

Collaboration

Curiosity

Empathy



Resilience

Independence

Innovation

Honesty

Respect

Kilmorie Curriculum Intent:

The intention of our curriculum is to enable our pupils to be successful citizens of the future with a great love for learning that will stay with them for their adult life. As well as academic achievement we strive to develop the children's emotional intelligence and their ability to communicate effectively. We believe passionately that children should develop an understanding of the process of learning, be reflective and have the confidence to experiment, investigate and explore.

Be brave,
Be inquisitive
Be you...

Subject area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	Which materials are homes built from?	Is a monster always bad?	Old or New: Which toys do you prefer?	Can we live on the moon?	How are animals different to me?	How has transport changed over time?
STEM	Maths					
	<p>Place Value Children will count and sort real objects, pictures then numbers within 10. They will learn to recognise numbers as words. They will count forwards and back from a given number. They will read and write up numbers up to 10. They will identify one more or less than a given number.</p>	<p>Addition and Subtraction Children will use concrete resources and pictures to support their learning of number bonds to 10. They will learn to add and subtract numbers within 10. They will look at subtraction and addition on a number line for the first time. Children will use the method of “counting back” and “counting forward” to find the answers to subtraction and addition calculations.</p> <p>Shape Children will learn to recognise 2-D and 3-D shapes. They will sort shapes according to their properties. Children will use both 2-D and 3-D shapes to complete and make simple patterns, focusing on different</p>	<p>Place Value Children will count within 20. They will find 1 more or less than a given number within 20. They will estimate on a number line to 20. They will compare and order numbers to 20.</p> <p>Addition and Subtraction Children will find and make number bonds to 20. They will learn how to double numbers and find near doubles. They will subtract ones using number bonds. They will learn that find the difference means subtraction. They will work out missing number problems.</p>	<p>Place Value Children will learn to count by making groups of 10. They will learn to count in tens. They will partition numbers into tens and ones. They will estimate on a number line to 50. They will find one more or less than a given number.</p> <p>Length and Height Children will measure height and length using objects and then they will use centimetres to measure length.</p> <p>Mass and Volume The children will work out which objects are heavier or lighter. They will measure and compare mass. They will experiment with full and empty. They will measure and compare capacity.</p>	<p>Multiplication and Division Children will learn to count in 2s, 10s and 5s. They will recognise and add equal groups. They will make equal groups by grouping and sharing.</p> <p>Fractions Children will recognise and find half and a quarter of an object, a shape and of a quantity</p> <p>Position and Direction Children will learn how to describe position such as left, right, forwards and backwards and above and below.</p>	<p>Place Value Children will learn to count from 50 to 100. They will count in tens to 100. They will partition numbers into tens and ones. They will compare numbers with the same number of tens.</p> <p>Money Children will learn to recognise coins and notes. They will count in coins.</p> <p>Time Children will learn days of the week, months of the year. They will learn hours, minutes and seconds. Children will learn the time to the hour.</p>

shapes, sizes and colours.

Science

Materials

Children will learn to distinguish between an object and the material from which it is made. They will identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. After investigation, they will describe the simple properties of a variety of everyday materials and use these properties to compare and group them.

Seasonal changes

Through the entire year, children will observe changes across four seasons. In this topic they will learn about the characteristics of each season. This will include weather associated with the seasons and how day length varies.

Plants

Children will learn about the basic structure of a variety of common flowering plants, including looking at seeds and how they grow. They will plant beans and watch them start to grow. They will also hunt for different types of plant in the school grounds and identify and name a variety of common wild and garden plants including deciduous and evergreen trees.

Animals including humans

Children will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. They will learn about carnivores, herbivores and omnivores. After careful observation they will describe and compare the structure of a variety of common animals. They will also identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Animals including humans

Time will be spent this half term completing this topic, as well as following up on their **Plants** topic.

Computing

Technology around us

Use of pen / trackpad / mouse
Developing keyboard skills
Using a computer responsibly

Digital painting

Children will describe the function of different freehand tools and use shapes and line tools. They will make careful choices when making a digital picture, explain their choices, paint a picture on a computer and compare this with painting on paper.

Moving a robot

Children will explain what a given command is and act out given words. They will use commands to make sequences, plan a simple programme and find more than one solution to a problem.

Grouping data

Children will label objects, identify that they can be counted, describe them in different ways, group and compare objects, and answer questions about them.

Digital writing

Children will use a computer to write and compare this to writing on paper. They will add and remove text, identify how text looks different on a computer, choose how to edit text and explain choices.

Programming animations

Children will choose a command for a given purpose and show that a series of commands can be joined together. They will identify the effects of the changes; design parts of a project and design an algorithm to create a programme.

**Structures:
Freestanding
structures**

Children will explore structures including furniture, asking what they are made of and why and looking at how parts are joined together. They will use different materials and tools to practise joining and checking for stability. They will think about how they could make **a piece of furniture for a monster**, responding to simple design criteria. They will develop and evaluate their products.

Food: Preparing fruit and vegetables
After examining a range of vegetables, children will practise using simple food preparation techniques to prepare **crudité for an end of term party**.

**Textiles:
Templates and
joining techniques**

Children will look at examples of glove puppets, thinking about the user and purpose. They will look at the different parts and practise joining techniques. After designing their own **glove puppet**, they will use a pattern to follow the idea through and then evaluate their finished product.

**Mechanisms:
Wheels and axles**

After exploring and evaluating a range of wheeled products, children will draw and label the main parts. They will practise using fixed and moving axles. Responding to a design brief, children will develop **a product to transport item/s from one place to another**, thinking about how the wheels and axles will work, and adding finishing techniques.

History

Humanities

<p>Looking back in time: Past seasons/ Reception year. Traditional tales 3 Little Pigs/Handa's Surprise. Compare modern/old houses.</p>	<p>Castles/homes throughout the ages During this topic the children will explore the importance of castles and homes throughout the ages. They discover what makes castles unique and how they differ from modern homes. Children investigate the reasons behind castle construction, honing their skills in understanding the characteristic features that distinguish ways of life in the past. They will also learn to find out about the past using sources and questions, gaining valuable insights into the world of castles and historical homes.</p>	<p>Change- Teddy bears (puppets?) through the ages The children begin an exploration of change by delving into the world of teddy bears throughout the ages. They examine the characteristic features that make toys different from those in the past and those used by people from diverse backgrounds. Through historical inquiry and the examination of sources and questions, the children investigate the evolution of toys, from contemporary playthings to those of their grandparents' generation. They uncover the unique qualities that distinguish older toys, gain insights into the lives of children from the past, and discover how the concept of play has transformed over time.</p>	<p>Space race The space race and the people involved with it are the key to the children's understanding of this topic. They investigate the intriguing questions of why people risked their lives to journey to the moon and how they accomplished this incredible feat. Through historical inquiry and exploration, students learn about the causes and consequences behind this historic event. They also sharpen their skills in finding out about the past using sources and questions, uncovering the captivating story of humanity's quest to reach the moon and what they discovered once they got there.</p>		
Geography					
<p>Study of Human/ physical features In setting of 3 little pigs</p>	<p>In this unit children will create Simple maps the school</p>		<p>The children will name the 5</p>	<p>A study of the local area will be undertaken to identify</p>	

	<p>story/ Handa's environment Maps of school/where pigs live with key</p>	<p>environment, marked with colour key and N,S, E and W. A dragon will visit 4 UK countries and name and identify a city, town, village, port</p>		<p>continents and 7 oceans Exploring where to locate them on an atlas and globe In role play the children will engage in Travel agent play to include comparing and contrasting different climate zones/countries</p>	<p>and discuss features, likes/dislikes and possible enhancements. Children will create a map of local area including routes from home to school (may go into summer 2) The children will make and observe a weather station and from it, create weather charts.</p>	
--	---	---	--	---	--	--

R.E.

