

Collaboration

Curiosity

Empathy

Honesty



Resilience

Independence

Innovation

Respect

Kilmorie Curriculum Intent:

Our broad curriculum focuses on the whole child, supporting them to be successful citizens. It is designed to grow emotional intelligence and resilience, enabling reflective and critical thinking.

| Subject area | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p style="text-align: center; color: blue; font-weight: bold;">STEM</p> | Maths | | | | | |
| | <p style="text-align: center;">Place Value</p> <p>Children will represent and partition numbers to 100/1000. They will find 1, 10 or 100 more or less than a given number. Children will compare and order numbers to 1000. Count in 50's</p> <p style="text-align: center;">Addition and Subtraction</p> <p>Children will add and subtract 1s, 0s and 100s. They will learn to add and subtract across 10 and 100; add and subtract two numbers (no exchange) and add and subtract two numbers (across 10, 100)</p> | <p style="text-align: center;">Addition and Subtraction</p> <p>Children will explore the effect of adding or subtracting multiples of 10 and 100 from any 2-digit and 3-digit numbers. They will add and subtract a 1-digit number to and form a 2-digit and a 3-digit number. They will develop number sense through explicitly exploring the connections between calculations and make decisions about which operation and method is most appropriate when solving a problem.</p> <p style="text-align: center;">Multiplication and Division</p> <p>The children build and use arrays to enhance their knowledge of the link between repeated addition and multiplication and to explore commutativity. They will learn multiples of 2, 5 and 10 and learn to multiply and divide by 2, 3, 4 and 8. Children will explore the difference between sharing and grouping</p> | <p style="text-align: center;">Multiplication and Division</p> <p>Children will recognise that multiples of 10 end in a zero and use this fact to solve basic multiplication and division problems beyond the 10 times-table. Children will learn how to multiply and divide a 2-digit number by a 1-digit number. They will apply their understanding of partitioning to represent and solve calculations using the expanded method.</p> <p style="text-align: center;">Length and Perimeter</p> <p>Children will learn how to measure in millimetre, centimetre and metres. They will use the fact that 1 m is equivalent to 100 cm. Children will partition the measurement into metres and centimetres when converting lengths that are not multiples of 100, for example 134 cm = 1 m and 34 cm. Children will compare and order lengths</p> | <p style="text-align: center;">Fractions</p> <p>Children understand that a fraction can be seen as part of a whole and that to find a unit fraction, they divide the whole into equal parts. They will compare and order unit fractions. Children understand that a non-unit fraction is made up of a quantity of unit fractions, for example $\frac{3}{4}$ is the same as three single quarters or $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$.</p> <p style="text-align: center;">Mass and Capacity</p> <p>Children will learn to use and understand scales and measurements. They will divide 100 into $\frac{2}{4}$/$\frac{5}{5}$/$\frac{10}{10}$ equal parts using number lines, before applying this skill later in the unit. They learn what sized groups are made when 100 is split into equal parts, then extend this learning to other multiples of 100.</p> | <p style="text-align: center;">Fractions</p> <p>Children will learn how to add and subtract fractions. They will build on their knowledge of fractions and finding a fraction of an amount while applying this to a range of contexts, including multi-step calculations.</p> <p style="text-align: center;">Money</p> <p>Children will add and subtract money, and find change. Children will use their knowledge of the value of each note and coin to convert pence into pounds and pence. Children will add the pounds first and then add the pence.</p> <p style="text-align: center;">Time</p> <p>Children will use analogue clocks to tell the time to 5 minutes and to the nearest minute. They will learn to read time on a digit clock. They will use a.m. and p.m. They will learn Roman</p> | <p style="text-align: center;">Time</p> <p>Children will recap the number of seconds in a minute, minutes in an hour, hours in a day, days in a week and days in different months. They will explore the idea that the shorter the time, the faster it is, meaning that in a race it is the shorter time that wins.</p> <p style="text-align: center;">Shape</p> <p>Children will learn about right angles, and how to measure and draw angles accurately. They will be introduced to the terms "acute" and "obtuse" to describe the angles. They will learn about parallel and perpendicular lines and be able to recognise and draw 2-D and 3-D shapes.</p> <p style="text-align: center;">Statistics</p> <p>Children will learn how to draw and interpret pictograms and bar charts.</p> |

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| | | and use appropriate concrete manipulatives or pictorial representations to support their understanding. | using comparison language and inequality symbols. They will learn that perimeter is the distance around the outside of a closed 2-D shape and explore what perimeter is. | They will learn to measure mass in grams and kilograms and capacity and volume in litres and millilitres. | Numerals to 12. Children will explore years by using calendars to investigate the number of days in each month. | They will learn how to collect and represent data and interpret information from simple two-way tables. |
| | Science | | | | | |
| | <p>Rocks and Soils</p> <p>Children will learn about rocks and soils through comparing their appearance and simple physical properties. They'll become detectives when looking at fossils and discover how they were formed. The children will also compare and group rocks, describe rock formation and recognise how soil is made.</p> | <p>Light</p> <p>Children will discuss how we need light in order to see things (when it is reflected off surfaces) and that dark is the absence of light. They will recognise that light from the sun can be dangerous and that there are ways to protect your eyes. They will investigate how shadows are formed when light is blocked and find patterns in the way that the shadows change.</p> | <p>Animals, including humans</p> <p>Children will learn about skeletons and muscles and how humans and some other animals have these for support, protection and movement. They will identify that animals, including humans, need the right types and amount of nutrition, and that they get this nutrition from what they eat.</p> | <p>Plants</p> <p>Through dissecting flowers, children will identify and describe the functions of different parts of a flowering plant. They will explore what plants need to live and grow and investigate the way in which water is transported within plants. They will learn about the importance of flowers in the lifecycle of flowering plants including pollination, seed formation and seed dispersal.</p> | <p>Forces and Magnets</p> <p>After comparing how things move on different surfaces, children will learn that some forces need contact between two objects, but magnetic forces can act at a distance. They will observe how magnets attract or repel each other and attract some materials and not others. They will learn about the function of the poles of magnets.</p> | |
| | Computing | | | | | |
| | <p>Computing Systems and Networks</p> <p>Children will learn how digital devices</p> | <p>Sequencing sounds</p> <p>Children will explore a new programming environment; identify</p> | <p>Stop-Frame Animation</p> <p>Children will explain that animation is a</p> | <p>Branching databases</p> <p>Children will identify what information</p> | <p>Desktop publishing</p> <p>Children will recognise how text</p> | <p>Events and actions in programs</p> |

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| | function. They will recognise how digital devices can change the way that we work. They will learn how a computer network can be used to share information and explore how digital devices can be connected. | commands that have an outcome and explain that a programme has a start. They will recognise that a sequence of commands can have an order; change the appearance the appearance of a project and create a project from a task description. | sequence of drawings or photographs and relate animated movement with a sequence of images. They will plan and improve an animation while identifying the need to work consistently and carefully. | needs to be collected about an object and create questions branching databases. | and images convey information and how text and layout can be edited. They will also choose appropriate page settings, add content and match layout to purpose. | Children will create a programme that moves a sprite; adapt and develop programmes and create a maze-based challenge. |
| D.T. | | | | | | |
| | | Mechanisms: Levers and linkages Children will investigate and evaluate products which have a range of lever and linkage mechanisms, using questions to develop their understanding. After recreating basic lever and linkage mechanisms they will develop their own "Greetings from Forst Hill" moving greeting card. | Food: Healthy and varied diet Children will sample a range of soups, using technical vocabulary to describe sensory characteristics. They will develop their own winter warming soup after generating ideas and conducting research. They will use food preparation and cooking techniques to realise their final product and evaluate against the intended purpose and user. | | Structures: Shell structures Children will investigate a collection of different shell structures including packaging, evaluating designs against intended users. They will practise making nets out of card and explore ways of strengthening these. They will design a gift box for an Egyptian scarab, considering appearance, and will work with accuracy to complete their final product. | |
| History | | | | | | |
| | | | The Stone Age The children will develop their historical inquiry skills and explore the concepts | The Bronze Age to the Iron Age The children continue to develop their historical inquiry | Ancient Egyptian Civilisation Starting by defining when and where | Ancient Egyptian Civilisation The children continue to explore |

