DINNINGTON FIRST SCHOOL CURRICULUM TOPIC PLANNING

Learn, Enjoy, Succeed Together

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

	English	Maths	Science	History	Geography	PE
Year 1	Rapunzel *Once upon a wild wood by Chris Riddell*	**Place Value within 10** Pupils will be able to: • **sort collections of objects** based on different attributes and should know that the same set of objects can be sorted in different ways. • **recognise numbers as words**. • **count on from any number**. • **count forwards and backwards to 10**. • **order numbers** and use fewer, greater and equal to **compare numbers**. • **say one more or less**.	**Animals** Pupils will be able to: • **Know characteristics that help identify mammals , birds, fish, amphibians and reptiles** • **Compare and group a selection of animals**. • **understand the term carnivore, herbivore and omnivore** and identify animals for each group. • **Know why it is important to care for the planet** • **Give examples of how we can care for the planet**. • Pupils will **record seasonal data ant comment on changes** seen and felt. *The Variety of Life – by Nicola Davies*		**Where We Live** Pupils will be able to: • Label the 4 points of a compass and use compass directions to solve simple challenges or puzzles. • Create simple maps of the school / classroom / playground using a simple key or drawing symbols to represent features. • Use a walk of Dinnington to identify some human and physical geographical features. • Use aerial photographs and plan perspectives to identify landmarks • Use the correct geographical language	**Mult skills** • Explore static balances and understand concept of bases. • Combine a number of coordination drills using upper and lower boy parts • To travel in a variety of ways. • Aim a variety of balls and equipment accurately. **Football** • Pass the ball, beginning o use the inside of feet • Dribble the ball with the inside of feet – finding space • Begin to get the ball off a player – tackling • Score in a variety of ways – into goals / at targets • Begin to understand tactics for attacking and defending • Play in small sided games 4V4
Year 2	The Owl who was Afraid of the Dark ? (In My Heart)	**Place Value within 100** Pupils will be able to: • **count forwards and backwards to 100**. • **write numbers to 100 in digits and words** • **count objects to 100 by making 10s** • **recognise tens and ones and partition 2 digit numbers flexibly**. • **estimate numbers to 100** on a number line • **count forwards and backwards in 2s 3s and 5s** from any corresponding multiple. • **count forwards and backwards in 10s from any number**. **Addition & Subtraction** Pupils can: • Quickly **recall bonds to 10** • **find addition and subtraction bonds to 20** • Find **bonds to 100 (with multiples of 10)**	**Animals' needs for survival** Pupils will be able to: • **Recall in greater detail the characteristics that identify mammals , birds, fish, amphibians and reptile.** • **Know what mammals birds, fish, amphibians and reptiles need to survive** including things such as air, water, food. • **consider sustainability for mammals, birds, fish reptiles and amphibians** once their needs are understood. • **Understand that humans are mammals** • Comment on similarities and differences with other animal groups. **Humans** • **Plan and carry out simple investigations** linked to exercise and heartrate. • **Understand how heartrate changes with exercise** • **Identify, name and sort foods into categories** eg fruit , meat, unhealthy • **Know which foods contribute to a healthy / unhealthy diet**. • **Know how & why it is important to keep clean** and **understand in simple terms how germs are passed** between people *The Variety of Life – by Nicola Davies* *Big Book of Birds – Yuval Zommer*		**Amazing Africa** Pupils will be able to: • Use fieldwork to identify human and physical features in our locality. • Compare physical and human features of our locality to a small area in Africa. • Identify seasonal and daily weather patterns in the UK compared to Africa and in relation to the Equator and Poles. • Use world maps , atlases and globes to identify the UK, continents and oceans. • Use compass points to discuss geographical locations. *Amazing Africa – Atinuke* *One Day on Our Blue Planet – Ella Bailey* *Lila and the Rain – David Conway*	**Mult skills** • Develop sttic balances and understanding of bases. • Use agility ladders to improve coordination & speed. • Aim balls accurately with accurate speed and strength • To change speed and direction with control- learning movement patterns. • To apply skills learned in games. **Football** • Stop the ball with their sole and inside of their feet • Pass the ball to a partner using 'Plant, point, pass' • Dribble the ball with the inside of feet, keeping the ball close to thir body – dribble into space. • Improve tackling by using adapted games – introduce interception • Score in a variety of ways and begin to use in game situations • Begin to include some basic tactics for attacking and defending in conditioned games • Play an adapted and conditioned game of 5v5

| Year 3 | Stone Age Boy

Secret of Black Rock | **Place value within 1000**
Pupils will be able to:
• **Represent numbers to 1000**
• **Partition numbers to 1000 flexibly**
• **Find 1, 10 or 100 more or less**
• **Estimate numbers to 1000 on a number line**
• **Order and compare numbers to 1000**
• **Count forwards and backwards in 50s**

