



Planned Curriculum Content

Literacy - <i>See the Long and Medium Term Planning for specific planned content.</i> Texts/Media: Holes, Ruckus, Non-Chronological Reports (various Animals) Writing Styles and Genres Instructions, Non Chronological reports, persuasive leaflets, formal reports	Maths Number: Fractions A and B Measurement – Converting Units <i>See the Long Term Plan for detailed small steps which set out the specific planned content.</i>	Geography: Local Area Study The children will learn to: • Recognise the type of settlement Wetherby is and identify the how it as has changed over time • Identify and describe the different zones/ land use, including commercial, residential, industrial, educational, forests, parks and commons within the local area. Compare local climate data with climate data for other parts of the UK. • Take photos and make notes about the local area, then use this information to make a corresponding sketch map • Use four-figure and six-figure grid references to locate human and physical features within the local area.
Science: Evolution and Inheritance The children will learn to: • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents in the context of inheritance • Identify how animals and plants are adapted to suit their environment in different ways in the context of environmental variation. • Identify how adaptation may lead to evolution by examining the theories of evolution constructed by Darwin and Wallace. • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of plants and animals. • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of human beings. • Identify how adaptation may lead to evolution by examining the advantages and disadvantages of specific adaptations and the role of human intervention in the process of evolution.	 Specific Planned Content Across The Curriculum	Art: Landscape Sculptures The children will learn: Investigate a range of landscape sculpture by a range of artists and create sketches of sculptures. Explore sculpting techniques to Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. These will be based on desert wildlife. Develop ideas – children will gather ideas and sketches for their own landscape sculpture based on a desert biome. Use frameworks (such as wire or moulds) to provide stability and form (Landscape sculpture) Use finishing techniques to complete sculpture and then evaluate with comments using fluent grasp of visual language
	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 8 → 14) Music - Music Express - Unit: World Journeys RE - Leeds Agreed Syllabus – Unit: How Do Sikhs Show Commitment? (Continued from A1) Start: What Do Christians Believe About Jesus' Death and Resurrection? French – Twinkl – Unit: Let's Visit a French Town PSHCE - You, Me and PSHE - Unit: Keeping Safe Computing – Purple Mash – Units: 6.1 Coding and 6.2 Online Safety	



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: Caring for our World	Our knowledge organisers will be focused on Human and Physical Geography and Evolution and Inheritance. They will be used to help the children to learn the essential knowledge and vocabulary that they need for the subject.	Through Science we will learn about how both Charles Darwin and Alfred Wallace separately developed their theories of evolution. Various Significant Authors/ Poets (including Louis Sachar and NCCA Animation) will drive our Literacy Curriculum. In Art we will use study the work of landscape artists Monet and Turner and use it as inspiration for our own landscape sculptures. In Music we will learn various songs relating to journeys including Something Inside so Strong by composer Labi Siffre	Through our curriculum work in RE, we will be learning about what Christians believe about Jesus' death and resurrection. Through our work in Geography we will look at statistics on different faiths that form part of our community.

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	• 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	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. Drawing: • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).	• 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 into 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		• Children demonstrate the safe and respectful use of a range of different technologies and online services. • They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. • They recognise the value in preserving their privacy when online for their own and other people's safety.



their own designs show that they are thinking of how to accomplish the set 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.		
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Geography: Threshold Concepts

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
- I know that there are lots of different types of settlements, that they all have different purposes and that these purposes can change over time. - I know that settlements can be split into different zones, including commercial, residential, industrial, educational, forests, parks and commons.		- I know the difference between high order and low-order services in a settlement. - I know which products are exported from the UK, their value, their share of UK exports and the main importer countries. - I can name many of the natural resources that are found in the UK. - I can identify UK commodities that are made or produced in my local area. - I can describe land use around my school, explaining how I feel about different areas and what I would change. - I can compare local climate data with climate data for other parts of the UK. - I know how different winds can affect the climate of different parts of the UK.	- I can use fieldwork to observe where some of the UK's natural resources can be found. - I can use fieldwork to identify different examples of land use in my local area. - I can use fieldwork to take photos and make notes about my local area, then use this information to make a corresponding map or model. - I can use four-figure and six-figure grid references to locate major rivers in the UK and find the river most local to me. - I can use fieldwork to gather information about the vegetation and wildlife of a local river. - I can use fieldwork to gather weather data about my local area.



			• I can use fieldwork to gather information about rock type, vegetation and wildlife on a local hill or mountain. • I can use a topographical map to identify the major mountain ranges of the UK.
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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
• Convey lyrical meaning through expressive singing in a part-song with echoes. • Learn to sing major and minor note patterns accurately. • Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers.	• n/a	• n/a	• n/a	• n/a	• n/a

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

PHSE: Threshold Concepts

Theme: Keeping Safe and Managing Risks

Pupils learn:

- about the feelings of being out and about in the local area with increasing independence
- about recognising and responding to peer pressure
- about the consequences of anti-social behaviour

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:
• 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



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| <ul style="list-style-type: none">• Identify and explain the significance of Jesus' death and resurrection to Christians• Suggest reasons why Jesus' death is seen as a sacrifice and as a way of forgiveness.• Discuss and give examples of Christian festivals, including Ascension and Pentecost. | <ul style="list-style-type: none">• Explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives from the Gospels.• Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today.• Explain how festivals and seasons are celebrated, including Ascension and Pentecost. | <ul style="list-style-type: none">• Compare and contrast Bible accounts of Jesus' death and resurrection.• Explain a range of opinions and give reasons for why Jesus' death is seen as a sacrifice and as a way of forgiveness and salvation.• Weigh up different points of view about how forgiveness and reconciliation are expressed.• Give a considered response to how Christians celebrate festivals, including Ascension and Pentecost. |
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