

DINNINGTON FIRST SCHOOL CURRICULUM TOPIC PLANNING

Learn, Enjoy, Succeed Together



Autumn 2 – KSOs (Knowledge and Skills Outcomes – What pupils will know and be able to do)

	English	Maths	Science	History	Geography	PE
Year 1	<p>Write Staff Unit: Aliens Crash Landing</p> <p>Genre:</p> <p>Basic Writing Skills Focus:</p> <ul style="list-style-type: none"> • Capital Letters • Full stops • Handwriting • Emotional Adjectives 	<p>Addition and Subtraction within 10</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • identify parts and wholes • use part-whole models to show how numbers can be split. • write number sentences and understand 'is equal to' • recall number bonds within and to 10 and the associated fact families. • understand addition as 'more' • subtract using crossing out and number lines to say how many is left • apply addition and subtraction knowledge to solve problems • Shape • Recognise name and sort 2D and 3D shapes 	<p>The Human Body</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Name, identify, draw and label parts of the human body including head, neck, arms, elbows, hands, legs, knees, feet, face, ears, eyes, nose, hair mouth and teeth. • Compare different parts of the body eg do you have more toes or teeth? • Investigate patterns linked to the body eg do taller children have longer feet? • Name the five senses and be able to describe what each sense does. • Carry out investigations linked to their senses eg How does closing one eye affect accuracy? or Is it harder to name a food with your eye closed? 	<p>Space Race</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Know where the first moon landing fits within the chronology of studied times. • Use age appropriate resources to gather information about the space race and moon. • Use stories and sequencing to show they know key events and dates of the space race. • Identify the technologies developed for the Moon landing and compare them to a) other technologies at the time in order to appreciate the achievement b) technology today • Discuss why people explore and why going to the moon was important. • Explain how the space race changed technology today. • Understand many people had to work together to achieve the moon landing. → Look at the lives of individuals who contributed to the Space Landing : Neil Armstrong, Creola Johnson and comment on their roles. 		<p>Curling</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Balance when crouching • Hold an indoor curling stone correctly • Master the basic sliding technique for an indoor curling stone. • Aim the curling stone with improve accuracy • Play competitive small sided games that involve improving accuracy and power. • Use simple tactics to win games <p>Dance - Space</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Identify the beat of the music and move in time with it • Perform basic dance movements with some control • Perform a variety of dance movements at different levels (heights) • Use basic dance movements to travel (jump, turn etc) • Work cooperatively with a partner or group to perform a dance sequence

	English	Maths	Science	History	Geography	PE
Year 2	<p>Write Stuff Unit: <u>In My Heart</u></p> <p>Genre: Lyrical Explanation (Poetry)</p> <p>Basic Writing Skills Focus:</p> <ul style="list-style-type: none"> • Capital Letters • Full stops • Handwriting • Antonyms • Expanded noun phrases 	<p><u>Addition and subtraction</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Add by making 10 eg $6 + _ = 11$ • Add 3 one digit numbers • Add to the next 10 eg $24 + _ = 30$ • Add across 10 eg $45 + 7 = 50 + _ =$ • Subtract from 10 • Subtract a 1-digit number from a 2-digit number across 10. • Say 10 more or less than a number up to 100 • Add and subtract 10's to any number up to 100. • Add two 2-digit numbers across 10 • Subtract two 2-digit numbers across 10. 	<p><u>Materials</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Identify group and sort the same materials in different ways. Eg natural-man-made or recyclable-non-recyclable. • Discuss sustainability and say why it is important to reuse and recycle materials. • Use scientific vocabulary such as brittle, opaque and translucent to clearly describe the properties of materials to allow them to be identified. • Use the properties of materials to identify suitable uses. • Work scientifically to structural properties of different materials eg can they bend or be cut? 	<p><u>Fire of London / Gateshead</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Recall key dates related to the fire of London / Gateshead • Gather information about these events using appropriate sources such as images , texts and school visits. • Use stories and sequencing to identify significant individuals and to show the chronology of key events. • Identify cause for the fires starting and spreading mentioning things such as building materials and life during this time period. Eg Wooden buildings, use of gas lights etc. • Comment on why the Fire of London cause more damage than the Fire of Gateshead, but more lives were lost in Gateshead. Comment on how the fires changed how people lived. <p><u>Gunpowder Plot</u></p> <ul style="list-style-type: none"> • Use stories and sequencing to understand and recall the key facts of the gunpowder plot. • Understand how the gunpowder plot has an effect even today? 		<p><u>Archery</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Demonstrate good balance and core strength • Understand and explain the safety rules when using bows • Hold a bow correctly • Notch an arrow correctly • Draw and aim a bow with increased power and accuracy • Compete using simple scoring. <p><u>Dance – Fire of London</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Identify the beat of the music and move in time with it • Perform basic dance movements with some control and agility • Perform a variety of dance movements at different levels (heights) • Use basic dance movements to travel (jump, turn, hopping, skipping, mirroring etc) • Work cooperatively with a partner or group to perform a dance sequence •

	English	Maths	Science	History	Geography	PE
Year 3	<p>Write Stuff Unit: Stone Age Boy</p> <p>Genre: Adventure Story</p> <p>Basic Writing Skills Focus:</p> <ul style="list-style-type: none"> • Capital Letters • Full stops & commas • Handwriting • Adverbials • Expanded noun phrases • Time connectives 	<p>Addition and subtraction</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Add two numbers across 100 • Subtract two numbers across 100 • Add a 2-digit number to a 3 digit number • Subtract a 2-digit number from a 3-digit number • Know and recall compliments to 100 • Use inverse operations to solve problems • Understand multiplication is counting in equal groups and recognise this in pictorial format and arrays • Use their understanding of multiples of 2 to identify odd and even numbers • Use their understanding of multiples to identify patterns and to sort numbers. • To recall facts quickly from their 2,5,10, 3, 4 and 8 x tables • To use multiplication facts to solve division problems. 	<p>Rocks and Fossils</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Name a variety of rocks including granite, pumice, sandstone, chalk, marble and gneiss. • Observe closely to identify similarities between different rock types. • Use scientific vocabulary to describe and identify rock samples eg hard, layered, crystallised, grains • Use clear criteria to group rocks in different ways. These may include tests for hardness, floating, brittleness, layers etc. • Understand what a reaction is and test rocks by dropping vinegar onto them and recording observations. • Understand that rocks may change over time eg through weathering • Explain what a fossil is and how it helps us find out about the past. • Make careful observations from fossils to form ideas about the past. • Explain how a fossil is formed using scientific vocabulary such as sediment and pressure. 		<p>Destructive Disasters- Earthquakes and Volcanoes</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Identify, label and describe the main components of a volcano • Explain in simple terms how a volcano is formed • Use diagrams to model the process of a volcanic eruption • Use maps and atlases to locate major active and extinct volcanoes across the globe including the Ring of Fire. • Provide real life examples or case studies of specific eruptions including Pompeii and describe the impacts on living things around the affected area. • Describe and label key terms related to earthquakes (epicentre, tectonic plates) • Explain in simple terms or using drawings how earthquakes are generated. • Illustrate the Earth's crust in layers to demonstrate how earthquakes occur along fault lines. • Use maps and atlases to identify regions most susceptible to earthquakes • Evaluate the benefits and drawbacks of living in volcanic or seismic regions. • Describe the immediate and long-term impacts of earthquakes on communities using case study examples. • Evaluate the benefits and drawbacks of living in volcanic or seismic regions. 	<p>Curling</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Have steady controlled balance when crouching • Master the basic sliding technique for an indoor curling stone ensuring feet do not cross the line. • Aim the curling stone with improved accuracy and power so that it stops close to any given target at a range of distances • Understand the basic rules and scoring of curling • Compete in curling matches using simple tactics to win games <p>Dance – Eco Warriors</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Identify the beat of the music and move in time with it • Perform basic dance movements with some control covering low medium and high levels. • Dance in a canon when performing with a group • Use basic dance movements to travel (jump, turn etc) • Vary pathways and show a range of formations when dancing to make dances interesting • Work cooperatively with a partner or group to perform a dance sequence





	English	Maths	Science	History	Geography	PE	
Year 4	<p>Write Stuff Unit:</p> <p>Genre:</p> <p>Basic Writing Skills Focus:</p> <ul style="list-style-type: none"> 	<p>Area</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Find and compare areas of regular and rectilinear shapes. <p><u>Multiplication and division</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Find, recognise and recall multiples of 3, 6, 9, 7, 11 and 12 x tables. Spot patterns and links between x-tables Use tables to calculate corresponding division facts. Use table knowledge to multiply 3 single digit numbers Multiply any number by 1 or 0. 	<p><u>Living things, habitats & deforestation</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Clearly define what a habitat Explain how different habitats provide everything plants or animals need to survive. Investigate and comment on how biodiverse different habitats are. Use and create classification keys to identify or sort living things within a habitat. Investigate and comment on the positive and negative impacts humans have on local habitats. Explain how farming, deforestation and use of natural resources impacts the environment in the UK and around the world. Explain –plan-do : how humans can reduce their impact eg How can we create more biodiversity / provide safer habitats. 			<p><u>Incredible Italy</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Use maps and atlases to identify countries in Europe, , their capital cities and geographical features Clearly define the terms weather and climate and explain the distinction between them Identify and describe different climate zones around the world using appropriate terminology and relate to their position in relation to the equator. Accurately identify and name England and Italy and their neighbouring countries. Comment on similarities and differences eg size, coastlines Research and present information about the different eco systems in Italy including how plants and animals have adapted. Collect and interpret weather data for Newcastle and Rome. Create visual representations such as bar charts to compare weather variables such as rainfall and temperature. Outline how the differences in weather and climate affect lifestyle, culture and economy in both locations. 	<p><u>Archery</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Demonstrate good balance and core strength Understand and explain the safety rules when using bows Hold a bow correctly Notch an arrow correctly Draw and aim a bow with increased power and accuracy Use team tactics to win competitive games. <p><u>Dance - Romans</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Identify the beat of the music and move in time with it Demonstrate a range of formations with fluidity and control Dance in a canon when performing in a group and show a range of movement patterns Use 3 levels (low medium and high) in a dance Use a range of pathways when performing a dance Dance in unison with a partner or group to perform a rehearsed sequence Perform with timing , energy and passion



DINNINGTON FIRST SCHOOL CURRICULUM BLOCK PLANNING




Learn, Enjoy, Succeed Together

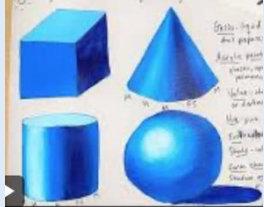




Autumn 1 – KSOs (Knowledge and Skills Outcomes – What pupils will know and be able to do)