Addition & Subtraction
Pupils can:
• **Add and subtract 1,10 and 100** including across a 10 and 100
• **Add two numbers without exchange**
• **Subtract two numbers without exchange**. | **Nutrition & Diet**
Pupils will be able to:
• **Identify and sort foods into 5 food groups** – fruit &vegetables, carbohydrates, proteins, dairy products and fats & sugars
• **Explain the effect of each type of food on the body**. Eg What happens if you have too much / little ….
• Explain how to achieve a **balanced diet**
• Explain the **differences in vegetarians, vegan and pescatarian diets**.
• **Use the terms omnivore, herbivore and carnivore to discuss animal diets**.
• Identify the **differences in teeth between omnivores, carnivores and herbivores.**
• Carry out a **sustainability project to improve food waste** within school. | **Changes in Britain from the Stone Age to the Iron Age**
Pupils will be able to:
• Define the term Prehistory
• Explain how Stone Age people lived and changes that occurred during this time.
• Explain what life was like for people during the Bronze Age and changes that occurred.
• Explain what life was like in the Iron Age and changes that occurred.
• Know how we find out about the past eg Explain how monuments and tombs have helped us find out about the past.
• Compare and contrast life in each age through question 'Would you rather live in the Stone, Bronze or Iron Age?'
The Pebble in my Pocket – A History of our Earth by Meridith Hooper | | **Orienteering**
• Develop the idea of teamwork
• Follow simple cone maps learning to orientate the map correctly
• Use compass directions
• Use visual clues to find control points.
• Learn to use a base station and control points.
Football
• Control the ball using inside, outside and sole of feet
• Pass the ball with the inside of feet with accuracy. Pass the ball to someone in space.
• Dribble the ball, beginning to turn with some control
• Defend making a tackle and improved positional awareness
• Shooting past goalkeepers with increased accuracy
• Play in adapted games applying basic principles for attacking and defending in small 6v6 games. |
| Year 4 | The Whale → Narrative
Haunted House | **Place Value within 10000**
Pupils will be able to:
• Represent numbers in words and digits
• Flexibly partition numbers
• Estimate numbers on a number line
• Compare and order numbers
• Round to the nearest 10,100 or 1000
• Represent numbers up to 100 in Roman numerals.

Addition & Subtraction
Pupils can:
• **Add and subtract 1s, 10s, 100s and 1000s.**
• **Add or subtract two. 4 digit numbers without exchange**
• **Add or subtract two 4 digit numbers with exchange using an efficient method.**
• **Estimate and check answers using rounding or inverse operations.** | **Living Things & Habitats**
Pupils will be able to:
• **Identify plants and animals in their locality using classification keys**
• Comment on the **biodiversity in their locality**
• **Contrast urban and rural environments**, commenting on how each type meets the needs of plants and animals that live there.
• Recognise that **environments can change and that this can pose danger to living things.**
• Comment on the **impact of humans on changing environments**
• **Environmental Study: Investigate the impact of litter in the local area** through careful observations and recordings and plan a way to raise awareness of what they find. | **The Romans**
Pupils will be able to:
• Understand what an 'Empire' is and be able to visualise the reach of the Roman Empire.
• Explain what happened during Julius Caesar's attempted invasions and why they were not successful.
• Explain how the Romans successfully invaded Britain.
• Give details of Boudicca's rebellion
• Comment on what made the Roman army so effective.
• Explain how the Romans left their mark on our region and life today.
Romans Magnified – David Long
We are the Romans – David Long
Escape from Pompeii – Christina Balit | | **Orienteering**
• Develop teamwork and problem solving
• Recognise some map symbols
• To orientate a map correctly while following it.
• To follow aerial photo maps using symbols to locate control points
• Compete in timed events to complete circuits with at least 5 control points.
Football
• Adjust body correctly to receive and control a ball
• Pass the ball with either foot while on the move
• Dribble the ball using inside and outside parts of the foot.
• Demonstrate a range of ways to change direction with the ball.
• Defend by closing down space and intercepting passes
• Shoot with more power and accuracy – driving the shot with laces.
• Apply attacking and defensive tactics in 7v7 games. |

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	**Drawing: Make Your Mark** Pupils will: • Show knowledge of the language and literacy to describe lines. • Show control when using string and chalk to draw lines. • Experiment with a range of mark-making techniques, responding appropriately to music. • Colour neatly and carefully, featuring a range of different media and colours. • Apply a range of marks successfully to a drawing. • Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.		**Online Safety & Exploring Purple Mash** To log in safely and understand why that is important. • To create an avatar and to understand what this is and how it is used. • To be able to create a picture and add their own name to it. • To start to understand the idea of 'ownership' of creative work. • To save work to the My Work area and understand that this is private space • To learn how to find saved work in the Online Work area. • To understand the importance of logging out when they have finished.	Hey You – Old Style Hip Hop		**Families:** Pupils will • Understand roles of different people. • Know why it is important to feel cared for. • Understand how behaviour affects others – being polite, rude, respectful • Recognising privacy, staying safe, seeking permission	**Belonging** Pupils will know: • How to relate their own understanding of belonging to different cultures or with different traditions. • How do Christians express their sense of belonging
Year 2	**Drawing: Make Your Mark** Pupils will: • Use relevant language to describe how an object feels. • Freely experiment with different tools, • Describe and then draw shapes that make up an object. • Use good observational skills to add details to their drawing. • Use an interesting range of marks that show an understanding of how to draw different textures. • Develop sketches into a character, with some support, adding details to enhance their character. • Demonstrate an understanding of how drawing facial features in different ways conveys expressions. • Create scenes from their own imagination,		**Online Safety** To know how to refine searches using the Search tool. • To use digital technology to share work on Purple Mash to communicate and connect with others locally. • To have some knowledge and understanding about sharing more globally on the Internet. • To introduce Email as a communication tool using 2Respond simulations. • To understand how we should talk to others in an online situation. • To understand that information put online leaves a digital footprint or trail and the steps that can be taken to keep personal data secure **Questioning** To learn about data handling tools that can give more information than pictograms. • To use yes/no questions to separate information. • To construct a binary tree to identify items. • To use 2Question (a binary tree database) to answer questions. • To use a database to answer more complex search questions. • To use the Search tool to find information.	Hands, Feet & Heart – South African styles		**Making friends** Pupils will: • Understand about feeling lonely & know how to get help. • Have ways of managing secrets, resisting pressure and recognising hurtful behaviour • Recognise things in common and differences with others. • Develop ways of playing and working cooperatively, sharing opinions	**Expressing Beliefs** Pupils will know: • Religious beliefs and faiths require expression both individually and through daily life and collectively in a community for example through worship.

