

DINNINGTON FIRST SCHOOL CURRICULUM TOPIC PLANNING

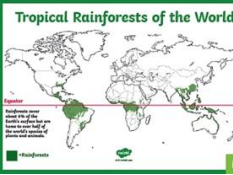
Learn, Enjoy, Succeed Together

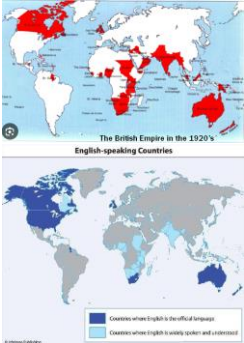


Block 4 – KSOs (Knowledge and Skills Outcomes – What pupils will know and be able to do)

	English	Maths	Science	History	Geography	PE
Year 1		<p><u>Place Value within 50</u> Pupils will be able to:</p> <ul style="list-style-type: none"> Count confidently forwards and backwards from different numbers within 50 Recognise and represent multiples of 10 up to 50. Count forwards and backwards in 10's within 50. Partition and group into 10's and ones. Solve problems within 50 on number lines including missing number questions and estimating. Estimate on a number line numbers up to 50. <p><u>Length & Height</u> Pupils will be able to:</p> <ul style="list-style-type: none"> Compare lengths and heights using longer than, shorter than, taller than, equal to. Measure using non-standard units e.g. cubes, lego bricks, paperclips etc and understand that units of measure must be equal in size. Measure to the nearest CM using a ruler that lines up the zero. <p><u>Mass and Volume</u> Pupils will be able to:</p> <ul style="list-style-type: none"> Compare mass (weight) using heavier than / lighter than / equal to / balanced Measure and reason about mass using non standard units eg cubes, lego bricks, marbles. Compare and reason about mass using balance scales with more than one object. Understand capacity is the maximum amount that something can hold. Measure capacity using non standard units eg cups of water, marbles, cubes, cups of sand. Understand that volume is the amount of something inside a container. (empty, nearly empty, nearly full, full, half full) <p>So light so heavy book: Story Monster Presents: So Light So Heavy</p>	<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 / spring. Eg see buds developing. Gather information about the weather eg weather diary / water collector. <p><u>Materials</u> Pupils will be able to:</p> <ul style="list-style-type: none"> Sort materials such as wood, plastics, glass and metal in different ways. Compare materials saying what is similar and what is different between different materials and/or different examples of the same material. Recognise and explain how different materials are used. Carry out investigations and fair tests to explore and explain: <ul style="list-style-type: none"> Freezing & melting of water Absorbency Transparency and opaqueness Floating and sinking 	<p><u>Tremendous Toys</u> Pupils will be able to:</p> <ul style="list-style-type: none"> research, list and group toys from today. use research to find out about toys from the past within living memory (read sources, physical evidence, images) compare and contrast modern toys and toys from the past. Understand how changes in technology have impacted toy designs (Including materials used for construction, shapes, moving parts, electrically powered etc) use a timeline to order images of toys from today and the past. Reason about when the best toys were made 		<p><u>Quicksticks Hockey (Use Y3 planning on PPP)</u> Pupils will be able to:</p> <ul style="list-style-type: none"> Dribble the ball holding the stick in the correct position Pass and receive the ball with some control Perform a pass and move into a good space to receive the ball. Begin to tackle a player safely when stationary and moving. Score whilst the ball is stationary Play adapted competitive games to apply basic principles of attacking and defending. <p><u>Skipping (+multiskills)</u> <u>(good videos here: The Straddle Step)</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Hop in one place on one foot and change to the other foot. Hop forward and backwards on either foot demonstrating good balance. Play games that involve jumping, hopping and balance eg hopscotch Skip using a single two footed bounce Skip with a double bounce Enter and exit a long rope and perform at least 1 skip. Catch a ball with two hands. →extend with different balances eg catch balanced on right foot. Throw a ball accurately underarm to a partner. Play catching games to improve power and accuracy. <p>Possible planning tips: skipping - Grindon Infant School</p>

