

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
STEM	Maths					
	<p>Place Value Children will represent and partition numbers to 100. They will compare and order numbers to 100. They will learn to count in 2s, 3s, 5s and 10s. Children will write numbers to 100 in words.</p> <p>Addition and Subtraction Children will add and subtract 1s and 10s. They will add and subtract number bonds within 20. They will learn to add three one-digit numbers. They will add and subtract two two-digit numbers. Children will solve number problems and solve mixed addition and subtraction calculations.</p>	<p>Addition and Subtraction Children will add and subtract 2x two-digit numbers. They will solve number problems and mixed addition and subtraction calculations. They will solve missing number calculations.</p> <p>Shape Children will learn how to recognise 2D and 3D shapes. They will draw 2D shapes and identify lines of symmetry. They will sort 2D shapes and count faces, vertices and edges on 3D shapes. Using 2D and 3D shapes they will make patterns.</p>	<p>Money Children will learn how to count money in pence. They will use their knowledge from place value and addition and subtraction to find the total value of a set of coins, with all answers less than £1. They will learn to be able to count up in 1ps, 2ps, 5ps and 10ps, and use related facts to count up in 20ps, as well as finding the total of a mixed set of coins.</p> <p>Multiplication and Division Children will make the connection between repeated addition and multiplication by recognising equal groups. They will learn to match equal groups to numerals and words. Children will learn to represent groups as 4 groups of 3 as well as 3 groups of 4 accurately and know what is the same and what is</p>	<p>Length and Height Children will learn to measure and order lengths and heights in centimetres and metres using metre sticks and tape measures. They will be introduced to “m” as the abbreviation of metres and will learn words such as “shortest”, “longest” and “tallest”. They will measure given lengths and heights, as well as objects that they have to measure themselves. Children will solve both one-step and two-step problems relating to lengths and heights.</p> <p>Mass, Capacity and Temperature Children will identify the mass of objects in grams or kilograms and compare the volume/capacity of different containers. They will solve multi-step problems involving mass, volume and capacity.</p>	<p>Fractions Children begin by learning about parts and wholes using everyday objects such as bicycles and flowers. They will explore equal and unequal parts and focus on how to write specific fractions, starting with one half ($\frac{1}{2}$). Children will share bean bags or counters into two equal groups and will be guided to make the link that when they find $\frac{1}{2}$ of a number, they need to divide the number by 2 (the denominator). They will learn to use related facts to help them find $\frac{1}{2}$ of greater numbers i.e. using $\frac{1}{2}$ of 4 to work out $\frac{1}{2}$ of 40. Children will compare and explore what is the same and different about $\frac{1}{3}$.</p> <p>Time Children will learn to tell the time to the hour, half and quarter past, and quarter to, they will move to 5-minute intervals for past and to the hour. They will learn that the</p>	<p>Statistics Children will be introduced to statistics and different representations of data. They will use tally charts to systematically record data and compare tally charts and tables while considering when it is more efficient to use each one. Information will be interpreted using block diagrams and pictograms while understanding the key features of a pictogram and how to interpret a key. They will compare and answer questions about the data shown.</p> <p>Position and Direction Children will start by describing the position of objects using left and right and move on to explore other</p>

			different about the two forms. Children will be aware of the differences between the grouping and sharing structures of division. Children should be encouraged to spot patterns to help them complete calculations efficiently. They will learn doubling, halving and their 5- and 10-times tables.	Children will be introduced to temperature, thermometers and the unit “degrees Celsius”, written °C.	right-hand side of a clock shows “past”, while the left-hand side shows “to” the hour. Children will know that there are 60 minutes in an hour and will learn the terms midnight and noon, explaining that a new day starts at midnight. Children will solve problems involving time.	language used to describe position, such as above, below and between. Children will use their understanding of this language to complete multi-step and more sophisticated problems. They will begin to think about describing movement and turns. Children then begin to record and describe movement more formally, in terms of both direction and number of squares. Children will learn about quarter, half, three-quarter and full turns, as well as using clockwise and anticlockwise.
	Science					
	<p>Living things and their habitats</p> <p>Children will explore and compare the differences between things that are living, dead and things that have never been alive. They will learn about habitats and</p>		<p>Plants</p> <p>Children will look at seeds and bulbs and observe and describe how these grow into mature plants. While growing cress seeds, they will find out and describe how plants</p>	<p>Uses of everyday materials</p> <p>Children will find out how suitable everyday materials are for particular uses. They will investigate how the shapes of solid objects made from some materials can be</p>	<p>Uses of everyday materials</p> <p>Children will find out how suitable everyday materials are for particular uses. They will investigate how the shapes of solid objects made from some materials can be</p>	<p>Animals including humans</p> <p>Children will discuss how animals including humans have offspring which grow into adults. They will find out about the basic</p>