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| Humanities | | | <p>of change and continuity through an exploration of the Stone Age. They will investigate Stone Age life, starting with the question of whether early humans were solely hunters and gatherers, focused on survival and how life changed when farming began, examining the transition from nomadic lifestyles to settled communities. The children will study Skara Brae, a fascinating archaeological site that provides insights into the daily lives and dwellings of Stone Age people. Through hands-on activities and investigations, they piece together the story of this ancient era, discovering both its challenges and innovations.</p> | <p>skills as they explore various sources and a range of activities. They look to answer questions such as the purpose of Stonehenge and learn to decipher the clues left behind by our distant ancestors. By studying the Iron Age, they discern the extent of societal transformations during this period. The 52 skeletons of Maiden Castle become a captivating mystery to solve, offering insights into the lives of people from the past.</p> | <p>the Ancient Egyptian Civilisation took place, children will then learn about the lives of Ancient Egyptians. This will include comparing different members of society, Ancient Egyptian beliefs and how these affected daily lives, and the importance of building pyramids and mummifying bodies. Alongside will run work around historical sources and how these teach us about the past.</p> | <p>Ancient Egypt, developing their historical inquiry skills. They look deep into the past, seeking answers to questions and to uncover the commonalities between Ancient Egypt and other civilizations of that era, drawing comparisons to gain a deeper understanding. Through the exploration of various sources of evidence, they will investigate the reasons behind the survival of these sources and gain insights into the impact of these discoveries on our understanding of Ancient Egypt.</p> |
| | Geography | | | | | |
| | <p>Volcanoes and Earthquakes Children will understand the structure of the earth and investigate the structure of a volcano. They will use their map skills to locate</p> | <p>Maptastic Forest Hill – local area The children will start by using maps to spot familiar places in our local area and give directions to and from</p> | | | | <p>River Nile: Water Irrigation and land use (farming) Children will learn about the River Nile, focusing on its role in water irrigation and land use. They'll understand how the river's annual flooding contributes to Egypt's fertile land, enabling agriculture to flourish in the area around the Nile.</p> |

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| | <p>the world's famous volcanoes and the world's biggest earthquakes using latitude and longitude. They will learn that the Earth's crust is split into tectonic plates and they will investigate the five deadly features of a volcanic eruption.</p> | <p>local points of interest. The children will learn the difference between physical and human features and will use aerial images to describe these features. They will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs.</p> | | | <p>They'll study ancient and modern irrigation methods, and how these impact land use. They'll also examine the river's influence on the development of Egyptian civilization, enhancing their understanding of human geography.</p> | |
| RE | | | | | | |
| | <p>Peace Children will discover how peace is shown across two significant religions, seeing how they are similar in some of their beliefs. They'll explore worship looking at peaceful reflection, meditation and prayer.</p> | <p>Christianity 5: The Bible Children will learn about the Bible as a source of Christian belief and teaching, that some Christians read the Bible every day and find it helpful for their everyday lives. They will learn about the Old and New Testaments and how these include many books with different genres. They will listen to some gospel stories and see that these tell about events in Jesus' life, and parables which show Jesus' teaching. They will consider the Ten Commandments, with particular focus on 'Love God' and 'Love your neighbour'.</p> | <p>Sikhism 1: Sikh Beliefs Children will learn that Sikhs believe in one God who created all things and is symbolised by the Ik Onkar symbol. They will learn about Gurus: - There were 10 human Gurus. - Guru Nanak was the first Guru. - Guru Nanak's life and teaching. - Guru Nanak's teaching that all people are equal. - Celebration of Guru Nanak's birthday.</p> | <p>Sikhism 2: Sikh Teaching and Life Children will learn about the three important Sikh rules: - Work honestly. - Share food with the needy. - Remember God. They will hear stories about how the Gurus showed how to put teachings into practice in their lives. When learning about Sikh Life they will find out about special celebrations including naming, how Sikhs worship at home and in the Gurdwara, how the Guru Granth Sahib teaches Sikhs how to live and how Sikhs</p> | <p>Buddhism 1: The Buddha Children will learn about the Buddha's life and search for truth and that Buddha means the 'awakened one'. The Buddha became free of suffering and was able to help others to 'awaken themselves'. When learning about the teachings of the Buddha, children will learn the Four Noble Truths. They will hear the story of Siddhartha and the Swan.</p> | <p>Buddhism 2: Living as a Buddhist Children will learn about the Buddhist Community Sangha and how this lives out the teachings of the Buddha. They will learn that Buddhists meditate to help them understand the teachings of the Buddha by developing awareness and mindfulness. Children will learn about Buddhist places of worship: the home shrine and a Temple or Buddhist Centre</p> |