	English	Maths	Science	History	Geography	PE
Year 2	<ul style="list-style-type: none"> 	<p>Multiplication & Division Pupils will be able to:</p> <ul style="list-style-type: none"> Recognise and make equal groups Add equal groups Recognise and use the multiplication symbol to write and solve problems Represent and solve multiplications using arrays, understanding that multiplication is commutative. Share quantities into equal groups Quickly recall all multiplication and division facts from the 2, 5 and 10 x tables. 	<p>Living things and their habitats (**Ocean habitats, coastal habitats and sustainability next block)</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Understand <i>what a habitat is</i> and name some familiar habitats in the local area. Identify <i>habitats of familiar animals and plants</i>, linking this to previous learning about what living things need to survive. Describe <i>Polar habitats</i> and what sorts of animals might live there and why. (Consider extreme conditions eg low temperature and how animals are well adapted) Describe a <i>Desert habitat</i> and what sorts of plants and animals might live there and why. (Consider weather, temperature, drought) Describe a <i>Woodland habitat</i> – what sorts of plants and animals live there and how they are well suited to this habitat. (Consider how animals use the plants and trees to survive) Describe <i>microhabitats</i> – demonstrating that micro means really small. Say what sorts of plants and creatures live in a micro habitat and explain how the microhabitat provides everything they need to survive. Use their understanding omnivores, omnivores and carnivores to create simple <i>food chains</i> for different habitats. 	<p>Titanic How has water travel changed through time</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Use research and pictorial evidence to find out about water transportation throughout the ages. Give example of methods of water transportation in ancient times and explain their uses and limitations. Discuss the development of boats during the medieval period including Viking long ships and examine their uses in trade and warfare. Investigate and explain the limitations of sailing boats in relation to speed, safety, navigation and the distance that could be travelled. Link this to Francis Drakes achievement of circumnavigating the world. Explore how innovations like steam power and iron hulls revolutionised water travel during the Industrial Revolution. Discussion includes changes in shipbuilding. A detailed look at the Titanic, including its design, the technology it boasted, its maiden voyage, and the tragic sinking. Discuss modern water travel technology including modern ocean liners, cargo ships, and submarines. Focus on technological advancements like radar and sonar. Chronologically position water transportation developments on a timeline. 		<p>Quicksticks Hockey (Use Y4 planning on PPP) Pupils will be able to:</p> <ul style="list-style-type: none"> Dribble and stop the ball with control Pass the ball over longer distances with improved accuracy and power Perform a short pass and move into space to receive a return pass. Tackle a player, making sure to bend knees and keep low to the ground Shoot with improved accuracy at targets and goals and score whilst the ball is moving. Play adapted games and demonstrate tactics for attacking and defending. <p>Skipping (good videos here: The Straddle Step) Pupils will be able to:</p> <ul style="list-style-type: none"> Skip using a single bounce Skip using a double bounce Skip with a straddle jump skipping straddle - Google Search Skip using a hop and swap Skip and incorporate a side swing Travel while skipping Enter a long rope and perform multiple skips. <p>Possible planning tips: skipping - Grindon Infant School</p>

	English	Maths	Science	History	Geography	PE
Year 3	•	<p>Fractions (A) Pupils will be able to:</p> <ul style="list-style-type: none"> Understand the denominators of a unit fraction <ul style="list-style-type: none"> shows how many equal parts the whole is divided into. Can be used to compare and order unit fractions Understand the role of a numerator in a non-unit fraction and that non unit fractions are made up of a quantity of unit fractions. Understand a 'whole' in terms of fractions Represent and understand fractions in concrete, pictorial and abstract forms Compare and order fractions with the same denominator. Count in fractions on a number line Reason about fraction problems Find equivalent fractions by comparing number lines or other pictorial representations. <p>Mass and Capacity Pupils will be able to:</p> <ul style="list-style-type: none"> Use and understand scales with a focus of dividing 100 into 2/4/5 or 10 equal parts. Measure mass in g and kg, converting units where necessary to solve problems Compare and order objects by their mass. Add and subtract different masses to solve problems Define capacity as the amount of liquid a container can hold Define volume as the specific amount of liquid in a container. Measure capacity and volume in ml and l by accurately reading scales and converting between the units where necessary. Estimate capacities and volumes. Compare capacity and volume using inequalities. (<,>,>=) Add and subtract volumes to solve problems. 	<p>Soils and Plants Pupils will be able to:</p> <ul style="list-style-type: none"> Examine different soil samples and explain how soil types vary Say what soil is made up of using and understanding the term organic matter Explain the importance of soil including why many living things need soil to survive. Explain the impact of humans on soils and thus the impact on plants and animals. Carry out an experiment to see which soil type is best to help plants grow. Carry out a fair test to check the absorbency of different soils and evaluate their results. Identify the different parts of a flowering plant and consider what might happen if one part became damaged Identify and explain the purpose of the stamen and pistil Carefully dissect a plant identifying the different parts and their functions. Plan and carry out a fair experiment with predictions to explore the requirements of plants for growth. Explain the way in which water is transported within plants. Explain the processes of <ul style="list-style-type: none"> germination pollination seed dispersal Describe the life cycle of a flowering plant. 		<p>South American Rainforests – The Amazon Pupils will be able to:</p> <ul style="list-style-type: none"> Name and identify the continents on a world map. Use an Atlas or online map to locate tropical rainforests around the world (including the Amazon Rainforest.) Say what is special about their location.  <p>Tropical Rainforests of the World</p> <ul style="list-style-type: none"> Define and describe what a tropical rainforest is like and how it differs to a forest in our country. Know what a biome is (large community of vegetation and wildlife adapted to a specific climate) Interpret climate data to find out about the Amazon Rainforest and compare it to data from the UK. Describe what deforestation is and its impacts. Suggest actions that can be taken to reduce rainforest deforestation and persuade people to take action. 	<p>Hockey (Use PPP planning Y5) Pupils will be able to:</p> <ul style="list-style-type: none"> Dribble the ball in different directions keeping head up Pass the ball over a variety of distances with accuracy and power in game situations Perform a pass with some control, accuracy and follow with a movement into space to receive a return pass Begin to defend against an opponent in a game situation – tackling and marking Hit a moving ball with some power and accuracy and control into a goal. Begin to apply techniques learned in game situations and to have an understanding of key rules. <p>Basketball (Use PPP planning Y5) Pupils will be able to:</p> <ul style="list-style-type: none"> Demonstrate ball awareness by copying a partners movements with a ball. Dribble the ball , changing directions and turning using either hand Pass, receive and move with the ball (chest and bounce pass) Learn the BEEF technique when shooting in isolation and begin to use it in game situations. Dribble the ball and perform the correct footwork when stopping Use offensive play in a conditioned game, beating your partner when dribbling the ball. Use defensive techniques- (Gorilla) and begin to use the body to protect the ball in a conditioned game Use techniques learned in a game situation and to have an understanding of key rules.





	English	Maths	Science	History	Geography	PE
Year 4	Write Stuff Unit:	<p>Fractions</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Understand a 'whole' in terms of fractions Understand the denominators of a unit fraction <ul style="list-style-type: none"> shows how many equal parts the whole is divided into. Can be used to compare and order unit fractions Understand the role of a numerator in a non-unit fraction and that non unit fractions are made up of a quantity of unit fractions. Count forwards and backwards in fractions crossing 1 Write improper fractions and convert into mixed numbers Represent and understand fractions in concrete, pictorial and abstract forms Count in fractions on a number line Reason about fraction problems Find equivalent fractions including deriving equivalent fraction families. Add and subtract fractions <p>Decimals (A)</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Write tenths and hundredths as fractions and decimals Count forward and backwards in tenths and hundredths. Add on and take away tenths and hundredths bridging whole numbers Display tenths and hundredths on a number line Divide 2-digit numbers by 10 and 100. 	<p>Digestive System and Food Chains</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Compare the teeth of carnivores, herbivores and omnivores to understand how an animals diet influences the structure of its teeth Name the 4 main types of teeth in the mouth and their functions (incisor, canine, premolar, molar) Describe the different layers of the tooth and why they are important. Describe how bacteria in the mouth feed on sugar and contribute to plaque build up and decay. Carry out an investigation to see how different liquids can damage teeth (egg shell experiment) Be able to describe the route food takes as it goes through the digestive system (including the roles of different body parts and liquids) Carry out a practical demonstration to explain how digestion happens. Describe what a food chain is. Identify producers and consumers in a food chain. Construct and interpret a variety of food chains, identifying producers, predators and prey. Explain what would happen if one element of the food chain changed eg a producer died out or a new predator is introduced. 		<p>Legacy of the British Empire</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Understand what the British Empire was and which countries were part of it Explain the cultural impact of the British Empire on modern Britain (cuisine, languages, customs) and on other countries from the empire (sport, legal systems, etc)  <ul style="list-style-type: none"> Understand the agricultural challenges in Africa linked to historical British Empire practices. Use critical thinking to debate the legacy of the British Empire 	<p>Basketball (Use PPP planning Y6)</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Demonstrate awareness and ball control by copying a partner and keeping control while moving the ball. Dribble the ball in various directions at speed Perform a variety of passes within a game with precision and control Use the BEEF technique in a competitive game situation with some success Dribble the ball and perform the correct footwork when stopping in a competitive game situation Use offensive play using your team member to screen the ball in combination Apply defensive techniques in a competitive game situation Use techniques learned and apply them in a game situation. <p>Hockey (Use PPP planning Y6)</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Dribble the ball at various speeds – both in isolation and a game situation Pass the ball over a variety of distances in attacking and defensive situations Pass and move into a space with accuracy, control and speed Begin to defend as an individual and communicate to defend as a team (marking and tackling) Hit a moving ball into a goal from different angles with accuracy, control and power. Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending.