	<p>Who am I? This unit children draw on their understanding of what it means to belong, and then explore how children are given a sense of belonging in different religions: Christianity, Hinduism and Sikhism. They will investigate how children are welcomed into different religions. They will explore how people show respect and what is important for them about their religion.</p>	<p>Christianity 1 The Bible and Christmas Children will learn that Christians believe that Jesus is God's Son and that The Bible is a special book, different from other books. They will listen to stories about the birth and life of Jesus and learn that Christmas is the celebration of Jesus' birth.</p>	<p>Islam 1 Prophet Mohammed (PBUH) Children will find out about who Allah is in Islam and hear stories from the life of the Prophet Muhammad (pbuh). They will learn about living as a Muslim including the importance of respect for self and others. They will learn that the Qu'ran is the holy book of Islam, that it is written in Arabic and must be treated with respect.</p>	<p>Islam 2 5 Pillars of Islam Children will learn about the Five Pillars of Islam: 1. Shahadah – Bearing witness in Allah as the One God and Prophet Muhammad (pbuh) as His messenger. 2. Salah - Prayer. 3. Sawm - Fasting. 4. Zakat - Charity. 5. Hajj - Pilgrimage. They will learn that Muslims serve Allah in many ways such as daily Salah, charity, and brother/sister hood. They will also learn about worship in the home and the Mosque.</p>	<p>The Natural World This unit involves pupils in exploring patterns, changes in nature, change, and the cycle of life. It is an opportunity to inspire awe and wonder. Children reflect on attitudes towards living things and the environment. Through this unit pupils are introduced to the belief systems of people of many faiths, specifically for Jews, Christians and Muslims, the Earth, God, designed the world.</p>	<p>Church buildings Children will learn that churches are places where Christians worship together, read the Bible, listen to stories, sing and pray once or more times weekly. They will find out about leaders, objects and symbols in churches and important ceremonies. This unit will involve a visit to a local church.</p>
--	--	---	---	--	--	--

Art

<h1>The Arts</h1>	<p>Whole school art project Paul Cezanne/ Arcimboldo - discuss differences and similarities between artists. Collage, printing, pastel drawings to creatively design and make sketches and final and pictures</p>			<p>Simple Printmaking Children will explore their environment and take rubbings of textures that they find. They will use these rubbings to make an image. They will make a printing plate, using colour, shape and line to make their print interesting. They will create a symmetrical or sequenced print. They will use a sketchbook to collect their prints and test ideas.</p>	<p>Making birds Children will look carefully at photos and films of birds and then make drawings of what they have noticed. They will experiment with a variety of drawing materials and test ways to make marks that describe what they see. They will use colour in their drawings and mix two or more different media together. They will use a variety of materials to make their own sculpture.</p>	
	Music					
	<p>Inside Out! (Zones of Regulation) Children will use voices expressively and creatively to sing songs, chants and rhymes. They will play untuned instruments. Through listening and singing, students will explore the Zones of Regulation. Students will identify the zones when listening to different music and will explore the use of imagination when listening to music</p>	<p>Christmas Production Children will develop listening and repeating skills, whilst learning new repertoire. They will learn melodies and perform them accurately. Children will develop confidence and performance skills. They will learn about the nativity/Christmas story and explore Christmas in other cultures. Children will</p>	<p>Pattern Students will develop listening and repeating skills and learn melodies to perform them accurately. They will develop aural skills relating to pitch and rhythm. Students will be able to identify music with 2, 3 or 4 beats in a bar, and recognised how beats can be grouped together. Students will develop confidence and performance skills and explore how</p>	<p>In The Groove Students will explore different genres and styles of music and explore different instruments for each style. Students will continue developing their Glockenspiel work from Reception. Students will be able to move to the beat and identify beats in the bar. Students will develop listening and repeating skills as well as develop confidence and performance skills.</p>	<p>The Day the Crayons Quit Students will explore the relationship between colour, art, emotion and music. Using the book 'The Day the Crayons Quit', we will go on a musical journey of songs, dances and musical activities. Students will sing accurately and with confidence and will again continue their Glockenspiel learning (fine motor skills, perseverance, musicality).</p>	<p>Cat and Mouse Students will use chants and games to explore rhythm and beat. Students will be able to move to the beat and recognise beats in the bar. They will also be able to tell the different between beat and rhythm. They will develop rhythmic accuracy and perform solo and as part of an ensemble. Students will use a framework to begin basic compositional skills. They will look at and</p>

