

PSHE Curriculum Design

Astley Park Cluster

Topic Plan-Year One, Term 1; Music Mosaic KS1 Making Music

	Sensory	Emerging	Developing
Music	<p>Recorded Music Focus: Saint-Saens: Carnival of the Animals</p> <p>Experience</p> <ul style="list-style-type: none"> a range of vocal/body sounds using a variety of pitch and length of note. a range of sound makers using a variety of pitch and length of note, e.g. activating a soundbeam. group musical activity. music linked to other activities, e.g. 'hello' song <p>Encounter and experience sound sources in different environments, e.g. outside / in the classroom / animal sounds</p> <p>Encounter</p> <ul style="list-style-type: none"> a range of action, counting, name and other simple songs. music from different times, places and cultures, e.g. through recorded music. [Saint-Saens: Carnival of the Animals] 	<p>Recorded Music Focus: Saint-Saens: Carnival of the Animals</p> <p>Begin to join in with familiar action and other favourite songs. Explore and match a wider range of sound sources. Engage in group musical activity showing an awareness of others in the group. Be involved in the exploration of different sound makers, remember how a sound is made and match or repeat these sounds. Be aware of, and respond to music heard, e.g. through facial / body gestures or stillness. Respond consistently to sounds, e.g. animal sounds through signs, symbols or pictures. Respond consistently to familiar songs and other music heard, e.g. bouncing to happy song, swaying to lullaby music. Show preferences to music heard, e.g. smiling / clapping with music, covering ears to block out sound. [Saint-Saens: Carnival of the Animals]</p>	<p>Recorded Music Focus: Saint-Saens: Carnival of the Animals</p> <p>Sing songs with steady beat or sound effect accompaniment. Copy and maintain simple patterns and rhythms on untuned percussion. Communicate with others in group performances, taking turns, and begin to use picture signals to direct and lead. Create simple compositions choosing sounds in response to a range of given starting points, e.g. sounds to represent animals. Recognise and match an increasing variety of instruments and sound makers by sound alone, describe these sounds and begin to select them carefully for effect. Respond to an increasing repertoire of familiar and unfamiliar songs and pieces of music, showing some awareness of mood / appropriate use of elements, e.g. moving in imitation of an animal in response to Saint-Saens: Carnival of the Animals Begin to express opinions about music heard. Begin to suggest changes or improvements to own work.</p>
Design and Technology	Listen to and explore a range of musical instruments	Making musical instruments	Making musical instruments and using them in a performance. Evaluating
History	<p>Daily routines</p> <p>Objects of Reference</p> <p>Now/ Next</p> <p>Listen and respond to music from, and stories about, significant composers/ musicians</p>	<p>Sharing news from home</p> <p>Use time related vocabulary: now, yesterday, today, tomorrow, next</p> <p>Schedules/ class timetable/ now and next</p> <p>Experience stories about famous people: composers/ musicians (NC POS Lives of significant individuals)</p>	<p>Sharing news - own and world/ national events</p> <p>Use time related vocabulary: old, after, next, last, long ago</p> <p>Lives of significant individuals: composers/ musicians (NC POS)</p>
Geography	<p>Listen to and explore a range of musical instruments from around the world.</p> <p>Experience different environments both in and out of school - man made and natural (e.g. safe space tent and willow tunnel)</p>	<p>Listen to and respond to a range of sounds from the environment - birdsong, trees blowing, shores lapping.</p> <p>Experience environments which have these sounds e.g. willow tunnel</p>	<p>Can we make musical instruments which mimic sounds in the environment?</p> <p>Sound and place bingo board game</p> <p>Listening to music from other countries - can we recognise geographical features from these countries?</p>
Art	Experience with a range of materials and processes using their senses with support, including paint, collage and mixed media	Select and use different tools and techniques with less support to create art pieces including paint, collage and mixed media	Select and use different tools and techniques independently to create art pieces including paint, collage and mixed media
Science	<p>Exploring sound patterns by shaking and tapping</p> <p>Use sensory sound bottle for pupils to track sound and to show a preference.</p> <p>Use everyday objects, as well as instruments to make sounds.</p> <p>Experience a variety of sounds, music, sound effects</p>	<p>Making sound jars with popcorn, marbles, beans, coins, rice, lego, bells, screws seeds</p> <p>Matching sound jars game</p> <p>Make a sensory sound bottles with dried peas, lentils, bells etc...</p> <p>Investigating and exploring different lengths of tubes cut to different lengths</p>	<p>Which instrument sound is high/low</p> <p>Which instrument is the loudest/quietest?</p> <p>Sound experiment - making a toy guitar</p> <p>Which instrument made the best sound?</p> <ol style="list-style-type: none"> On fingers On a washbasin net

PSHE Association's core programme of study to create a developmental PSHE education framework, organised under six headings:

1. **Self-awareness** (Me, who I am, my likes, dislikes, talents and interests)
2. **Self-care, support and safety** (Looking after myself and keeping safe) includes aspects of Relationships and sex education
3. **Relationships: Managing Feelings** (Understanding feelings and that how I feel and how others feel affects choices and behaviour) includes aspects of Relationships and sex education
4. **Relationships: Changing and Growing** (How I and others are changing; new opportunities and responsibilities) includes aspects of Relationships and sex education
5. **Healthy lifestyles** (Being and keeping healthy on the 'outside' and on the 'inside')
6. **The world I live in** (Living confidently in the wider world)

Encountering	Foundation	Core	Development	Enrichment	Enhancement
<i>(effective engagement in the learning process)</i>	<i>(underpinning learning)</i>	<i>(fundamental learning elements)</i>	<i>(increasing understanding of learning)</i>	<i>(deepening of application of learning)</i>	<i>(applying learning in different contexts)</i>
<p>Respond to different stimuli about being 'healthy'</p> <p><i>I can show awareness of different stimuli (prompted/unprompted) to people, events, and objects to do with being healthy.</i></p>	<p>Identify some examples of healthy foods (or foods we should eat a lot of).</p> <p><i>I can respond to examples of healthy food. I can communicate my choice of what is a healthy food.</i></p>	<p>Explain what is meant by a 'treat'. Describe some of the things we need to keep us healthy on the outside (our bodies) and on the inside (our feelings).</p> <p><i>I can communicate some of the things my body needs to stay healthy.</i></p>	<p>Describe some of the foods we should eat food in order to help us grow and be strong</p> <p><i>I can recognise some of the foods I should eat to keep me healthy. I can describe in simple terms some healthy foods.</i></p>	<p>Give examples of occasions when we can make choices about the foods that we like to eat.</p> <p><i>I can identify the times when I make choices about the foods I like to eat.</i></p>	<p>Describe which foods we should eat occasionally and explain why eating too much of them could harm us.</p> <p>Give examples of foods that make up a 'healthy, balanced diet'.</p> <p><i>I can describe in simple terms what comprises a healthy diet.</i></p>

Self Awareness; Me, who I am, my likes, dislikes, talents and interests

Pre Formal	Semi Formal	Formal
<p>Respond with curiosity to stimuli about the ways in which we are special.</p> <p>Respond to stimuli about what we are good at/enjoy</p>	<p>Describe ourselves — recognising that there is self and there are others.</p> <p>Describe what we are good at/enjoy.</p> <p>Identify some things that make us special and unique as a learner.</p>	<p>Identify things we are good at (strengths/talents)</p> <p>Describe the ways in which we are special and unique.</p> <p>Identify some of our own personal strengths and skills (things we are really good at or can do really well).</p>
<p>Respond with curiosity to stimuli about what anger is and what being angry feels like.</p> <p>Respond to stimuli about what feeling upset means.</p> <p>Respond to stimuli about what we enjoy learning about in school.</p>	<p>Describe what feeling angry means.</p> <p>Describe what feeling upset means.</p> <p>Recognise that behaviour which hurts others on the outside (their bodies) or on the inside (their feelings) is wrong.</p> <p>Identify some things that make us special and unique as a learner.</p> <p>Describe our own learning targets or goals.</p>	<p>Identify when people are being unkind—either to us or to others.</p> <p>Give examples of how our feelings can be hurt and how this may make us feel angry, worried or upset.</p> <p>Describe the particular ways we like to learn.</p> <p>Explain how we might achieve our targets and goals.</p>
<p>Respond to an adult, modelling how we can show we are ready to participate in an activity.</p> <p>Respond to stimuli about what we are good at/enjoy.</p>	<p>Demonstrate being alert and ready to listen.</p> <p>Describe what we are good at/enjoy.</p>	<p>Identify reasons why it is important to listen to other people.</p> <p>Identify times when we have listened to others and worked collaboratively towards shared goals.</p> <p>Identify some of our own personal strengths and skills (things we are really good at or can do really well).</p>