DINNINGTON FIRST SCHOOL CURRICULUM BLOCK PLANNING




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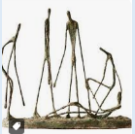


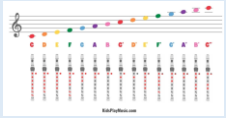


Block 4 – KSOs (Knowledge and Skills Outcomes – What pupils will know and be able to do)

	Art	DT	Computing	Music	Spanish	PSHE	RE
Year 1	<p>Painting & Mixed Media Printing Pupils will be able to</p> <ul style="list-style-type: none"> Name the primary colours Mix primary colours to make secondary colours Apply paint consistently to achieve a print Choose colours for effect and explain their choices Mix different shades of a secondary colour To comment on the works of other artists (Clarice Cliff & Jasper Johns) To apply their painting skills to work in the style of a studied artist. <p>Formal elements:</p> <ul style="list-style-type: none"> ✓ Colour: Know that the primary colours are red, yellow and blue. ✓ Colour: Know primary colours can be mixed to make secondary colours: <ul style="list-style-type: none"> - Red + yellow = orange - Yellow + blue = green - Blue + red = purple ✓ Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. ✓ Tone: Know that there are many different shades (or 'hues') of the same colour.   	<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>Combine text and graphics: Animated Stories (Unit 1.6)</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Open and close a programme by logging in and out securely. Open saved work and save finished work. Add animation to a story – eg add an object that moves Add sound to a story including voice recording and or music the children have composed. To edit backgrounds by copying and pasting images Enter and edit text including changing fonts. 	<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&rctj&q=&escr=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&usg=AOvVaw3ZD_8DkixdT4uNW6C2SxXp&opi=89978449</p> 		<p>A) How rules help us care for others and the environment B) Safe use of the internet and digital devices C) Jobs in the community.</p> <p>Pupils will be able to explain:</p> <p>A)</p> <ul style="list-style-type: none"> About what rules are, why they are needed, and why different rules are needed for different situations. How people and other living things have different needs; about the responsibilities of caring for them. About things they can do to help look after their environment <p>B)</p> <ul style="list-style-type: none"> About how the internet and digital devices can be used safely to find things out and to communicate with others. About the role of the internet in everyday life. <p>C)</p> <ul style="list-style-type: none"> That everyone has different strengths. Different jobs that people they know or people who work in the community do and why they are important About some of the strengths and interests someone might need to do different jobs 	<p>Easter</p> <p>Pupils will be able to</p> <ul style="list-style-type: none"> Explain what is Easter about and why is it so important to Christians including the ideas of new life and hope Say what are some of the important Christian beliefs expressed through Easter Understand what is meant by the idea that something is special or precious Explain that Christians believe that Jesus is God's gift to the world Comment on how do the events of Easter make them feel

