

DINNINGTON FIRST SCHOOL CURRICULUM TOPIC PLANNING

Learn, Enjoy, Succeed Together



Block 3 – KSOs (Knowledge and Skills Outcomes – What pupils will know and be able to do)

	English	Maths	Science	History	Geography	PE
Year 1		<p><u>Place Value within 20</u> Pupils will be able to:</p> <ul style="list-style-type: none"> Count forwards and backwards from different numbers within 20 Display numbers within 20 in different ways Find totals within 20 in different ways Solve problems within 20 on number lines including missing number questions and estimating. Compare and order number up to 20. <p><u>Addition and Subtraction within 20</u> Pupils will be able to:</p> <ul style="list-style-type: none"> Add single digit numbers within 20 Find and begin to recall all number bonds that make 20 Recognise and calculate doubles near doubles subtract by counting back and to find the difference. Solve problems involving related facts and missing numbers. 	<p><u>Seasonal Change- Winter</u> Pupils will be able to:</p> <ul style="list-style-type: none"> Identify changes during the season of winter. Gather information about the weather eg weather diary / water collector. <p><u>Biology –Planting A</u> Pupils will be able to:</p> <ul style="list-style-type: none"> Understand that winter is a difficult time for plants to grow because it is colder Identify roots, stems, leaves and flowers Make predictions and record observations of seed growth over a period of time <p><u>Caring for the planet</u> Pupils will be able to:</p> <ul style="list-style-type: none"> Say why it is important to care for the planet Say some actions that are harmful or helpful for the planet Suggest ways to care for humans, animals and plants. <p>Adaption Unit</p> <p><u>Working Scientifically</u> Pupils will be able to:</p> <ul style="list-style-type: none"> Collect and present data about the weather in winter: <ul style="list-style-type: none"> ➢ Measure temperature using a digital thermometer. ➢ Measure / compare precipitation ➢ Display results eg in a pictogram or simple chart or colour map. <p><u>Ideas:</u></p> <ul style="list-style-type: none"> o Which is the wettest / coldest day this week? o Which is wettest / coldest area of the playground? o Which is the day with most cloud / sunshine? – How does this link to rainfall and temperature? 		<p><u>Our World</u> Pupils will be able to:</p> <ul style="list-style-type: none"> Use atlases to identify and recall: <ul style="list-style-type: none"> o the four countries of the United Kingdom o the capital cities of the UK. o The bodies of water around the UK Label a map of the UK correctly Recognise some physical and/or human geographical features of each UK country Know the national symbols (red rose, thistle, daffodil, and shamrock https://www.daffodil.org.uk/) and characteristics of each country including languages. 	<p><u>Gymnastics</u> Pupils will be able to:</p> <ul style="list-style-type: none"> Perform various shapes Perform basic jumps including star and straight Hold a simple balance for 3s Perform a bunny hop Perform a basic sequence eg roll, jump, roll Move on and off apparatus with control. <p><u>Throwing and Catching Skills</u> Pupils will be able to:</p> <ul style="list-style-type: none"> Throw a ball to themselves and catch it most times Throw a ball to a partner with increasing accuracy using an under arm throw and chest pass Catch a ball thrown to them by a partner Pass and move and catch in a game Communicate with others to accomplish a throwing and passing task (could be in a competitive game)

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Year 2	<ul style="list-style-type: none"> 	<p>Geometry: Shape Pupils will be able to:</p> <ul style="list-style-type: none"> Recognise and name a variety of 2D and 3D shapes. Compare properties of shapes through sides, edges, faces and vertices. Recognise and investigate lines of symmetry in 2D shapes Solve problems including sorting shapes and making patterns with shapes. <p>Money/ Multiplication & Division Pupils will be able to:</p> <ul style="list-style-type: none"> Count money in pence and pounds Recognise and total money in coins and notes Solve 2-step problems that involve comparing amounts, making the same amount, finding change and calculating totals. 	<p>Plants: Light and Dark Pupils will be able to:</p> <ul style="list-style-type: none"> Use scientific vocabulary and observational skills to examine and group a range of plants including flowering plants, fruit, vegetables and herbs. Identify the parts of common plants and trees including : stem, root, leaves, petals, trunks, branches, blossoms and use these to group in different ways. Understand and use correctly the terms deciduous and evergreen. Explain what the conditions are that plants need to grow (water, light, correct temperature) Describe the differences between healthy and unhealthy / dead plants. Plan and carry out an investigation (including prediction and controlled variables) to help them explain clearly the effect of insufficient light on plant growth. 		<p>Hot and Cold Pupils will be able to:</p> <ul style="list-style-type: none"> Use an atlas or map to identify the continents and oceans of the world. Label a map of the world with continents and oceans correctly from memory Recognise some physical and/or human geographical features of each continent Use an atlas or other data source to identify hot and cold regions of the world. explain how the equator, North and South Poles are related to climate zones around the world. say how hot and cold areas of the world affect the lifestyles of people and the types of animals and plants that can thrive. Use simple compass directions to describe locations 	<p>Gymnastics Pupils will be able to:</p> <ul style="list-style-type: none"> Perform shapes with strong body control Perform a range of jumps (straight , star, tuck) with control and strong body Perform a tuck rock, tuck roll, forward roll and dish arch. Perform a balance on one or more parts of the body Perform a bunny hop with flat hands and straight arms Perform a sequence on apparatus (roll, jump, balance) Move on and off apparatus with strong body and control <p>Handball / Bench-ball Pupils will be able to:</p> <ul style="list-style-type: none"> Throw a ball to themselves and catch it several times in a row without dropping it Throw a ball to a partner accurately using an under arm throw, chest pass and bounce pass considering correct footwork. Experiment with bouncing and dribbling a ball using left and right hands. Catch a ball thrown to them by a partner Pass to a partner in space and move into space to receive a return pass Follow opponents in a game to try and intercept a ball. Play small sided games of handball / bench-ball to develop communication and tactics.

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Year 3	<ul style="list-style-type: none"> • Write Stuff • The Iron Man 	<p><u>Multiplication and Division</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Multiply and divide numbers by 10 and use this knowledge to solve related calculations. Eg 6x3 and 6x30 • Use formal and informal methods to multiply and divide a 2 digit number by a single digit. • Use multiplication and division to solve scaling problems <p><u>Length and Perimeter</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Measure in m and cm and mm and find equivalent lengths. • Add, subtract and compare lengths and solve related problems. • Accurately measure and / or calculate the perimeter of a variety of 2D shapes. 	<p><u>Light</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Recognise light sources and identify natural and artificial sources and consider the advantages and disadvantages of each. • Say how the Sun can be helpful and harmful and how we can protect ourselves from the Sun. • Explain how light travels and can be reflected. • Simply explain how we are able to see objects. • Explain how shadows are formed • Correctly use the terms translucent, transparent and opaque. • Plan and carry out an investigation about how shadows are affected by an objects distance from the light source. 	<p><u>Memorable Mining</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Understand a basic concept of what mining is and identify some things that are mined. (Chance to link back to Rocks and Soils topic) • Explain how / why people mined coal throughout the ages • Explain why coal became very important during the industrial revolution. And position this in a timeline of known time periods end events. • Use maps to help identify where coal was mined in the UK and suggest why locations near water were common. – Link this understanding to the growth of wealth in the North East. • Use evidence to find out about the lives of miners including the risks they faced. • Explain how the closure of the mines affected the lives of people in the North East • Comment on other ways mining has left a lasting impression on the North East. <p>(possible evidence study of height change in north east since mine closures https://digital.nhs.uk/supplementary-information/2023/health-survey-for-england-average-height-by-region)</p>	<ul style="list-style-type: none"> • 	<p><u>Gymnastics</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Perform a variety of shapes with good control • Perform a straight jump with a half turn • Perform a teddy bear roll • Perform Point and Patch balances • Perform bunny hops across a mat run and onto / across low benches • Perform a short sequence on mats (using levels, directions and control) • Hopscotch on throw down feet – introduction to hurdle step onto apparatus <p><u>Dodgeball</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Throw the ball in different ways eg overarm, underarm, grip, claw • Throw the ball with accuracy to hit targets or to a partner / opponent. • Develop different ways to dodge the ball in isolation and replicate in game situations eg jumping, diving, fast footwork, angling body • Experiment with blocking including protecting other players • Play dodgeball matches to apply principles and develop communication and tactics.