	through creative activities.	explore how music can tell a story	music and movement are related.	Students will perform as an ensemble and using percussion instruments		explore written notation.
Wellbeing	PSHE					
	<p>Keeping/Staying Safe: Road Safety Looking at how we can stay safe when crossing the road and travelling in a vehicle.</p> <p>Keeping/Staying Healthy - Washing Hands Looking at why we should wash our hands and the potential consequences of not washing our hands.</p>	<p>Computer Safety - Online Bullying Online Bullying looks at being kind and thoughtful online and in real life and allows students to explore what they can do if they feel bullied online.</p>	<p>Being Responsible: Water Spillage Water Spillage looks at the different ways we can cause accidents and how we can prevent accidents from happening.</p> <p>Hazard Watch Is it safe to eat or drink? Identifying what items may be safe or unsafe to eat or drink. Is it safe to play with? Identifying what items may be safe or unsafe to play with.</p>	<p>Feelings and Emotions: Jealousy Jealously looks at recognising strengths of our own and of those around us and how to deal with feelings of jealousy</p>	<p>Relationships: Friendship Friendship looks at how we behave within our friendships and how these behaviours can affect others.</p> <p>RSHE Different Friends</p>	<p>Growing in Our World Growing in Our World explores the human cycle and how our families are special and unique.</p> <p>RSHE Growing & Changing Families & Care</p>
	P.E.					
	<p>Gymnastics Children can perform various shapes. They will perform basic jumps (straight jump and star jump). They will develop and perform a tuck rock, a tuck roll and rocket roll with pointed toes. They will perform simple balances, holding for 3 seconds. Children will perform a bunny hop</p>	<p>Dance Children will listen to music and begin to move in time to it. They will perform basic dance movements and show some use of levels. They will perform travelling movements within their dance by stepping, skipping and jumping.</p>	<p>Gymnastics Children will continue to develop the skills taught in Autumn 1 and apply them to apparatus through various gymnastic challenges. They will perform a basic sequence using the apparatus with control.</p>	<p>Space Dance Children will continue to develop the dance skills taught and practised in Autumn 3 and apply this to take part in 'follow me' games and create, develop & perform a series of movements varying in size & speed based on their space topic.</p>	<p>Multi skills Children will take part in a variety of activities to improve their agility, balance and coordination. They will balance on lines with control and use equipment to balance on various parts of the body. They will practise changing direction with some control. Children will develop</p>	<p>Social Dodgeball Children will practise rolling the ball in different ways to improve accuracy. They will develop their coordination by throwing a ball to a partner underarm, and by aiming at a target, and develop their catching technique. They will be jumping over a</p>