	Art	DT	Computing	Music	Spanish	PSHE	RE
Year 2	<p>Sculpture: Clay Pupils will be able to:</p> <ul style="list-style-type: none"> Flatten, shape and smooth clay, roll shapes successfully and make a range of marks in their clay for effect. Use the techniques for a pinchpot to create a boat shape and join at least one piece of clay onto it using scoring and slip. Use rolling and scoring and joining techniques to create a clay tile that depicts a scene from the Titanic story. 	<p>Woodwork Pupils will be able to:</p> <ul style="list-style-type: none"> Safely use woodwork tools (hammer, screwdriver, woodwork table, vice / clamp etc) Use a happer to accurately place nails into a piece of wood. Use a screwdriver to accurately place screws into a pie of wood. Research and design a wooden hedgehog toy. Use woodwork skills to make a hedgehog toy Use pains and glue to add details to the hedgehog toy. Review their design and finished product.  	<p>Spreadsheets. <i>Purple Mash 2.3:</i> Pupils will be able to</p> <ul style="list-style-type: none"> Open, close, save files. understand the sorts of tasks that a spreadsheet program could be used for. Use and understand language linked to spreadsheets eg calculation, cell, column, drag, row, total enter data into spreadsheet cells. use 2Calculate totalling tools. use a spreadsheet for money calculations. use the 2Calculate equals tool to check calculations. use 2Calculate to collect data and produce a graph. 	<p>Recorders: 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.  <ul style="list-style-type: none"> Charanga Unit alternative: Unit: Zoom-time: Focus on Reggae style. Learning to sing and appraise different songs. Improvise with percussion instruments to produce accompaniments to music. 	"	<p>A) Belonging to a group. roles and responsibilities, being the same and different. B) The internet in everyday life C) What money is: needs and wants.</p> <p>Pupils will know</p> <p>A)</p> <ul style="list-style-type: none"> How people and other living things have different needs; about the responsibilities of caring for them. About the different groups they belong to. About the different roles and responsibilities people have in their community. To recognise the ways that they are the same as, and different to, other people. <p>B)</p> <ul style="list-style-type: none"> About the role of the internet in everyday life. That not all information seen online is true. <p>C)</p> <ul style="list-style-type: none"> What money is; forms that money comes in; that money comes from different sources. That people make different choices about how to save and spend money. About the difference between needs and wants; that sometimes people may not always be able to have the things they want. That money needs to be looked after; different ways of doing this. That jobs help people to earn money to pay for things. 	<p>Jewish worship . Pupils will know:</p> <ul style="list-style-type: none"> what the Torah is and why it is special to Jewish people about the content of the Torah and what it teaches Jewish people about God and how they should live what is of value to them and how they know how to behave, and to reflect on the guidance which the Torah provides about how to live their lives about how a Torah scroll is made and what this shows about its importance for Jewish people that Jewish people have a distinctive pattern to the week which is based on a creation story in the Torah and is reflected in their lifestyle to explain and demonstrate what they have learned about the Torah and how its guidance might help them in their own lives

	Art	DT	Computing	Music	Spanish	PSHE	RE
Year 3	<p>Drawing. : Growing artists (**Link drawings to Science topic**) Pupils will be able to:</p> <ul style="list-style-type: none"> Know the difference between organic and geometric shapes. Use simple shapes to form the basis of a detailed drawing. Use shading to demonstrate a sense of light and dark in their work. Shade with a reasonable degree of accuracy and skill. Blend tones smoothly and follow the four shading rules. <p>✓ Shade in one direction. ✓ Not leave any gaps. ✓ Work neatly to the edges. ✓ Create smooth even tones.</p> <ul style="list-style-type: none"> Collect a varied range of textures using frottage. Use tools competently, being willing to experiment. Generate ideas mostly independently and make decisions to compose an interesting frottage image. Make considered cuts and tears to create their ideas. Understand how to apply tone, with some guidance about where to use it.   	<p>Woodwork – Desk buddy</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>Coding : Events and Actions</p> <p><i>NCE Teaching plans to be used: https://teachcomputing.org/curriculum in conjunction with Scratch 1 group of pupils each week could use the lottibots to apply their programming skills.</i></p> <p><i>Code . org Block C used as extension task.</i></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> explain the relationship between an event and an action program a sprite to move up , down, left and right to follow a designated path use extension blocks to add a pen to draw lines. identify a way to improve a program and use debugging to find a solution match a piece of code to an outcome 	<p>Charanga: The dragon song</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Listen and appraise the dragon song and other traditional tunes / folk melodies from around the world. Identify the pulse to the song Copy different clapping rhythms Play along with the song using recorders and/or glockenspiels Learn and sing the dragon song Improvise and/or compose with the song Perform the song. 		<p>A. The value of rules and laws rights, freedoms and responsibilities. B. How the internet is used – assessing information online C. Different jobs and skills: job stereotypes and setting personal goals.</p> <p>Pupils will:</p> <p>A</p> <ul style="list-style-type: none"> recognise reasons for rules and laws; consequences of not adhering to rules and laws. recognise there are human rights, that are there to protect everyone. understand the relationship between rights and responsibilities <p>B</p> <ul style="list-style-type: none"> Recognise ways in which the internet and social media can be used both positively and negatively. know to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. <p>C.</p> <ul style="list-style-type: none"> recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. Know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. Know about stereotypes in the workplace and that a person's career aspirations should not be limited by them. Know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. 	<p>Meanings within Easter – the death and rebirth of Jesus</p> <p>Pupils will know</p> <ul style="list-style-type: none"> What Jesus' friends and family expected of him the significance of the events of Palm Sunday and Holy Week Why the Last Supper so important Why Jesus arrested and crucified How the people most closely involved feel about Jesus' crucifixion How the resurrection affect Jesus' followers How the resurrection affected the Christian faith and Christians through the ages?