	Art	DT	Computing	Music	Spanish	PSHE	RE
Year 1	<p><u>Drawing: Let's look closer</u> Pupils will be able to</p> <ul style="list-style-type: none"> Shade with accuracy keeping pencil lines in a uniform direction and with more consistent pressure. Demonstrate creativity by neatly drawing and shading abstract shapes and lines inspired by musical and movement stimuli. (Space Odessey https://www.youtube.com/watch?v=QewYYWYwYw / Rocket Launch / Zero Gravity) Discuss and comment on the art of Joan Miro (including Full moon over Earth) focusing on likes , dislikes, forms seen, colour choices , picture balance etc.  <ul style="list-style-type: none"> Draw using charcoal with quick free continuous lines to create a feeling of space or space travel  <ul style="list-style-type: none"> Observe real life in greater detail and draw using basic shapes to build a picture before adding detail in the style of Joan Miro. https://www.google.com/url?sa=t&source=web&rc=1&pg=89979449&url=https://www.youtube.com/watch?v=3FvL3DnBrWU&gl=us&ved=2ahUKEwCgQ_celAwyUeAH49Uk742cQwKqC1MhAqUgAg&usq=AJvYzw93vVw9W9m9o9Jap2VtCgE Experiment with colour to add interest to their pictures and explain their choices.  <p>(Artwork heavily linked to Space topic)</p> <ul style="list-style-type: none"> Christmas Art (Cards and calendar) 	<p><u>Woodwork initial skills- hammering</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Explain how and why we work safely with tools hold a hammer correctly. Use a hammer to hit golf tees and nails into a soft surface with increased accuracy Combine hammered in golf tees and nails with brightly coloured string to produce patterns and pictures. 	<p><u>Grouping and sorting</u> Pupils will be able to:</p> <ul style="list-style-type: none"> sort items using a range of criteria. • To begin to think logically about the steps of a process. sort items on the computer using the 'Grouping' activities in Purple Mash. understand the term 'algorithm' as logically following a process. <p><u>Pictograms</u> Pupils will be able to:</p> <ul style="list-style-type: none"> understand that data can be represented in picture format. contribute to a class pictogram. use a pictogram to record the results of an experiment. 	<p><u>Charanga: Rhythm in the way we walk</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Listen and appraise a range of songs to know and sing/rap 5 songs off by heart Know and recognise the sound and names of some of the instruments they use Find the pulse to music Copy rhythms back by clapping Copy simple melodies back by singing Follow a leaders que to know when to stop singing Play a simple 1 note instrumental part in time with a backing tune. 		<p><u>Safe Relationships & Respecting others</u></p> <p>Pupils will know:</p> <ul style="list-style-type: none"> That bodies and feelings can be hurt by words and actions; that people can say hurtful things online. that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. R15. How to respond safely to adults they don't know. R16. About how to respond if physical contact makes them feel uncomfortable or unsafe. there are situations when they should ask for permission and also when their permission should be sought. About what is kind and unkind behaviour, and how this can affect others. R22. About how to treat themselves and others with respect; how to be polite and courteous 	<p>• Festival of Christmas</p> <p>Pupils will know</p> <ul style="list-style-type: none"> What is meant by the idea of something being precious or special? Why do people give gifts at Christmas? Why do Christians think of Jesus as God's gift to the world? The story of Christmas

	Art	DT	Computing	Music	Spanish	PSHE	RE
Year 2	<p>Painting: Fireworks! Pupils will be able to:</p> <ul style="list-style-type: none"> Gather inspiration for their art from poems, and art by great artists. ('Fireworks' poem https://allpoetry.com/poem/11096053-fireworks-by-Amazingparis) Art: Utagawa Hiroshige. "Fireworks at Ryogoku / HELEN FRANKENTHALER ROYAL FIREWORKS) Comment on artwork focusing on likes, dislikes, forms seen, colour choices, picture balance etc. Mix different tones of paint accurately.  <ul style="list-style-type: none"> Paint between lines accurately. Create their own artwork inspired by the famous artists (The work of Helen Frankenthaler 'Royal Fireworks' or Utagawa Hiroshige. "Fireworks at Ryogoku) Understand how artists use texture to add interest to their pictures (Van Gogh's Starry night: movement is suggested by the short strokes.  <ul style="list-style-type: none"> Draw neatly adding colour and texture with paint and or pastels to create a firework picture in the style of Van Gogh. Evaluate their own artwork and explain how they have chosen their colours for their picture. Christmas Art (Cards and calendar) 	<p>Joining and strengthening materials – A house from 1666.</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Join card and paper in a variety of ways Shape card and paper by cutting and folding Explain why some materials need strengthening and demonstrate how to do this by joining layers. Carry out simple research to help develop a design idea. Produce simple labelled designs that identify key techniques and materials to be used Select and use a variety of tools and materials to make a product that meets a design brief or specific purpose. Evaluate their work against their initial design. 	<p>Using Technology Purposefully: Creating Pictures using a paint tool.</p> <p>Pupils will be able to</p> <ul style="list-style-type: none"> Choose and use the correct functions of the 2Paint a Picture tool. Select colours from a palette Change how dark a colour is by 'adjusting the water tool' Change the brush size use templates for different styles including impressionist, lines and patterns templates. 	<p>Charanga: Ho Ho Ho Christmas</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Know and sing 5 songs Know that some songs have a chorus or response part Make music by dancing and marching Explain how some songs tell a story Find the pulse and clap along with music Copy rhythms by clapping back Copy simple melodies by singing back Improvise rhythms and simple melodies (max 5 note beats) Play an instrumental part using G or GA and B in time with backing music. 		<p>Managing secrets, resisting pressure, recognising hurtful behaviour, working cooperatively.</p> <p>Pupils will know</p> <ul style="list-style-type: none"> About how people may feel if they experience hurtful behaviour or bullying. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. That sometimes people may behave differently online, including by pretending to be someone they are not. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) To recognise the ways in which they are the same and different to others. How to listen to other people and play and work cooperatively How to talk about and share their opinions on things that matter to them. 	<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 and why is Hanukkah celebrated What is the origin and meaning of some of the activities associated with Hanukkah

