



| Week | PE 1 | PE 2 | Music | PSHE | Computing |
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| National Curriculum | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Perform dances using a range of movement patterns. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Perform dances using a range of movement patterns. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Improvise and compose music for a range of purposes using the inter-related dimensions of music. - Listen with attention to detail and recall sounds with increasing aural memory. - Use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Develop an understanding of the history of music. | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> - Positive friendships including online. - Responding to hurtful behaviour; managing confidentiality; recognising online risks. - Responding respectfully to a wide range of people; recognising prejudice and discrimination. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. |
| Week 1 | <p>Musicals Section 1</p> <p>In this section children will:</p> <ul style="list-style-type: none"> - know and understand how character is used in Oliver's 'Consider Yourself' - Perform with accuracy key actions | <p>Musicals Section 1</p> <p>In this section children will:</p> <ul style="list-style-type: none"> - know and understand how character is used in Oliver's 'Consider Yourself' - Perform with accuracy key actions | <p>Glockenspiel Stage 2 Step 1</p> <ol style="list-style-type: none"> 1. Musical Activities – Revisit pieces from Glockenspiel Stage 1 2. Musical Activities – use notes C, D, E and F. 3. Perform | <p>1.Family and Friends</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> | <p>Bug in the Water Cycle</p> <p>Use logical reasoning to detect and correct errors in programming (45mins)</p> <p>In this activity, pupils are challenged to detect and correct the error in a number of water cycle programs (debugging). They use logical reasoning to do this, comparing what the program</p> |



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| | <p>from Oliver's 'Consider Yourself'</p> <ul style="list-style-type: none"> - Identify performance qualities in 'Consider Yourself' | <p>from Oliver's 'Consider Yourself'</p> <ul style="list-style-type: none"> - Identify performance qualities in 'Consider Yourself' | | <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online I can explain the importance of respecting my VIPs</p> | <p>should do with what it does do, and systematically homing in on the error (bug) by 'thinking through' the code in the program.</p> |
| Week 2 | <p>Musicals Section 2</p> <p>In this section children will:</p> <ul style="list-style-type: none"> - Select and apply actions with appropriate characteristics for theme of dance. - Perform phrase of dance showing an understanding of | <p>Musicals Section 2</p> <p>In this section children will:</p> <ul style="list-style-type: none"> - Select and apply actions with appropriate characteristics for theme of dance. - Perform phrase of dance showing an understanding of | <p>Glockenspiel Stage 2 Step 2</p> <ol style="list-style-type: none"> 1. Musical Activities – Revisit pieces from Glockenspiel Stage 1 2. Musical Activities – use notes C, D, E and F. 3. Perform | <p>Fabulous Friends</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and</p> | <p>Dinosaur Fossil Animation Using sequence in programs (1hr)</p> <p>In this activity, pupils program an animation illustrating the steps in fossil formation. In doing so, they learn that programming is the process of implementing algorithms as code, and about sequencing commands in Scratch.</p> |



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| | <p>timing and musicality.</p> <ul style="list-style-type: none"> - Evaluate use of actions, timings and musicality in own and others work. | <p>timing and musicality.</p> <ul style="list-style-type: none"> - Evaluate use of actions, timings and musicality in own and others work. | | <p>difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online I can explain how to make and keep fabulous friends.</p> | |
| Week 3 | <p>Musicals Section 3</p> <p>In this section children will:</p> <ul style="list-style-type: none"> - Know and understand the term mirroring. - Demonstrate use of mirroring. - Evaluate own use of mirroring. | <p>Musicals Section 3</p> <p>In this section children will:</p> <ul style="list-style-type: none"> - Know and understand the term mirroring. - Demonstrate use of mirroring. - Evaluate own use of mirroring. | <p>Glockenspiel Stage 2 Step 3</p> <ol style="list-style-type: none"> 1. Musical Activities – Revisit pieces from Glockenspiel Stage 1 2. Musical Activities – use notes C, D, E and F and G (G is a new note) 3. Perform | <p>Is This a Good Relationship? R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R25.</p> | <p>Introduction to Pattern Unplugged Activity: Reusing Recipes (25 mins)</p> <p>In this unplugged activity, pupils spot patterns in pairs of similar recipes to identify common steps that they can reuse in new recipes that they create. Example sets of simple recipes are provided on how to make sandwiches, pizza and milkshakes. The emphasis of this activity is on pupils thinking what is the same, what is different and whether there are general common elements that they can reuse.</p> |



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| | | | | recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. 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 I can identify my own support network. | |
| Week4 | Musicals Section 4 In this section children will: <ul style="list-style-type: none"> - Develop a phrase of dance using changes of direction. - Know and understand the term re-ordering in dance. - Develop a phrase using re-ordering. | Musicals Section 4 In this section children will: <ul style="list-style-type: none"> - Develop a phrase of dance using changes of direction. - Know and understand the term re-ordering in dance. - Develop a phrase using re-ordering. | Glockenspiel Stage 2 Step 4 <ol style="list-style-type: none"> 1. Musical Activities – Revisit pieces from Glockenspiel Stage 1 2. Musical Activities – use notes C, D, E, F and G. 3. Perform | Falling Out R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely I can demonstrate strategies for resolving conflicts. | Viking raid animation activity Using sequence in programs (1hr 15mins) In this activity pupils program an animation of a Viking raid in Scratch. In doing so they learn that programming is the process of implementing algorithms as code and about the importance of sequencing commands. |
| Week 5 | Musicals Section 5 In this section children will: <ul style="list-style-type: none"> - Link together sections of dance demonstrating movement memory. | Musicals Section 5 In this section children will: <ul style="list-style-type: none"> - Link together sections of dance demonstrating movement memory. | Glockenspiel Stage 2 Step 5 <ol style="list-style-type: none"> 1. Musical Activities – Revisit pieces from Glockenspiel Stage 1 2. Musical Activities – use notes C, D, E and F with more complex rhythm. | What Is Bullying? R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour | |



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| | - Perform showing moments of accuracy of timing musicality and a sense of character. | - Perform showing moments of accuracy of timing musicality and a sense of character. | 3. Perform | R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, namecalling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced I can identify what bullying is. | |
| Week 6 | Musicals Section 6 In this section children will: - Evaluate own and peers accuracy of timing, musicality and character. - Identify targets for next dance unit. | Musicals Section 6 In this section children will: - Evaluate own and peers accuracy of timing, musicality and character. - Identify targets for next dance unit. | Glockenspiel Stage 2 Step 6 1. Musical Activities – Making up music 2. Revisit. 3. Perform | Stand up to Bullying R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, namecalling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it | |



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| | | | | if witnessed or experienced I know what to do if someone is being bullied. | |
| Week 7 | | | | | |

BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE