

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   |
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| Big Question | How can a disaster be natural?  | Why does deforestation matter?  | Did equality exist in Ancient Greece?  | Was Ancient Greece the greatest ancient civilisation?   | How has migration from the Caribbean contributed to Lewisham today?   |  |
| <b>STEM</b>  | <b>Maths</b>  |   |  |   |   |  |
|              | <p><b>Place Value</b><br/>Children will read and write numbers to 10,000,000 and revisit powers of 10. They will compare, order and round any integer and solve problems with negative numbers.</p> <p><b>Addition, Subtraction, Multiplication and Division</b><br/>Children will add and subtract large numbers. They will find common factors and multiples as well as primes, square and cube numbers. They will work on methods to multiply up to a 4-digit number by a 2-digit number. Division methods will include short division and division using factors, and long division without and with remainders. Problem solving will</p> | <p><b>Multiplication and Division (continued)</b><br/>Completing the unit from last half term as necessary.</p> <p><b>Fractions</b><br/>Children will recap equivalent fractions and compare and order fractions. They will add and subtract fractions and mixed numbers and solve multi-step problems. They will then be introduced to multiplying and dividing fractions and problem solving including this. They will find fractions of amounts and find the whole when given a fraction.</p> <p><b>Converting Units</b><br/>Children will convert and calculate with metric measures, convert between</p> | <p><b>Ratio</b><br/>The relationship between addition and multiplication will be explored when comparing numbers before using ratio language and the ratio symbol. They will explore the differences and similarities between ratios and fractions, and look at scale diagrams and factors. Problem solving will involve ratio and proportion.</p> <p><b>Algebra</b><br/>Children are introduced to algebra, first using function machines, then algebraic expressions using letters. They will look at formulae and forming equations as well as solving equations.</p> | <p><b>Fractions, decimals and percentages</b><br/>Children will find equivalent fractions, decimals and percentages, converting between these and ordering them. They will find percentages of amounts.</p> <p><b>Area, perimeter and volume</b><br/>Children will recap perimeter and find the areas of a wide range of shapes. They will find the volume of cuboids.</p> <p><b>Statistics</b><br/>After recapping line graphs and bar charts, learning will focus on pie charts, which children will interpret and draw. They will be introduced to the mean.</p> <p><b>Shape</b><br/>Children will recap measuring and calculating angles,</p> | <p><b>Consolidation</b><br/>This half term will involve recapping and consolidating KS2 maths learning in preparation for end of key stage statutory tests. Children will then begin work on the themed projects that will continue next half term.</p> | <p><b>Themed projects, consolidation and problem solving</b></p> |

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|  | include multi-step problems with multiplication and division.  | miles and kilometres and look at imperial measures.  | <p><b>Decimals</b></p> <p>Children will recap place value within 1, rounding, and calculating with decimals using all four operations. They will multiply and divide numbers by 10, 100 and 1000.</p>   | <p>using knowledge of shape. They will also draw shapes and look at nets of 3D shapes</p> <p><b>Geometry: Position and Direction</b></p> <p>Children will read and plot coordinates in four quadrants, solve problems with coordinates and deepen their knowledge of translation and reflection.</p>  |  |  |
|  | <b>Science</b>   |  |   |   |  |  |
|  | <p><b>Living Things and Their Habitats</b></p> <p>Children will look at the observable characteristics of living things to describe how they are classified into broad groups based on similarities and differences. This will include including micro-organisms, plants and animals</p> | <p><b>Electricity</b></p> <p>Building on learning in Year 4, children will compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. They will investigate how the brightness of a lamp or the volume of a buzzer is affected by the number and voltage of cells used in the circuit. They will also use recognised symbols when representing a simple circuit in a diagram.</p> | <p><b>Light</b></p> <p>Children will learn how light appears to travel in straight lines and use this idea to explain that objects are seen because they give out or reflect light (from light sources) into the eye. They will use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> | <p><b>Evolution and inheritance</b></p> <p>Children will look at fossils to gain information about living things that inhabited the Earth millions of years ago and recognise that living things have changed over time. They will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents, identifying how animals and plants are adapted to suit their environment in</p> | <p><b>Evolution and inheritance</b></p> <p>Completion of the topic</p> | <p><b>Animals including humans</b></p> |