<u>Key Stage</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Key Stage 1</u>	<p>What makes us special?</p> <p>(Self-awareness, self-care, support and safety, relationships: managing feelings, relationships: growing and changing, the world I live in) Health and Relationships</p>	<p>How can we be a good friend?</p> <p>(Self-awareness, self-care, support and safety, relationships: managing feelings, relationships: growing and changing, the world I live in) Health and Relationships</p>	<p>How can we be healthy and safe?</p> <p>Health education (self-awareness, self-care, support and safety, relationships: managing feelings, relationships: growing and changing, healthy lifestyles, the world I live in) Relationships Education (self-awareness, self-care, support and safety, relationships: managing feelings, relationships: growing and changing, healthy lifestyles, the world I live in)</p>	<p>How can we be health and safety?</p> <p>Health education (self-awareness, self-care, support and safety, relationships: managing feelings, relationships: growing and changing, healthy lifestyles, the world I live in) Relationships Education (self-awareness, self-care, support and safety, relationships: managing feelings, relationships: growing and changing, healthy lifestyles, the world I live in)</p>	<p>How do we feel?</p> <p>Health education (mental wellbeing) Relationships education (Relationships: managing feelings)</p>	<p>What is the same and different about us?</p> <p>Health education (mental wellbeing) Relationships Education (relationships: growing and changing, the world I live in)</p>

Primary Table of Contents

Key stages 1 & 2 Statutory Health Topics

Self-awareness – Mental wellbeing

Self-care, support and safety – Physical health and fitness, internet safety, health prevention, basic first aid, drugs, alcohol and tobacco

Relationships: Managing feelings – Mental wellbeing

Relationships: Changing and growing – Changing adolescent body

Healthy lifestyles – Mental Wellbeing, healthy eating, physical health and fitness, drugs, alcohol and tobacco, health prevention

The world I live in

Key stages 1 & 2 Statutory Relationships Education Topics

Self-awareness – Families, respectful relationships, online relationships, being safe

Self-care, support and safety – Families, respectful relationships, online relationships, being safe

Relationships: Managing feelings – Caring friendships, respectful relationships, online relationships

Relationships: Changing and growing – Families and people who care for me, caring friendships, respectful relationships, being safe

Healthy lifestyles – Being safe

The world I live in – Families, caring friendships, respectful relationships, online relationships

Statutory Health Education (from September 2020)

What pupils should know by the end of primary school:

Topic 1: Mental wellbeing

- a) that mental wellbeing is a normal part of daily life, in the same way as physical health.
- b) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- c) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- d) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- e) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- f) simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.
- g) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- h) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- i) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- j) it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.

Topic 2: Internet safety and harms

- a) that for most people the internet is an integral part of life and has many benefits.
- b) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- c) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- d) why social media, some computer games and online gaming, for example, are age restricted.
- e) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- f) where and how to report concerns and get support with issues online.
- g) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

Self Awareness: Me, who I am, my likes, dislikes, talents and interests

	Pre Formal	Semi Formal	Formal
SA 1	<p>Respond with curiosity to stimuli about the ways in which we are special (PR1c).</p> <p>Respond to stimuli about what we are good at/enjoy</p>	<p>Describe ourselves — recognising that there is self and there are others.</p> <p>Describe what we are good at/enjoy.</p>	<p>Identify things we are good at (strengths/talents).</p> <p>Describe the ways in which we are special and unique (PR1c)</p> <p>Identify some of our own personal strengths and skills (things we are really good at or can do really well).</p>
SA 2	<p>Respond with curiosity to stimuli about what anger is and what being angry feels like. (PH1b, PH1c)</p> <p>Respond to stimuli about what feeling upset means. (PH1b, PH1c, PR3f)</p> <p>Respond to stimuli about what we enjoy learning about in school.</p>	<p>Describe what feeling angry means. (PH1b, PH1c)</p> <p>Describe what feeling upset means. (PH1b, PH1c, PR3f)</p> <p>Recognise that behaviour which hurts others on the outside (their bodies) or on the inside (their feelings) is wrong. (PH1d, PH1h, PR3b).</p> <p>Identify some things that make us special and unique as a learner.</p> <p>Describe our own learning targets or goals.</p>	<p>Identify when people are being unkind—either to us or to others, both on and off-line. (PH1h, PR4a, PR4d, PR5a, PR3f).</p> <p>Give examples of how our feelings can be hurt and how this may make us feel angry, worried or upset. (PH1b, PH1c, PH1d, PH1h PR3f).</p> <p>Describe the particular ways we like to learn.</p> <p>Explain how we might achieve our targets and goals.</p>
SA 3	<p>Respond to an adult, modelling how we can show we are ready to participate in an activity. (PR3b)</p> <p>Respond to stimuli about who we are (our identity).</p>	<p>Demonstrate being alert and ready to listen.</p> <p>Describe what we like doing as a learner.</p>	<p>Identify reasons why it is important to listen to other people. (PR3a)</p> <p>Identify times when we have listened to others and worked collaboratively towards shared goals. (PR3h)</p> <p>Describe what we dislike doing as a learner.</p>
SA 4	<p>Respond with curiosity to modelling of 'good listening'.(PR3c)</p>	<p>Demonstrate good listening and describe how to listen to other people. (PR3c)</p>	<p>Demonstrate ways of playing and working cooperatively. (PR3b)</p>