	Art	DT	Computing	Music	Spanish	PSHE	RE
Year 3	<p>Drawing and Painting</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of Quentin Blake’s artistic style by identify key characteristics such as lively linework, expressive characters and imaginative compositions. • Use varied line weight and thickness, confident strokes, and line techniques such as cross hatching and stippling to add depth and texture to their drawings. • Develop their own pen and ink style studying and copying a range of Quentin Blake pen and ink characters. • Create their own original characters that showcase personality through facial expressions and body language  <p>and scene context similar to Blake’s style.</p> <ul style="list-style-type: none"> • Use watercolours to apply flat and gradient washes, • Mix watercolours and use a range of techniques to add interest and texture to their work eg glazing, salt, splatter, blocking out.  <ul style="list-style-type: none"> • https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.youtube.com/watch%3Fv%3D9Y1pRMWjfs&ved=2ahUKEwjxIamdIoKJAXVvXEFAHVpRF1YQh-wKegQIYxAD&usq=AOvVaw3mm1zOVgDxigrDOy99yopQ • Choose watercolours to reflect a mood or feeling watercolour • Christmas Art (Cards and calendar) 	<p>Textiles – Stitching and Applique</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Explain what applique is and how it could be used to create a bookmark or picture. • Thread a needle with a knotted thread • Use running stitch neatly and accurately with evenly sized spacing • Use cross stitch neatly and accurately with evenly sized spacing • Use sewing techniques to add texture and detail. • Use research to help develop a design idea. • Produce accurate 1:1 size labelled designs that identify key techniques and materials to be used • Select and use a variety of tools and materials to make a product that meets a design brief or specific purpose. • Evaluate their work against their initial design. 	<p>Presenting using MS Powerpoint</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Open and save files to a specified location • understand the uses of PowerPoint. • create a page in a presentation. • add media to a presentation. • add animations to a presentation. • add timings to a presentation. • use the skills learnt to design and • create an engaging presentation. 	<p>Charanga: Glockenspiel unit – basic instrument skills, resding music</p> <p><u>Pupils will be able to:</u></p> <ul style="list-style-type: none"> • Find the pulse and clap along with music • Copy rhythms by clapping back • Copy simple melodies by singing back • Improvise rhythms and simple melodies (max 5 note beats) • Perform and improvise using the notes CDE and F on a glockenspiel • Use a more accurate and broad musical vocabulary to analyse and appraise music. 		<p>Personal Boundaries, respectful behaviour and the importance of being polite</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> • About the impact of bullying, including offline and online, and the consequences of hurtful behaviour. • About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). • How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. • That personal behaviour can affect other people; to recognise and model respectful behaviour online • That personal behaviour can affect other people; to recognise and model respectful behaviour online. • the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships 	<p>Meanings Within Christmas</p> <p>Pupils will know</p> <ul style="list-style-type: none"> • that the story of Jesus’ birth is of central importance in Christianity and why • the story of Mary and Joseph’s journey to Bethlehem • the significance to Christians of key features of the nativity stories • that they will have different views of a particular story and that people within a story will have different feelings, hopes and motives • that music can be used to convey a message in a religious story and that the basis of such music is the story they have listened to • about ways in which beliefs and ideas can be expressed through words, music, art and literature • that people make special journeys to places of religious significance • about the importance of Bethlehem for many Christians • about how and why Divali is celebrated by Hindus and some ways in which Christmas compares and contrasts with Hindu Divali • -that, although the people in the story lived in a very different world, their emotions would have been similar to those of people today, and that fear and jealousy cause problems