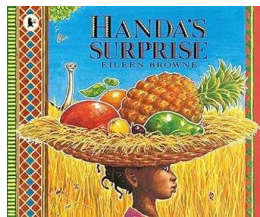
	<p>- hands first then feet. They will perform a basic sequence (roll, jump and roll) individually with control.</p>				<p>co-ordinating their body while beginning to move with equipment. They will co-operate, compete and challenge themselves as a team in various games.</p>	<p>variety of objects at different heights and over a ball in a game situation. They will begin to learn the blocking technique movement – through a game situation and begin to apply attacking and defending tactics in adapted games.</p>
	<p>Ball Skills Children will begin to learn how to stop a ball with their feet either using the sole or inside of their feet. This will include being able to kick/pass the ball with some accuracy and with control. The children will then perform rolling a ball to a target with success. Then the children will move onto throwing a ball underarm towards a target with some success, also using techniques to catch a ball.</p>	<p>Ball Skills Continuing with ball skills the children will learn to incorporate their passing skills in game situations, they will then go on to learn how to bounce a ball with control. This will lead into learning how to throw a ball to score. Children will learn to use control to move with a ball; they will score with a ball in their hands and be encouraged to throw the ball in different ways. They will apply these skills in game scoring situations.</p>	<p>Outdoor Adventure The children will learn to work and co-operate with a partner and be able to give them a variety of instructions. They will develop moving in different directions (forwards, backwards, left and right). They will also experiment with instructing their partner to move in different directions. They will learn techniques to work, co-operate and complete matching tasks in a group.</p>	<p>Fitness The children will perform balances on different parts of their body, performing static and some moving exercises. They will learn to co-ordinate their body whilst beginning to move with control when exercising. The children will develop understanding of what is happening to their body when exercising. They will also be encouraged to count score and record their score, while aiming to achieve personal bests.</p>	<p>Athletics The children will learn a variety of skills in athletics that is based around sports day. They will learn how to co-operate as a team and be able to encourage others in their groups to do well. They will also learn skills to increase their speed using the acronym FAST i.e. using opposite arms and legs and showing balance; running while looking forward and pumping or swinging their arms at speed. They will develop their skills in standing in the correct stance and throwing an object accurately towards a target. The children will also be encouraged to perform jumps from two feet to two feet,</p>	<p>Rugby FUNdamentals Children will learn how to hold a rugby ball, hand it over and receive it, and move around with it in two hands. They will develop the skill of running and placing a ball down on the ground, using two hands to score. The children will learn to understand running and attempting to get past a defender to score. These skills will be built around games of tag where the children will be encouraged to tag another player whilst looking forward, keeping their heads up, and moving past a tagger while staying close to them.</p>

bending their knees and pushing off when jumping.

English

Phase 4/5 Little Wandle phonics
To read for pleasure, decoding common exception words
Write to entertain- Traditional tales
To form letters correctly
To leave finger spaces between words
Use phonic knowledge to become more accurate when spelling

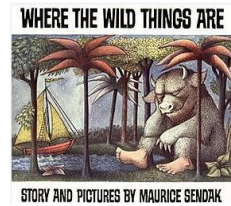
Text: Handa's Surprise by Eileen Browne



Writing Outcome: Use adjectives to describe.

Skills:
*Use adjectives
*Write sentences by saying aloud what they are going to write

Writing to Inform
Text: Where the Wild Things Are by Maurice Sendak



Writing outcome: Instruction writing: How to look after my monster

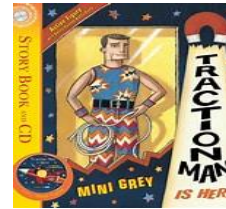
Skills:
*Use capital letters and full stop to demarcate sentences
*Use 'and' to join two main ideas
*Use adverbials – First, Firstly, Next, After, Later

Text: Biscuit Bear by Mini Grey



Writing outcome: Instruction writing:

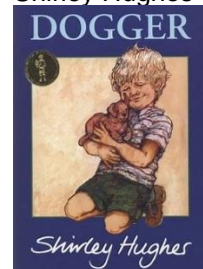
Writing to Entertain:
Text: Traction Man



Writing outcome: Writing own super hero scene

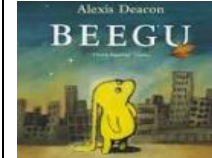
Skill
*Use capital letters and full stop to demarcate sentences
*Use adjectives to describe nouns
*Introduce prepositions: inside, outside, towards, across, under
*Understand beginning, middle and end of story

