

Collaboration

Curiosity

Empathy

Honesty



Resilience

Independence

Innovation

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
Communication and Language	Listening, Attention and Understanding					
	Listening to Child of the Week/ pet care reports. Wait turn to speak. Appropriate learning behaviour. Respect peers' contributions to discussion	Whole class instructions Being part of a performance	Listening games	Fact retention of new information	Comprehend safety instructions to keep safe at larger school events	Follow a story without pictures
	Speaking					
	Sharing boxes, COW photos and talking about their learning. Speak audibly Use words to convey meaning	Learning and singing songs – performing to parents	Using past tense to reflect	Asking and answering questions in a less familiar setting	Little Red Hen Talk4Writing	Using a range of tenses correctly to express ideas
PSED	Self regulation					
	Zones of regulation Know the 3 school rules. Take on rights and responsibilities	Introduce 3 characteristics of learning animals (e.g. creative crocodile)	Introduce 3 more characteristics of learning animals (e.g. creative crocodile)	Talking about emotions and ways to self-regulate using zones of regulation	Empathy	Recognising strong emotions (e.g. winning/losing) in self and others
	Managing Self					
	Creating classroom expectations Personal hygiene Self identity Being gentle	Following class expectations. (cont'd)	Take responsibility for care of own clothing	Take responsibility for knowing when to get changed if wet or cold/hot	Managing changes to normal routine (e.g. trips and performances)	Following rules of games and sporting events
Building Relationships						
	Developing Friendships Understanding feelings	Kindness and Respect	Play with wider circles of friends	Love myself so I can love others	Empathy	Conflict resolution
Gross Motor Skills						

Physical Development	Explore climbing, jumping, rolling and learn to assess risk Carry lunch trays, eat independently	Ball skills Explore new playground environment	Playground games	Dancing to music	Walking long distances (e.g. school trips)	Sports Day
	Fine Motor Skills					
	Develop willingness to make marks. Pincer grip play. Develop an effective grip on mark making tools. Handwriting patterns in messy play.	Using scissors Join construction materials	Explore tripod grip Use a knife and fork effectively	Practise zips and laces	Handwriting patterns, introducing pre-cursive handwriting policy	Sewing
Literacy	Comprehension					
	Reading and discussing stories individually and as a class. Talk about title and main characters. Build vocabulary daily.	Group reading x 3 - Little Wandle book scheme Goldilocks performance	Talk about they have read and understood	Ask and answer questions	Little Red Hen Talk4Writing	Book reviews and story telling
	Word Reading					
	Introduce Little Wandle Phonics programme- sound discrimination Single grapheme phonemes. Adult modelling grapheme writing. Children read individually to adults	Introduce group reading x 3 - Little Wandle book scheme	CVC words Tricky words Develop prosody  Group reading x 3 - Little Wandle book scheme	CCVC/CVCC words Tricky words  Group reading x 3 - Little Wandle book scheme	Compound words  Group reading x 3 - Little Wandle book scheme	Reading less familiar words from context  Group reading x 3 - Little Wandle book scheme
Writing						

