider ways that we can support others within the wider community.

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
• Understand that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	• Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • 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 simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.



Art and Design: Threshold Concepts

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	• Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.	• 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

Computer Science:	Information Technology:	Digital Literacy:
• Children are able to turn a more complex programming task in to an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. • Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem. • Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions. • Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.		



History: Threshold Concepts

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. - Select suitable sources of evidence, giving reasons for choices. - Use sources of information to form testable hypotheses about the past. - Understand that no single source of evidence gives the full answer to questions about the past. 	- Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. - Describe the social, ethnic, cultural or religious 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). - Identify periods of rapid change in history and contrast them with times of relatively little change. - 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

Listening and speaking	Reading and writing	Stories, songs, poems and rhymes	Grammar
- I can explain to someone why I do something. - I can describe the position of places in French towns - I can show how verbs change depending on the subject. - I can follow and respond to an audio presentation.	I can locate new vocabulary in a bilingual dictionary.	I can show how verbs change depending on the subject.	- I can locate new vocabulary in a bilingual dictionary. - I can show how verbs change depending on the subject. - I can identify and apply spelling patterns



Music: Threshold Concepts

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
- Demonstrate understanding of pitch through singing from simple staff notation - Demonstrate understanding of beat and syncopation through singing and body percussion	Demonstrate coordination and rhythm skills by participating in a complex circle game	Devise, combine and structure rhythms through dance			

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

PHSCE: Threshold Concepts

Theme: Identity, society and equality – Human Rights

- Pupils learn about people who have moved to Islington from other places, (including the experience of refugees)
- Pupils learn about human rights and the UN Convention on the Rights of the Child
- Pupils learn about homelessness

RE: Threshold Concepts



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 Sikh practices and celebrations in the home and in the community • Use some religious words to talk about Sikh beliefs and stories • Begin to express ideas by asking and responding to questions about Sikh ways of life	• Summarise some features of Sikh practice (e.g. sewa, prayer) in the home and in the community • Using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, 5Ks) considering the meanings behind them • Discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community	• Compare and contrast Sikh beliefs and ways of life with those of other faiths • Investigate and present ideas about the impact of Sikh beliefs and practices on individuals and communities