	Art	DT	Computing	Music	Spanish	PSHE	RE
Year 4	<p>Sculpture: Pupils will be able to:</p> <ul style="list-style-type: none"> Demonstrate understanding of basic proportions and shapes of the human body. Demonstrate skills in capturing motion and understanding of how to use a camera for sports photography. Translate a 2D image into a 3D sculpture plan. Apply techniques in manipulating wire to form stable structures. Demonstrate skills in using modroc to add detail and form to a sculpture. Use painting techniques for finishing sculptures and adding extra interest. Critique their own work and provide constructive feedback to other artists. <p>Activity ideas:</p> <ul style="list-style-type: none"> Draw the human form in proportion using basic shapes Comment and respond through annotated sketches to the work of Swiss sculptor Alberto Giacometti  <ul style="list-style-type: none"> Capture a range of digital copies of sports poses using cameras Carry out their own research of an artist who paints in an abstract style and respond through small sketches. Design a human form sculpture (inspired by sport and the work of Giacometti and coloured in the style of their chosen abstract artist.)  <ul style="list-style-type: none"> Create simple wire frame sculptures Use Modroc to build up the form of their wire sculptures. Use acrylic paints to add colour to their sculpture. Review their sculpture explaining which elements have worked well and what they would choose to improve given more time. 	<p>Electricity. 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>Programming – BBC Microbit</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"> Use block code to write simple algorithms and debug them. Understand the terms input and output. Use looping commands to create a flashing image. Program a button as an input to display an emotion Program the accelerometer as an input to create a 'jump counter'. Use 'if' and 'else' commands as conditional inputs to create a night light. Specify ranges for outputs to create a random number or image generator. <p>First lessons with MakeCode and the micro:bit micro:bit</p>	<p>Charanga : N/A.</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). Learn songs for the big gig – sing in time with music. Read music from stave including crotchet, minium, semibreve, quaver and corresponding rests. Play the recorder in time to backing tracks for the Big Gig. <p>Sarah Watts Jazzamatazz Children's Songs for Recorder - KidsPlayMusic</p> 		<p>A. What makes a community: shared responsibilities</p> <p>B. How data is shared and used</p> <p>C. Making decisions about money: using and keeping money safe</p> <p>Pupils will know</p> <p>A</p> <ul style="list-style-type: none"> the meaning and benefits of living in a community to recognise that they belong to different communities as well as the school community about the different groups that make up and contribute to a community about the individuals and groups that help the local community, including through volunteering and work how to show compassion towards others in need and the shared responsibilities of caring for them <p>B</p> <ul style="list-style-type: none"> that everything shared online has a digital footprint that organisations can use personal information to encourage people to buy things to recognise what online adverts look like to compare content shared for factual purposes and for advertising why people might choose to buy or not buy something online e.g. from seeing an advert that search results are ordered based on the popularity of the website and that this can affect what information people access <p>C</p> <ul style="list-style-type: none"> how people make different spending decisions based on their budget, values and needs how to keep track of money and why it is important to know how much is being spent about different ways to pay for things such as cash, cards, e-payment and the reasons for using them that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	<p>Introduction to Hinduism :</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Give details about Hindu worship through the rituals and artefacts that are involved in puja identify some of the customs and practices related to celebrating Divali explain Divali is the start of the Hindu new year recall the key events in the story of Rama and Sita and about the meanings of the story consider the feelings and motivation of the characters in the story Explain about karma (cause and effect), samsara (reincarnation) and moksha (liberation) identify some practices associated with Divali Explain about the symbolic significance of a diva and how it relates to the Rama and Sita story Explain about the purpose of sending Divali cards Explain about the purpose of creating rangoli patterns Explain about the importance of preparation for Divali