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| | | | | share and show that everyone is equal in the Gurdwara. | | |
| The Arts | Art | | | | | |
| | <p>Gestural drawing with charcoal Children will see how artists use charcoal in their work. They will talk about the marks produced, and how they feel about their work. They will experiment with the types of marks they can make with charcoal, using their hands as well as the charcoal. They will work on larger sheets of paper, and will make loose, gestural sketches using their body. They will learn what Chiaroscuro is and how they can use it in their work. They will use light and dark tonal values in their work, to create a sense of drama.</p> | | | <p>Telling Stories Through Drawing and Making: Children will explore how artists are inspired by other art forms</p> | | <p>Cloth, Thread, Paint Children will explore how artists combine media and use them in unusual ways to make art. They will share their response to their work. They will use their sketchbook to make visual notes capturing ideas that interest them. They will also use it to test ideas and explore colour and mark making. They will use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions. They will then use thread and stitching to create textural marks over the top of their painted canvas, creating interesting marks which reflect their response to the landscape.</p> |
| | Music | | | | | |

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| | <p>The Orchestra Learning about the orchestral families and their instruments. They will listen to famous orchestras playing. Children will explore timbre, develop musicianship and perform as part of an ensemble. They will develop aural skills relating to pitch, rhythm and timbre. Children will explore many pieces of music written by a famous classical composer. They will begin looking at and exploring written notation as well as exploring the Zones of Regulation in depth and in relation to music.</p> | <p>Christmas Production Practicing for the Christmas performances, learning how to sing accurately and in tune. Children will be introduced to western classical music, and they will explore well known compositions by the Great Composers.</p> | <p>Dance Music Children will explore different styles of dance music from around the world. They will look at musical features, instrumentation and the dance itself. Children will develop rhythmic skills, recognise beats in a bar, be able to aurally and visually recognise instruments, and take part in ensemble performances. They will explore composition through EDM music.</p> | <p>Indian Music Children will explore the music and instruments of India, specifically Indian classical music, and the Sitar and Tabla. They will learn about the country of India and its culture. They will explore Raga, Tala and Drone and learn how to play each. They will perform a piece of Indian music, and an Indian folk song. Children will explore improvisation, and to attempt their own improvisations.</p> | <p>Recorder Children will learn how to play the recorder. They will learn how to make a sound and how to play different notes. Children will apply their knowledge of rhythmic notation and will be able to play short melodies on the recorder both solo and as part of an ensemble. Children will explore the woodwind family, develop coordination skills and develop breathing and breath technique.</p> | <p>Recorder Children will learn how to play the recorder. They will learn how to make a sound and how to play different notes. Children will apply their knowledge of rhythmic notation and will be able to play short melodies on the recorder</p> |
| PHSE | | | | | | |
| Wellbeing | <p>Keeping/Staying Safe Staying Safe looks at the dangers of venturing off with people we don't know very well.</p> <p>Leaning Out of Windows looks at the dangers of heights and various dangers we may find in our homes and communities.</p> <p>Keeping/Staying Healthy – Medicine Medicine looks at why we take medicine and the dangers of taking</p> | <p>Computer Safety: Making Friends Online 'Making Friends Online' looks at the steps we should take to keep ourselves safe and the dangers of meeting someone from the internet in real life.</p> | <p>Being Responsible: Stealing 'Stealing' looks at the differences between stealing and borrowing and enables children to identify emotions associated with losing a special possession.</p> | <p>Feelings and Emotions – Grief Feelings and Emotions: Grief 'Grief' looks at the different feelings we can experience when we lose someone or something we loved dearly and enables children to identify ways they can cope when grieving.</p> | <p>Relationships: Touch 'Touch' looks at appropriate and inappropriate touch and enables children to explore who they can talk to if they feel uncomfortable in a relationship.</p> <p>RSHE <u>Body Differences</u> Children will identify that people are unique and to respect those differences. They will explore the</p> | <p>Our World 'Looking After Our World' looks at the ways in which we can help look after and protect our planet.</p> <p>Hazard Watch Is it safe to eat or drink? Identifying what items may be safe or unsafe to eat or drink.</p> <p>Is it safe to play with?</p> |