	<p>Writing weekly weekend news-focus on picture and name writing. Identified 'ready to write' children practise correct letter formation of names.</p> <p>Opportunities for mark making for a purpose within play</p>	<p>Using writing opportunities in independent play</p> <p>Using recognisable letters some linked to phonic awareness</p>	<p>Attempt to write some tricky words and short words with closer approximation to standard spelling</p>	<p>Introduce full stop and finger spaces in own writing.</p>	<p>Use some capital letters and more consistent use of phonetic awareness, finger spaces &amp; full stops</p>	<p>Encourage development of simple ideas through longer pieces of writing which makes use of connectives.</p>
Maths	Number and Numerical Patterns					
	<p>Subitise to 5</p> <p>Focus on sets up to 5</p> <p>Understand how a number can be composed of smaller numbers.</p> <p>Properties and names of 2D shapes</p>	<p>Fewer than /more than 5</p> <p>Ordering</p> <p>Introduce part of a whole pictorially</p> <p>Use fingers to represent quantity.</p> <p>Comparing non-standard measures- time</p>	<p>Link numeral to quantity</p> <p>Part part whole composition and de composition</p> <p>Comparing non-standard measures- length</p>	<p>Explore numbers up to 10</p> <p>Introduce 1 more /1 less/fewer.</p> <p>Describe how to place numbers in order</p> <p>Comparing non-standard measures- weight and size</p>	<p>Introduce doubles and halves</p> <p>Learn about odd and even numbers.</p> <p>Count in 2s</p> <p>Properties and names of 3D shapes</p>	<p>Use learning to solve real life problems of money time and shape.</p> <p>Count in 5s and 10s</p> <p>Comparing non-standard measures- money</p>
Understanding the World	Past and Present					
	<p>Birthday chart</p> <p>Begin to understand the past through stories</p> <p>Sequencing human by age</p>	<p>Christmas then and now</p>	<p>New Year reflections and resolutions</p>	<p>Dinosaurs and living species</p>	<p>Life cycles</p> <p>When I was a baby...</p>	<p>Reflect on the year and anticipate Yr 1</p>
	People, Culture and Communities					
	<p>My family</p> <p>Make sense of own family &amp; life story</p> <p>Making a face</p>	<p>Church visit</p> <p>Pantomime</p>	<p>Lunar New Year</p> <p>Hindu temple visit</p>	<p>Holi</p>	<p>Garden Party</p>	<p>People who help us</p>
	The Natural World					
<p>Wild Garden</p> <p>Use their senses to sort and explore.</p>	<p>Changing seasons</p>	<p>Different natural environments (e.g. hot/cold)</p>	<p>The Animal Experience</p>	<p>Farm visit</p> <p>Chick hatching</p>	<p>Seaside visit</p>	

	Use vocabulary to comment					
Expressive Art and Design	Creating with Materials					
	Exploring colour and form Joining materials to make a bridge	Christmas crafts	Using different media to model	Patterns in nature	Reviewing and improving	Sewing
	Being Imaginative and Expressive					
	Dance Take part in action songs Take part in pretend small world and role play Draw closed shapes and add detail to represent objects. Explore colour mixing	Music Performance (Christmas)	Music and dance from different cultures. Move to the Beat (Music and movement, introduction to beat and rhythm)	Powder paint throwing celebration. Caribbean music.	Little Red Hen hot seating and roleplay. Under the Sea musical exploration.	First instrument- the Glockenspiel.

Maths is of course taught across the year groups, but many topics are covered in a half term so we have excluded this information from the table.

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.

Half term topic:

Topic description/intent: <b>Settling in / All About Me</b>		Big question/s: <b>What Makes Me Great?</b>			<b>Kilmorie Qualities</b> Collaboration Curiosity Empathy Honesty Independence Innovation Resilience Respect	Trips & visits: Parent stay and play morning
Immersive and creative opportunities: Front door display of each child's home Self portrait paintings as they see themselves <i>Creating awe and wonder</i> <i>Starter visual to develop visual thinking skills and oracy</i> <i>Art &amp; DT opportunities</i>		Characteristics of Effective Learning: <b>Motivation</b> <b>Engagement</b> <b>Thinking</b>				Texts used:
Subject	Autumn 1 week 1	Autumn 1 week 2	Autumn 1 week 3	Autumn 1 week 4	Autumn 1 week 5	Autumn 1 week 6
School events	Home visits	Home visits / stay and play / 1/2 days	Home visits photos			
Reading		Starting school stories	Sorting a Worry stories	Billy Goats Gruff	Billy Goats Gruff	
Writing		Continuous provision	News/ mark making opportunities within continuous provision	Own storybooks		
Maths			Create and count favourite things	Introduce 5/10 frame	Repeating patterns	Match pictures to numerals
Science			Wild garden visit	5 senses	Sequence human growing	Build a face
Computing			Fair turn taking at IWB Using pen and being responsible for keeping it safe			
History				Birthdays	Babies	
Geography			Tour of the school Use of EYFS space			Route to school
Art			Exploration of materials			

			Care of limited resources			
DT					Joining 2 separate pieces together	
Music				Join in with nursery and new action songs	exploring the melodic shape of the song	
PE			Ongoing daily			
PSHE			Sharing, turn taking, respect for personal space			
RE			Showing respect for own and other cultures		Noticing difference and similarities between ways of life	
MFL			Answer register in French (& other languages of the class)- greetings			

Progression maps will be used to ascertain the coverage and highlighted when objectives have been covered – these should follow the year group through every year from 1 – 6 so we can see all the things they have covered by the time they finish Y6 (the children’s learning journey will be tracked).