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|  |   |   |  | different ways and that adaptation may lead to evolution. |  |  |
|  | <b>Computing</b>  |   |  |   |  |  |
|  | <p><b>Computing systems and networks - Communication and collaboration</b></p> <p>Children will explain the importance of internet addresses and recognise how data is transferred across the internet. They will learn how sharing information online can help people to work together. After recognising how we communicate using technology, they will evaluate different methods of online communication.</p> | <p><b>Variables in games</b></p> <p>Children will define a variable as something that is changeable and explain why they are used in programming. They will then apply this to improving games. Finally, they will design, create and evaluate a programme.</p> | <p><b>Web page creation</b></p> <p>Children will evaluate different methods of online communication and recognise the need to preview pages. They will view existing websites to consider their structure including a navigation path. They will also plan the features of a webpage and recognise the implications of linking other people's content.</p> | <p><b>Web page creation (continued)</b></p>               | <p><b>Creating media – 3D Modelling</b></p> <p>Children will recognise that you can work in three dimensions on a computer and modify them. They will recognise that objects can be combined in a 3D model and then plan and create their own.</p> | <p><b>Programming B - Sensing movement</b></p> |
|  | <b>D.T.</b>   |   |  |   |  |  |
|  | <p><b>Textiles: combining different fabric shapes</b></p> <p>Children will investigate, analyse and evaluate a range of existing products which have been produced by combining fabric shapes, drawing comparisons between functional and decorative</p>  |   |  |   | <p><b>Electrical systems: More complex switches and circuits</b></p> <p><b>Food: Celebrating culture and seasonality</b></p>   |  |

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|  |  | components. They will analyse how fabric pieces have been joined and types of fabric selected. After deciding on their intended user, they will design a fabric door stop and make a high-quality product. |  |  |  |  |
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| Humanities | <b>History</b> |  |  |  |  |                        |
|            |                |  | <p><b>Ancient Greece</b><br/>The children will explore Ancient Greece, honing their historical inquiry skills through various sources and activities, including critically examining the myth of Theseus for historical truths. They will distinguish the characteristic features of Ancient Greek society, unravel the diverse beliefs, attitudes and experiences of men, women, and children in this rich historical context, understanding that not everyone in the past lived alike, from the affluent to the less privileged.</p> | <p><b>Ancient Greece</b><br/>Children will continue their study of Ancient Greece by learning about the remarkable achievements of the Greeks in various disciplines such as philosophy, arts, science, and politics and how their ideas, beliefs and attitudes shaped these achievements. These will be contrasted with how other ancient civilisations developed; with the similarities and differences being explored. Through historical enquiry, children will investigate primary and secondary sources, developing skills in analysis and interpretation and gaining an understanding of the influence of Ancient Greece on the modern world.</p> | <p><b>The Windrush Legacy</b><br/>Children will be learning about the Windrush generation's journey from the Caribbean to the UK, considering the complexities of the British Empire; focusing on migration and the issues that were faced on arrival in Britain. Throughout this exploration, students will identify the reasons behind how events unfolded and gain a deeper understanding of the Windrush generation's significant contribution to British society and the challenges they faced.</p> | <p><b>Windrush</b></p> |