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Year 4	Write Staff Unit:	<p>Multiplication and division Pupils will be able to:</p> <ul style="list-style-type: none"> Find factor pairs Multiply and divide by 10 and 100 Use formal and informal methods to multiply and divide 3 digits by 1 digit. Solve multiplication and division problems including those that require an understanding of correspondence. <p>Length and perimeter Pupils will be able to:</p> <ul style="list-style-type: none"> Measure in m and km and find equivalent lengths. Find the perimeter of rectangles and rectilinear shapes. Use understanding of perimeter to find missing lengths on rectilinear shapes. Efficiently find perimeters of regular polygons. 	<p>Electricity Pupils will be able to:</p> <ul style="list-style-type: none"> Explain that electricity is a way of moving energy needed to power devices Identify and group appliances that require electricity Explain some of the harmful dangers of electricity and how we can keep safe when around electricity. Build and draw series circuits (some children may investigate parallel circuits and the effects on the brightness of bulbs) Identify and debug issues in broken circuits Identify through scientific investigation a range of conductors and insulators Create a circuit to be used to power a moving toy (Jitterbug DT project) 	<p>Vile Victorians Pupils will be able to:</p> <ul style="list-style-type: none"> Say when the Victorian period spanned placing it in a timeline with other studied time periods Know who ruled during this time Use evidence to find out about how life varied for the rich and poor during the Victorian era. Give details of some of the worst jobs during the Victorian era and explain the dangers they brought. Explain how Lord Shaftsbury and/or Dr Barnardo improved the lives of children during the Victorian era. Explain significant differences and similarities between school in the Victorian era and now. 		<p>Gymnastics Pupils will be able to:</p> <ul style="list-style-type: none"> Perform a variety of shapes with good control when performing different skills Perform various jumps and develop travelling across the mat Teddy bear roll with a partner / group in sequence with pointed toes Perform matching and mirroring balance routines including on apparatus Perform a bunny hop onto a variety of apparatus with control Perform a short sequence on mats and apparatus showing levels, unison, and pointed toes. Hopscotch across the floor to develop hurdle step onto low apparatus. <p>Boccia Pupils will be able to:</p> <ul style="list-style-type: none"> Throw in a variety of ways (and roll a boccia ball with accuracy at a range of targets. Adapt throws with backspin and flick throws Place a Boccia ball near a target at various distances at different angles. Understand and follow the rules of a range of Boccia themed games while developing tactics and teamwork.

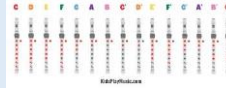
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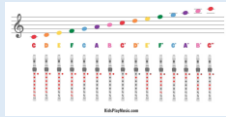


Autumn 1 – KSOs (Knowledge and Skills Outcomes – What pupils will know and be able to do)

	Art	DT	Computing	Music	Spanish	PSHE	RE
Year 1	<p>Sculpture: Paper Play Pupils will be able to</p> <ul style="list-style-type: none"> • Explain how paper can change shape by rolling, folding and scrunching. • Explain that three dimensional art is called sculpture • Shape paper by folding and cutting it • Attach a variety of 3D paper shapes to a base securely. • Choose interesting shapes such as spiral and zig-zag for interest and explain their choices • Paint with good technique, ensuring good coverage. • Understand how some artists are influenced by things happening around them, while others might be inspired by stories. <p>→ Create a tree of life sculpture that includes several different techniques for shaping paper.</p>   	<p>Mechanisms- Moving Story Book (Kapow DT)</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Research moving story books • Explore slider and pop up mechanisms - Identify what movement a slider will produce • Create a labelled drawing that shows which parts of their design will move and in what direction. • Use teacher template to make a picture with moving parts. • Evaluate the strengths and weaknesses of the final product. 	<p>Programming: animations</p> <p>Use <i>NCCE planning</i> https://www.ncce.org.uk/for-teachers/using-technology-in-the-classroom for coding with <i>Scratch Jr</i></p> <p>Supplement & extend with Beebots both physical and app.</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Explain what a sprite is • Compare different programming blocks • Know a series of commands can be joined together to form a program • Understand that a program is a set of commands a computer can run • Predict the outcome of a command • List commands that can be used on a device • Match a command to an outcome • Recognise how to run a command • Run different commands for different sprites • Choose a command for a given purpose • Build a sequence of commands in steps • Use the start command to initialise a program • Debug a program • Test a program created and evaluate how successful it has been • Identify how closely a plan matches the outcome 	<p>Opera: The Magic Flute</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Pupils will know who wrote the Magic Flute and when it was written. • Understand of the basic plot and main characters of "The Magic Flute" • Sing parts of the opera and understand the meaning of the lyrics. • Identify different instrument families and specific instruments used in "The Magic Flute". • Understand how different instruments affect emotions and atmosphere in music. • Apply their knowledge of the opera, singing, and instruments to create a performance. <p>https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=B&ved=2ahUKEwjm15-e_mjAxWeZ0EAHfihBR4QFnoECA8QAO&url=https%3A%2F%2Fwww.operanorth.co.uk%2Fnews%2Fthe-magic-flute-in-a-nutshell%2F&usq=AQvaw3ZD_8DkixdT4uNW6C2szXp&opi=89978449</p> 		<p>Safe Relationships & Respecting others</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> • That 	<p>What is lent?</p> <p>Pupils will know</p> <ul style="list-style-type: none"> • Lent is the period of six weeks (40 days not including Sundays) leading up to Easter, the most important festival in the Christian calendar. • Lent starts on Ash Wednesday. The last week of Lent is called Holy Week. • Lent is an old English word meaning 'lengthen'. Lent is observed in spring, when the days begin to get longer. • Jesus went into the desert to fast and pray before beginning his work for God. • Lent allows Christians to remember Jesus's fasting in the desert. • The day before Lent starts is Shrove Tuesday. This is also known as Pancake Day.