	Art	DT	Computing	Music	Spanish	PSHE	RE
Year 4	<p>Painting Light and Dark Pupils will be able to:</p> <ul style="list-style-type: none"> Share ideas and critically comment on paintings by famous artists – what makes their art look so real? (e.g. Michelangelo, Givanna Garzoni,, Cezanne). Describe the difference between a tint and a shade Mix tints and shades by adding white or black. Discuss real life experiences of how colour can appear different Use tints and shades to paint a 2d drawing and make it appear as a 3D form. https://www.youtube.com/watch?app=desktop&v=vGFxszt7GVE https://www.youtube.com/watch?app=desktop&v=TVbLVKs6dMM  <ul style="list-style-type: none"> Try different arrangements of objects for a composition and explain their choices. Produce neat clear sketch that reflects the arrangement of objects Create a final painting that shows an understanding of how colour can be used to show light and dark and therefore show dimensions. Paint with care and control to make still life objects recognisable.  <ul style="list-style-type: none"> Christmas Art (Cards and calendar) 	<p>Woodwork skills – A working catapult.</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Explain clearly how tools can be used safely and correctly in the classroom Carry out in depth research to inform their design ideas Produce a detailed annotated design that identifies materials, joints and cuts to be made, accurate sizes and aesthetics. Select the correct tools and materials in order to meet their design brief. Use a hammer, screwdriver, drill, saw rasp and vice safely and correctly to accurately shape and join pieces of wood to make their product. Evaluate their product by testing it and comparing it to their design. 	<p>Writing for different audiences: Word Processing (unit 5.8)</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> know what a word processing tool is for. add and edit images to a word document. know how to use word wrap with images and text. change the look of text within a document. add features to a document to enhance its look and usability. use tables within MS Word to present information. consider page layout including heading and columns when writing for a specific purpose. 	<p>Charanga : Glockenspiel unit 2.</p> <p><u>Pupils will be able to:</u></p> <ul style="list-style-type: none"> Find the pulse and clap along with music Copy rhythms by clapping back Copy simple melodies by singing back Improvise rhythms and simple melodies (max 5 note beats) Perform and improvise using the notes CDEF&G on a glockenspiel Use a more accurate and broad musical vocabulary to analyse and appraise music. Play in tune and in time with backing music Read musical notation Build a stronger understanding of music theory. 		<p>Managing confidentiality, recognising risks online, respecting differences and similarities</p> <p>Pupils will know</p> <ul style="list-style-type: none"> Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. 	<p>Introduction to Hinduism :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 meaning of the om/aum symbol and its significance for Hindus about some Hindu beliefs about the Hindu idea of God “existing” in many forms that some Hindus worship Lakshmi, the goddess of wealth that Hindus believe that the many qualities of God are represented in different ways that shrines are special places in Hindu homes about some of the ways that Hindus show devotion to God what “puja” means that actions in worship often have symbolic meaning that some of the activities in worship have parallels in their own lives