Geography

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| <p><b>Extreme Earth</b><br/>Children will find out about Earth's climate and areas of extreme temperatures. They will investigate Earth's extreme weather and explore the causes and effects of earthquakes, tsunamis and volcanoes.</p> | <p><b>Brazil</b><br/>Children will focus on the country of Brazil, starting by locating it within the continent of South America and then moving on to compare the physical features with those of the UK. They will compare daily life in Rio and London and learn about deforestation and the effect it is having on the Amazon Rainforest.</p> |  |  | <p><b>The Caribbean: comparison to the UK</b><br/>The children will examine the varied physical geography of the Caribbean and the UK, enhancing their understanding of climate, landscapes, and biomes. They'll apply their knowledge of geographical features to understand their influence on human activities such as settlement patterns and land use.</p> |  |
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| <p><b>Hinduism: God and beliefs</b><br/>Children will learn that Hindu's believe there are many forms of God and some of these forms. They will learn about Hindu's beliefs about the universe and the endless cycle of creation, preservation and destruction. They will be introduced to</p> | <p><b>Hinduism: Pilgrimage The Wider World</b><br/>Learning about Hinduism will continue as children find out about how it originated in India, but that Hindus live across the world. They will learn about places of pilgrimage and their significance and</p> | <p><b>Judaism: Abraham</b><br/>Children will learn about the importance of Abraham in the Jewish belief in One God and obedience to God. They will learn about the Torah as the Jewish Sacred Text and where stories about the Jews' relationship with God are found. Learning about the</p> | <p><b>Judaism: Prayer and worship of God</b><br/>Learning about Judaism continues with the Shema, an important Jewish prayer that is said twice daily. They will also find out about Jewish synagogues, including the role of the Rabbi and family celebrations.</p> | <p><b>The Journey of Life and Death</b><br/>During this unit children investigate beliefs about life and life after death. The unit encourages them to reflect on and express their hopes for their future. They will examine their attitudes, values and commitments in the light of this learning.</p> | <p><b>Faith and belief in Lewisham</b></p> |
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|          | some of the sacred books in Hinduism.  | hear stories associated with places of pilgrimage. | Torah will include the form it takes and how it is treated.              |   |  |                        |
| The Arts | <b>Art</b>   |  |  |   |  |                        |
|          | <b>Kilmorie Art Week</b><br>Art project linked to the theme of 'Journeys' and two paintings:<br>The Parting Cheer by Henry Nelson O'Neil; Ship of Fools by Kehinde Wiley |  |  | <b>Shadow Puppets</b><br>Children will investigate how a variety of artists and craftspeople use their interest in cutouts to generate imagery. They will use their curiosity to think about how they might adapt techniques and processes in their work. They will use their sketchbook to record, generate ideas, test ideas and reflect. They will make a shadow puppet, thinking about how the qualities of the materials they use affect the final outcome. They will manipulate the materials using tools so that the puppets have character and expression. They will make their puppets move in simple ways by articulating them. | <b>Activism</b><br>Children will explore how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities. They will create visuals and text which communicate their message on a chosen theme. They will use line, shape and colour to make their artwork. They will use typography to make their messages stand out. They will combine different techniques such as print, collage and drawing. |                        |
|          | <b>Music</b>   |  |  |   |  |                        |
|          | <b>Rhythmic Notation &amp; Body Percussion</b><br>Students will be learning about rhythmic notation  | <b>Rhythmic Notation / Christmas production.</b>   | <b>Notation and Keyboards</b><br>Children will learn about the stave and | <b>Musical Focus – Keyboards</b><br>Using the rhythmic notation, children   | <b>Exploring Samba</b><br>Children will explore and name some of the instruments of Samba before learning to play a  | <b>Bands and songs</b> |

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|                  | and how to recognise and perform rhythmic values and patterns. They will apply their knowledge to perform body percussion.   | Students will learn how to perform rhythms using their knowledge of the rhythmic values. Children will also learn how to project their voices and learn songs for their Christmas performance. | space and line notes. They will compose and perform a composition showing an understanding of the space and line notes. Using the rhythmic notation, they will play simple melodies on the keyboard reading from a music score | will play simple melodies on the keyboard reading from a music score                          | rhythmic pattern on a samba instrument. They will practice keeping a steady beat whilst performing in a group and join in with call and response. They will work to sing in tempo and tune with increasing accuracy and play a rhythmic pattern with increasing confidence, then perform a samba rhythmic pattern within a group. |   |
|                  | <b>Dance (Autumn: Penny; Spring: Vicky; Summer: Dominic)</b>   |  |  |   |   |   |
|                  | <b>Street dance (Penny's class)</b><br>Children will be taught street dance by a specialist dance teacher. They will develop flexibility, strength, technique, balance and control. They will perform dances using a range of movements, which will be put together for a class performance. | <b>Street dance</b>  |  |   |   |   |
| <b>Wellbeing</b> | <b>PSHE</b>  |  |  |   |   |   |
|                  | <b>Keeping/Staying Safe - Water Safety</b>   | <b>Computer Safety: Making Friends Online</b><br>Making Friends Online looks at the  | <b>Being Responsible: Stealing</b><br>Stealing explores the topic of taking  | <b>Feelings and Emotions: Worry</b><br>Worry looks at transition and the feelings a child can | <b>Growing and Changing: Conception</b><br>Conception looks at how a baby is  | <b>The Working World - In-App Purchases</b><br><b>A World Without Judgement -</b> |