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Year 2	<p>Painting and mixed media – Life in colour</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Learn about the artist Romare Bearden and appraise their artwork. Name primary and secondary colours Talk about colour changes they notice and make predictions when two colour mix Apply their colour mixing knowledge to match colours Describe the colours and textures they see Use different brush strokes and tools to create texture Choose and arrange collage materials for effect. Critique their own and others work. 	<p>Cooking and Nutrition: Tasty snack that reflects a healthy diet. (Kapow DT)</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Identify healthy and unhealthy food Research sandwich and wrap fillings through tasting and feeling Devise at least 3 different filling ideas for a healthy sandwich / wrap Draw and label a healthy sandwich / wrap design Learn how to use kitchen utensils safely (knife / spoon) Make a healthy sandwich / wrap Test and evaluate the final product. 	<p>Coding and debugging.</p> <p><i>NCCCE Teaching plans to be used:</i> https://teachcomputing.org/curriculum/key-stage-1/programmes/b-programming-subjects <i>Code . org used as extension task.</i></p> <p>Pupils will be able to</p> <ul style="list-style-type: none"> Know that a program needs a trigger to start, and explain what multiple event blocks do Identify different programs that have the same outcome, predicting the outcome if the sequence is changed Explain how using the numbers on ScratchJr blocks can create a more efficient program With confidence, write and run a simple program with a start block, and an end block which changes the background Adapt a given design to create a program with multiple sprites and backgrounds, using a range of familiar blocks Create a design and program for a quiz to include multiple questions, sprites incorporating multiple actions and different backgrounds, debugging as they go Test a program created and evaluate how successful it has been, identifying improvements that they could make 	<p>Recorders:</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Identify parts of the recorder; and hold the recorder using the proper technique ready for playing. Correctly finger and produce the notes B, A and G on the recorder. Transition between notes B, A, and G with increased fluency and speed. Play notes B, A, and G with basic rhythmical patterns to a backing track. Read basic music notation in the treble clef.  <p>Charanga Unit alternative: Unit: I Wanna Play In A Band Style: Rock Topic and cross-curricular links: Teamwork, working together. The Beatles. Historical context of musical styles."</p>	"	<p>Managing secrets, resisting pressure, recognising hurtful behaviour, working cooperatively.</p> <p>Pupils will know</p> <ul style="list-style-type: none"> About . 	<p>Celebration : festival of Hannukah – explore customs and symbols linked to the Jewish festival including the symbol of light.</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> How .