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| | <p>medicine without a trusted adult's permission.</p> <p>Zones of Regulation, Kilmorie Rules and Kilmorie Qualities</p> | | | | <p>differences between male and female bodies as well as consider appropriate and inappropriate physical contact and consent. They will explore different types of families and who to go to for help and support.</p> | <p>Identifying what items may be safe or unsafe to play with.</p> |
| | <p>P.E. (Outdoor/Indoor) NB: indoor PE is done on a rotational basis as each class gets a term of dance</p> | | | | | |
| | <p>Gymnastics Children will perform a variety of shapes with good control. They will perform a straight jump with a half turn and a Teddy bear roll, both in isolation. They will develop Point and Patch balances and combine these in a short sequence on mats (using levels directions control). They will also be introduced to a hurdle step onto apparatus.</p> | <p>Multi Skills Children will develop their balance by balancing on various body parts while moving. They will focus on improving their agility by changing direction at speed. They will co-ordinate body to perform a combination of movements and improve coordination through throwing and catching. They will complete a variety of fitness tests successfully and work towards achieving and improving their personal best.</p> | <p>Dance Children will be taught contemporary dance by a specialist dance teacher. They will collaborate to make a dance warm up based on those taught. They will use a stimulus to create a dance in unison with a partner and perform in canon with a group. They will perform dances using a range of movements, which will be put together for a class performance at the end of term. They will also develop their innovation and collaboration skills by working in groups.</p> | <p>Dance Children will be taught contemporary dance by a specialist dance teacher. They will collaborate to make a dance warm up based on those taught. They will use a stimulus to create a dance in unison with a partner and perform in canon with a group. They will perform dances using a range of movements, which will be put together for a class performance at the end of term. They will also develop their innovation and collaboration skills by working in groups.</p> | <p>Leadership Children should be able to confidently explain what makes a good leader and am confident when communicating in different way. They will be able to create a game with a clearly defined space, objective and with or without equipment. Children will think about how to make a game easier or harder to suit the children playing. They will be able to confidently teach their game to others, showing organisational and leadership skills.</p> | <p>Fitness Children will develop their balance by balancing with control, focusing on preferred and non-preferred leg (when performing exercises). They will complete a variety of fitness exercises successfully and work towards achieving and improving their personal best. They will co-ordinate their body to perform a combination of movements in a variety of exercises. They will learn to take their pulse before exercise and understand how the body is getting stronger when exercising.</p> |

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| | <p>Hockey</p> <p>Children will learn how to dribble the ball holding the stick in the correct position and will develop their knowledge of performing a pass while looking for a space to receive the ball. They will learn to pass and receive a ball with some control and</p> <p>begin to tackle a player safely, when stationary and moving. This will then lead onto learning to score whilst the ball is stationary/moving and to show this in adapted games while focussing on accuracy.</p> <p>The children will apply all skills learnt to play in game situations, with variations of rules and apply some basic principles for attacking and defending.</p> | <p>Netball</p> <p>Children will learn to pass and receive a ball whilst stationary and, on the move, and be able to develop and investigate throwing in different ways e.g., overhead, bounce, and chest passes. This will then lead into how to shoot a netball into a basket. They will also learn how to perform different stops, stride/jump stops including pivoting. This will lead onto learning to dodge and mark players. They will then put all skills learnt, together to have mini high 5 netball matches.</p> | <p>Badminton</p> | <p>Tag Rugby</p> | <p>Athletics</p> <p>Children will learn a variety of different athletic activities based around sports day. They will learn to pump/swing their arms fast (hip to lip) when running and keep their heads still and bodies upright. Children will learn to react quickly and sometimes accelerate over short distances and react quickly while accelerating over short distances.</p> | <p>Rounders</p> <p>Children will learn how to throw under/over arm and catch a ball with control and accuracy. They will learn how to bowl a good ball between the batter's knee and head from a short distance. They will learn to bat a ball using a rounders bat and perform a long barrier moving into position to scoop up the ball. They will use their batting and fielding skills and apply them with confidence in a game.</p> |
| Languages | MFL | | | | | |
| | <p>Les Bases</p> <p>Vocabulary: numbers, colours, pencil case items</p> <p>Grammar: inductive use of j'ai</p> | <p>Les Bases 2</p> <p>Vocabulary: winter themes, holiday, what I would like for Christmas, Christmas themed songs (vive le vent)</p> | <p>Les Animaux à la Maison</p> <p>Vocabulary: pets including masculine and feminine articles (un/une). Numbers and colours.</p> | <p>Les Animaux au Zoo</p> <p>Vocabulary: animal vocabulary. Explain to children what a <i>cognate</i> is</p> | <p>Les Vacances 1</p> <p>Vocabulary: clothes, modes of transport, accommodation types</p> | <p>Les Vacances 2</p> <p>Vocabulary: Weather, countries</p> <p>Grammar: focus on <i>faire</i> for weather, introduce some</p> |