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|  | <p>Water Safety explores the topic of trespassing and the dangers of swimming in open or unknown waters.</p> <p><b>Keeping/Staying Healthy - Alcohol</b></p> <p>Alcohol explores the dangers of alcohol and how people can be affected by alcohol in different ways.</p> <p><i>Zones of Regulation Recap, Kilmorie Rules and Kilmorie Qualities</i></p> | <p>dangers of meeting people we have only spoken to online.</p>  | <p>something from a family member without asking.</p> <p><b>First Aid - (Part 1)</b><br/>Children will look at how we can support a casualty with a head injury, severe bleeding, and minor burns.</p>  | <p>have when starting a new school.</p> <p><b>First Aid - (Part 2)</b><br/>In the second half of this topic, we take a closer look at fractures, heart attacks, and seizures.</p>  | <p>conceived and the various stages of pregnancy.</p> <p><b>RSHE</b></p> <ul style="list-style-type: none"> <li>- Puberty &amp; Reproduction</li> <li>- Communication in Relationships</li> <li>- Families, Conception &amp; Pregnancy</li> <li>- Online Relationships</li> </ul>          | <p><b>British Values</b></p>  |
|  | <b>P.E.</b>   |  |   |  |  |   |
|  | <p><b>Volleyball</b><br/>After developing a basic understanding of how to move and pass in volleyball, children will develop hand and eye coordination to move and pass. They will consolidate their skills and advance their sportsperson-ship through mini-matches.</p>   | <p><b>Tag rugby</b><br/>Children will tag a player using either hand when moving at full speed in a game situation and develop their agility by dodging a defender at speed with a ball in their hands. They will go on to practise different types of passes; work together as a team to score a try in a tag</p> | <p><b>Tag rugby/ Basketball</b><br/>Tag rugby will continue for half of this term and then the children will go onto basketball.</p> <p><b>Dodgeball</b><br/>Children will develop their skills throwing the ball in a game with precision, control and speed. They will develop co-ordination by aiming at the</p> | <p><b>Basketball</b><br/>The children will learn ball awareness by copying a partner and keeping control while moving the ball; they will be taught to dribble the ball in various directions with speed and perform a variety of passes within a game with precision and control. They will recap the BEEF technique in a</p> | <p><b>Athletics</b><br/>Children will learn a variety of different athletic activities based around sports day and will recap the acronym FAST. They will learn to accelerate quickly with speed and control in movement, while pacing themselves when needed. The children will recap</p> | <p><b>Cricket</b></p> <p><b>Street Dance (one term per class)</b></p> |