Year 3	Painting & Mixed Media :Prehistoric Art		Online Safety	Let Your Spirit Fly		Families	Religious Identities

Year 3

Painting & Mixed Media :Prehistoric Art

Pupils will:
- Recognise the processes involved in creating prehistoric art.
- Explain approximately how many years ago prehistoric art was produced.
- Use simple shapes to build initial sketches.
- Create a large scale copy of a small sketch.
- Use charcoal to recreate the style of cave artists.
- Demonstrate good understanding of colour mixing with natural pigments.
- Discuss the differences between prehistoric and modern paint.
- Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.
- Successfully make positive and negative handprints in a range of colours.
- Apply their knowledge of colour mixing to make natural colours.

Online Safety
To know what makes a safe password.
- To learn methods for keeping passwords safe.
- To understand how the Internet can be used in effective communication.
- To understand how a blog can be used to communicate with a wider audience.
- To consider the truth of the content of websites.
- To learn about the meaning of age restrictions symbols on digital media and devices.

Branching Databases
- To sort objects using just 'yes' or 'no' questions.
- To complete a branching database using 2Question.
- To create a branching database of the children's choice.

Let Your Spirit Fly
R&B, Western Classical Music, Musicals, Motown soul

Families
Pupils will
- Know what makes a family
- Recognise features of family life
- Know that people have personal boundaries and how to respect them
- Know how to safely respond to others
- Understand the impact of hurtful behaviour
- Recognising respectful behaviour,
- Know the importance of self respect courtesy and being polite

Religious Identities
Pupils will:
- Know how religious people have a sense of belonging to their faith and community.
- Recognise outward expressions of religious identity through a study of world religions.
- How and why do people express their religious identify and belonging.

Year 4

Drawing & Printing
Pupils will:
- Create several pencil tones when shading and create a simple 3D effect.
- Explore the effect of holding a pencil in different ways and applying different pressures.
- Use charcoal and rubber to show areas of light and dark in their drawings.
- Demonstrate an awareness of the relative size of the objects they draw.
- Use scissors with care and purpose to cut out images.
- Try out multiple arrangements of cut images to decide on their composition.
- Use different tools to create marks and patterns when scratching into a painted surface.
- Show some awareness of how to create contrast by including areas with more and less marks.

Mechanical Systems – Catapult
Pupils will
- Carry out research into catapult designs.
- Use accurate designs that are annotated and show their design in different orientations
- Accurately use measuring, cutting, strengthening and joining techniques to create a working catapult.
- → Key skills: using a vice, cutting using a saw, gluing, using nails and/or screws.
- Test their catapult and write a review highlighting what worked well and what could be improved.

Online Safety
- To understand how to protect themselves from online identity theft.
- To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.
- To identify the risks and benefits of installing software including apps.
- To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.
- To identify the positive and negative influences of technology on health and the environment.
- To understand the importance of balancing game and screen time with other parts of their lives.

Spreadsheets
- To format cells as currency, percentage, decimal to different decimal places or fraction.
- To use the formula wizard to calculate averages.
- To combine tools to make spreadsheet activities such as timed times tables tests.
- To use a spreadsheet to model a real-life situation.
- To add a formula to a cell to automatically make a calculation in that cell.

Mama Mia
Understand song structure. Leasrn to sing. Create improvised instrumental to accompany sections of the song
Begin to read and record music in notation.

Positive friendships
Pupils will
- Be able to define positive friend ships including online.
- Responding to hurtful behaviour
- Know how to manage confidentiality
- Recognise risks online
- Respect differences and similarities, discussing difference sensitively.

Signs & Symbols
Pupils will:
- Know about some of the possible or intended meanings of different religious signs and symbols including symbolic language used to express perceptions of God.
- Explore the meaning of symbols for those who use them.
- Investigate examples of symbolic language to deepen their understanding of religious concepts.