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| | <p>Phonics: noticing differences, positive classroom attitude, talk about classroom rules (no laughing at others, always have a go)</p> | <p>Grammar: je voudrais, manners</p> <p>Phonics: -on in vent</p> | <p>Grammar: focus on the verb <i>avoir</i> (all j'ai, HLP il a/elle a/tu as). Building chunks into simple full sentences (<i>j'ai un chat bleu/j'ai cinq lapins</i>). Noticing masculine and feminine nouns</p> <p>Phonics: noticing French vowel sounds (oi = wah in oiseau, in = aa in lapin)</p> | <p>Grammar: build on understanding of avoir with 'il y a' and continue sentence building (au zoo il y a un tigre)</p> <p>Phonics: focus on rolled r sound, additional vowel sound (oh in zoo)</p> | <p>Grammar: new regular verbs in present tense (je porte, je prends, je reste), plurals (why is pantalon not plural?), sentence building</p> <p>Phonics: -ain in train, -ont in pantalon, silent h in hotel</p> | <p>negatives (il ne pleut pas), continue sentence building</p> <p>Phonics: -eau in il fait beau, -aud in chaud, -gne in Allemagne</p> |
| English | | | | | | |
| | <p>Writing Purpose: Writing to Entertain</p> <p>Texts: <i>Here We Are</i> by Oliver Jeffers <i>The Promise</i> by Nicola Davies</p> <p>Writing Outcome: *Setting description</p> <p>*Narrative – writing a story in a similar style to <i>The Promise</i></p> <p>The children will learn to use expanded noun phrases to add detail and description e.g. The dark, gloomy cupboard under the stairs. They will use capital letters and full stops appropriately, and commas to separate adjectives. For their descriptive writing they will learn to use alliteration and similes.</p> | <p>Writing Purpose: Writing to Inform</p> <p>Texts: <i>Jampires</i> by David O'Connell and Sarah McIntyre</p> <p>Examples of leaflets</p> <p>Writing Outcome: *Writing instructions on how to trap a Jampire</p> <p>*Writing a warning letter to Father Christmas about Bradley Bartleby's trap</p> <p>Children will learn to use imperative verbs, adverbials of time and use of commas, as well as prepositions. In addition, they will learn to use clear ideas</p> | <p>Writing Purpose: Writing to Entertain</p> <p>Texts: <i>Stone Age Boy</i> by Satoshi Kitamura</p> <p>Writing Outcome: *Time travel adventure</p> <p>*Poetry</p> <p>Children will learn to use fronted adverbials of time and manner an event occurs e.g Without a sound ... After a moment ...</p> <p>*Use commas after fronted adverbials to mark the passage of time. They will use noun phrases to add detail and description. They will use dialogue to show their characters' actions.</p> | <p>Writing Purpose: Writing to Inform</p> <p>Texts: <i>Non-chronological report about the stone age</i></p> <p><i>Examples of care guides e.g pet</i></p> <p>Writing Outcome: *Non-chronological report about the stone age</p> <p>*Care guide for a plant</p> <p>Children will learn to use headings and subheadings to organise non-fiction writing. They will use apostrophe for possession. They will write in the present tense. They will learn to use conjunctions, adverbials and</p> | <p>Writing Purpose: Writing to Entertain</p> <p>Texts: <i>The Ancient Egypt Sleepover</i> by Stephen Davies</p> <p>Writing Outcome: *Setting description</p> <p>*Narrative – writing a story based on <i>The Ancient Egypt Sleepover</i></p> <p>The children will use subordinating conjunctions to join clauses and expanded noun phrases to add detail. To add clarity and cohesion to their writing they will</p> | <p>Writing Purpose: Writing to Persuade</p> <p>Texts: <i>The Great Kapok Tree</i> by Lynne Cherry</p> <p>Writing Outcome: *Persuasive letter to the logging companies about deforestation</p> <p>*Persuasive speech</p> <p>Children will use rhetorical questions to engage the reader and noun phrases to add detail and descriptions. They will also use imperative verbs to convey urgency. Finally, they will learn how to use</p> |

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| | | organised into paragraphs and use the past and present tense consistently. | | prepositions to express time and cause and finally the possessive apostrophe with plural nouns. | learn to use nouns and pronouns effectively. To show how and when an event occurs, they will learn to use fronted adverbials e.g. Without a sound...After that moment | multi clause sentences by using conjunctions |
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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.