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|  | <p><b>Fitness (if not dance)</b><br/>Working with different fitness stations, children will work to try the harder challenges, showing determination to beat their personal best. They will improve their technique and support others to do the same, exercising for the whole timed period at each station, with increasing repetitions.</p> | <p>rugby game by moving without the ball and use techniques learned and apply in a game situation. Children will apply basic principles for attacking and defending and develop them by collaborating and communicating.</p> <p><b>Gymnastics</b><br/>Children will perform complex shapes when performing sequences and skills with flexibility. They will perform more complex jumps (tuck, pike) and travelling on and off apparatus with leaps (scissor kick and cat leap). They will practice a variety of rolls and balances counterbalances using counter tension. They will practice a 'squat on and squat off the 'apparatus with a run up (with or without a springboard). Perform a hurdle step on the floor/springboard and onto apparatus.</p> | <p>opposition, below the shoulder, using a variety of throwing techniques. They will develop their agility by dodging in a game, reacting quickly and communicating tactics to teammates to dodge. To apply defensive techniques, like blocking and marking in a competitive game situation.</p> | <p>competitive game situation and apply basic principles for attacking and defending techniques. Finally, they will then put all techniques learned and apply them in a game situation.</p> <p><b>Yoga</b><br/>Children will perform complex Yoga poses with good core strength, flexibility and balance for longer periods of time on each pose. They will perform all poses and remembering to use breathing technique when performing them in relaxation time. They will create their own extensions using knowledge of poses already practised. Children will collaborate in a group to create a Yoga routine by creating a sequence of moves.</p> | <p>their knowledge on throwing a javelin/vortex using a good stance, good height and distance. They will perform jumps with balance, control and distance.</p> <p><b>Street Dance (one term per class)</b></p> |  |
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| <b>Languages</b> | <b>French</b>  | <b>French</b>  | <b>Avoir</b>   | <b>Faire</b>   | <b>Etre</b>  | <b>Aller</b>   |  |
|                  | Children will learn about classroom objects and routines. They will recap clothes and family members and how to use the verb être.   | Children will recap the phrase “il y a” and use this to discuss where they live. They will work to use dictionaries when learning new vocabulary.  | Vocabulary: age recap, pets, body parts, illnesses<br><br>Grammar: getting comfortable with a verb table (avoir), using j'ai, tu as, il a, elle a, building and manipulating full sentences with avoir<br><br>Phonics: wah in oiseau, aah in lapin, -ay in oreille     | Vocabulary: weather, sports, hobbies, chores<br><br>Grammar: je/tu/il/elle conjugation of faire. Understanding difference between faire and jouer with sports. Sentence building<br><br>Phonics: -aud in chaud, -on in temps   | Vocabulary: personality adjectives, emotions, question words<br><br>Grammar: je/tu/il/elle conjugation of être. Introduction to asking questions in French - sentence manipulation<br><br>Phonics: -wee in suis, silent consonants eg tu es  |  |  |
|                  | <b>English</b>   |  |  |  |  |  |  |
|                  | <b>Writing to Entertain:</b><br>Text: Floodland by Marcus Sedgwick<br><b>Outcomes:</b><br><b>Narrative - Diary entry</b><br>Children will begin by recapping the function of a sentence, clause and phrase. They will use drama to develop understanding of character before writing in role (first person, emotive language). They will | <b>Writing to persuade:</b><br>Text: The Explorers by Katherine Rundell<br><b>Outcomes:</b><br><b>Persuasive letter in role as a character</b><br>Children will recap the function of formal language and connective devices. They will carry out debates before using these skills in a written argument. | <b>Writing to inform:</b><br>Text: The Adventures of Odysseus by Hugh Lupton<br><b>Outcomes:</b><br><b>Newspaper report about Odysseus and the Cyclops</b><br>This report will include use of paragraphs, cohesion, the passive voice, and direct and reported speech. | <b>Writing to entertain:</b><br>Text: The Adventures of Odysseus by Hugh Lupton<br><b>Outcomes:</b><br>Additional chapter to The Adventures of Odysseus<br><br><b>Writing to discuss:</b><br>Was Odysseus a hero or a villain? | <b>Writing to entertain:</b><br>Text: Musical Truth by Jeffrey Boakye<br><b>Outcomes:</b><br>Short pieces of narrative/setting description<br><br>*Use literacy features to create effects e.g. metaphors etc<br>*Use a wide range of devices to build cohesion within and across paragraphs | <b>Writing to inform:</b><br>Text: The Landlady by Roald Dahl<br><b>Outcomes:</b><br>Biography linked to Windrush<br><br><b>Writing to persuade:</b><br>Water fight letter<br><br><b>Writing to entertain:</b><br>Suspense writing |  |

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|  | <p>also recap different ways to start sentences.</p> <p><b>Additional chapter</b></p> <p>Children will practise the effective use of speech including using dialogue to convey character and advance action. They will write and edit in response to self-assessment and feedback.</p> | <p><b>Persuasive speech about Amazon deforestation</b></p> <p>Work around the effects of deforestation will include developing and using subject-specific vocabulary. They will watch persuasive speeches and compare the language to that used in their persuasive letters, before planning, writing and delivering their speeches.</p> | <p><b>Non-chronological report linked to Ancient Greece topic</b></p> <p>This report will build on the skills above and will additionally include the use of parenthesis and colons.</p> | <p>*Use semi-colons to mark related clauses e.g. Alan Peat sentences- Some;others - Some consider him a glorious leader; other believe that he was cruel, petty and unjust.</p> <p>*Use relative clauses to provide supporting details</p> <p>*Use passive voice to maintain impersonal tone</p> | <p>*Integrate dialogue to convey character and advance action</p> |  |
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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.