Text: Dogger by Shirley Hughes



Writing to Inform

Text: Beegu by Alexis Deacon



Writing Outcome: Letter to mum about trip to Earth

Skills:
Writing questions to find out information
Formal language- writing a letter.
Use adjectives to describe
Use capital letters and full stop to demarcate sentence

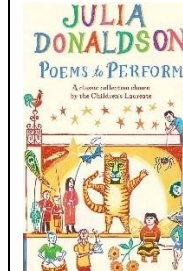
Text: Man on the Moon: A day in the life of Bob by Simon Bartram



Writing Outcome: Recount of our space day

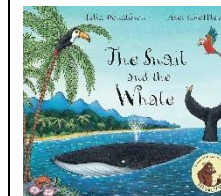
Writing to Entertain

Text: Poems to perform by Julia Donaldson

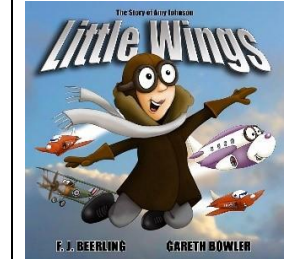


Writing Outcome: Write an acrostic poem about an animal

Skills:
*Orally compose and write coherent sentences.
*Use adjectives to describe
Rhyming words
Understand the format of a poem
*Use adjectives to write their own poem



Writing to Inform

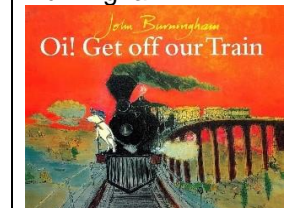


Text: The story of Amy Johnson- Little Wings

Writing Outcome: Fact file about Amy Johnson.

Skills:
*Orally compose and write coherent sentences.
*Headings/titles
*Captions and labels
*Notes and letters
*Factual and information witing

Text: Oi get off our train by John Burningham



Writing Outcome: Information poster

Languages

	<p>*Use capital letters and full stop to demarcate sentences *Leave spaces between words *Use 'and' to join two main ideas</p>	<p>Making a sandwich (Linked to Max going home for tea – Where the Wild Things are').</p> <p>Skills: *Use capital letters and full stop to demarcate sentences *Use 'and' to join two main ideas *Use adverbials of time – First, Firstly, Next, After, Later *The importance of chronological order</p>	<p>Writing outcome: Describing a lost toy</p> <p>*Use capital letters and full stop to demarcate sentences *Use adjectives to describe nouns *Introduce prepositions: inside, over, on, under</p>	<p>Skills: *Write simple factual sentences around a theme using capital letters and full stops. *Labels, captions, list, diagrams *Use conjunctions such as and, or, but, because *Orally compose and write sentences that make sense</p> <p>Other text ideas: Threadbear Toys in Space Traction Man</p>	<p>Text: The Snail and the Whale</p> <p>Writing Outcome: Writing in role as the snail on it's journey.</p> <p>Skills: *Use capital letters and full stop to demarcate sentences *Use adjectives to describe nouns *Use conjunctions such as and, or, but, because *Orally compose and write sentences that make sense Use similes using as...as... e.g as tall as a house, as blue as the sea</p>	<p>Comparing old and new trains</p> <p>Skills: *Use a question mark, Did you know...? *use bullet points *Factual and information witing</p>
	MFL					
	<p>Speak Greetings, Name Handa's fruits and colours Learn numbers to 5,</p>	<p>Zones of Regulation Days of the week, Winter, Christmas card, Christmas song</p>	<p>('Bonne nuit petit gorille?' book)</p>	<p>Simple food items</p>	<p>('10 petites souris' book // numbers to 10)</p>	<p>Numbers to 20 Days of the week</p>

Please note this may be subject to change as the year progresses, possibly with the needs of the children or in response to global issues.