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Year 3	<p><u>Drawing, & Painting & Sculpture – Pitman Painters Study</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • (Kapow Y3 Sculpture unit) • Identify positive and negative spaces in images linked to mining • Shape and join card in a variety of ways. • Create and arrange card shapes to construct an abstract card sculpture linked to mining inspired by the artist Anthony Caro. • Appreciate and analyse the artwork of the Pitman painters understanding what inspired them. • Create drawings that demonstrate the lives of miners. • Draw with improved perspective and proportion • Mix and match paint colours accurately. • Paint neatly within the lines and use brush strokes and other tools to add texture where required. • Use sketchbooks to evaluate their work. 	<p><u>Woodwork – Desk buddy</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Research a range of desk ornaments. • Use the Iron Man as inspiration to come up with possible designs to create a desk buddy. • Develop a single design with labels and annotation • Use a range of woodwork tools safely (saw, vice, rasp, sand paper, gimble, hand drill, claw hammer, screwdriver) • Construct a stable desk buddy following a design procedure provided by the teacher. • Decorate their product so that it is aesthetically pleasing. • Evaluate their work vs the original design brief. 	<p><u>Coding : Sequencing Sounds</u></p> <p><i>NCCCE Teaching plans to be used: https://teachcomputing.org/curriculum in conjunction with Scratch Code . org Block C used as extension task.</i></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Describe the purpose of the project, for example, to create sounds when keys are pressed • Identify the attributes of the sprite, for example, code, costume, and sound • Change the appearance of the sprite and backdrop in response to user input • Identify aspects of the algorithm that can be reused for subsequent sprites • Give multiple examples of sequences including in algorithms • Include additional code that enhances the function of the program and reflects design choices • Explain what each bit of code does and why it is in that particular sequence • Run their code and explain how it meets the requirements of the task – debugging where necessary • Identify how and why their project could be improved 	<p><u>Charanga: Glockenspiel unit 2 (Y4 unit)</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Find • 		<p><u>Personal Boundaries, respectful behaviour and the importance of being polite</u></p> <p>Pupils will know:</p> <ul style="list-style-type: none"> • About 	<p><u>Meanings Within Christmas</u></p> <p>Pupils will know</p> <ul style="list-style-type: none"> • that •

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Year 4	<p><u>Textiles and Drawing – Flora and fauna based patterns</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Create drawings that accurately represent a selected image • Study images to create a mood board with a theme • Understand the work of William Morris using artistic vocabulary to describe his work. • Create a repeating pattern template taking inspirations from drawings, photos and a mood board. • Understand different methods used to create printed fabric in industry • Create repeating patterns using prints of their drawing. • Use sketchbooks to evaluate their work. 	<p><u>Electricity.</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Research a range of desk battery powered toys. • Use online research as inspiration to come up with possible designs to create a jitterbug. • Develop a single design with labels and annotation and a circuit diagram. • Use a range of equipment safely (pliers, wire strippers, glue gun, double sided tape, electrical tape) • Construct a moving jitterbug following a design procedure provided by the teacher. • Decorate their product so that it is aesthetically pleasing. • Test and adapt the jitterbug to make it travel in the correct direction / quicker. • Evaluate their work vs the original design brief. 	<p><u>Programming – Repetition in shapes</u></p> <p><i>NCCE Teaching plans to be used: https://teachcomputing.org/curriculum in conjunction with Logo or Scratch</i></p> <p><i>Code . org Block D used as extension task.</i></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Describe the key steps required to complete the task • Choose relevant sprites and backdrops for a game • Create an algorithm that includes show, hide, and move blocks • Create an algorithm that includes relevant sound blocks • Create additional sprites and copy code over to those sprites • Modify their code for additional sprites • Run their code and identify whether it meets the requirements of the task debugging where necessary • Evaluate how successful they were in meeting the task requirements 	<p><u>Charanga : N/A.</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Play the notes B, A, G, C and D with proper fingering. (Reinforcement of previous notes & fingering). • Play the scale of C starting with the lowest note (All holes covered – middle C). • Play notes from the scale of C in rhythm using a backing track. Improving musical timing and sense. • Read music notation for specific notes (Scale of C) in the treble clef. • Compose and play a simple repeated melodic riff using notes from the scale of C. <p>Sarah Watts Jazzamatazz Children's Songs for Recorder - KidsPlayMusic</p> 		<p><u>Managing confidentiality, recognising risks online, respecting differences and similarities</u></p> <p>Pupils will know</p> <ul style="list-style-type: none"> • Strategies 	<p><u>Introduction to Hinduism</u> :exploring some ideas about God, ways in which Hindus worship and why worship is so important.</p> <p>Pupils will know</p> <ul style="list-style-type: none"> • the •