	<p>microhabitats and how living things within them depend on each other. Learning about simple food chains, they will describe how animals obtain their food from plants and other animals.</p>		<p>need water, light and a suitable temperature to grow and stay healthy.</p>	<p>changed by squashing, bending, twisting and stretching.</p>	<p>changed by squashing, bending, twisting and stretching.</p>	<p>needs of all animals for survival. Focusing on humans, they will learn about the importance of exercise, hygiene and eating the right amounts of different types of food.</p>
	Computing					
	<p>IT around us Children will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Children will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.</p>	<p>Digital Photography Children will make choices about and use a digital device to take a photograph. They will describe what makes a good photograph and how photographs can be improved. Finally, children will recognise that photos can be changed and use tools to change an image.</p>	<p>Robot algorithms The children will describe a series of instructions as a sequence and plan what happens when the order of instructions change. They will use logical reasoning to predict the outcome of a programme and explain that programming projects can have code and artwork. The children will also design an algorithm and create and debug a program that they have written.</p>	<p>Programming quizzes The children will explain that a sequence of commands has a start and an outcome; create a programme using a given design, change the design and create and improve their own design.</p>	<p>Digital music The children will say how music can make us feel and identify patterns in music. They will experiment with sound and create musical patterns using a computer, and review and refine their work.</p>	<p>Pictograms The children will recognise that objects can be represented as pictures, recognise that we can count and compare objects using tally charts and create pictograms. They will select objects by attribute and make comparisons; recognise that people can be described by attributes and explain that we can present information using a computer.</p>
D.T.						

		<p>Mechanisms: Sliders and levers</p> <p>Children will explore and evaluate products that have moving parts, including those with levers and sliders. They will replicate sliders and levers then develop their own ideas for a moving poster about the Great Fire of London. They will be guided through the process of making mechanisms and select their own finishing techniques.</p>		<p>Textiles: Templates and joining techniques</p> <p>Children will investigate simple bags, looking at parts and how they are joined, before exploring how to use a pattern to cut out the necessary parts of their product. They will decide on fastening techniques for their own simple bag, practising joining and finishing techniques. They will develop ideas and select one to follow through, evaluating their work.</p>		<p>Food: Preparing fruit and vegetables</p> <p>Linked to their healthy eating topic in science, children will develop their understanding of a range of fruits then use preferences to design a fruit salad. Using basic hygiene, they will practise food processing skills. After drawing their design, children will evaluate their ideas and create their final product.</p>
<p>Humanities</p>	<p>History</p>					
		<p>The Plague and The Great Fire of London</p> <p>The children will learn about The Plague and The Great Fire of London, practising their historical skills. They delve into the past, exploring these significant events through critical analysis of historical sources and a range</p>	<p>Antarctic Explorers: Shackleton</p> <p>The children investigate the captivating world of Antarctic explorers, through the renowned figure, Ernest Shackleton. Through historical inquiry, they uncover information about his life, exploring the reasons behind his enduring popularity. They embark on a journey to discover the</p>			

		<p>of other activities. With a focus on cause and consequence, they unravel the factors behind the Great Fire's ignition and examine the events that transpired. Their historical inquiries will enable the children to gain insights into these historical events.</p>	<p>challenging terrains he explored in Antarctica and gain insight into what life was like during this remarkable era of exploration.</p>			
Geography						
	<p>Geography of the local area, including maps and map skills Children will develop their knowledge of their locality, including the classroom, the playground and the local area. They will learn geographical vocabulary relating to human and geographical features. They will learn how to make a simple map and be introduced to the cardinal compass directions.</p>	<p>History will be covered in this half term</p>	<p>Continents and Environmental change Children will use world maps, atlases and globes to name and locate the world's seven continents and five oceans. They will Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Finally, they will begin to understand the human and physical geography of Antarctica.</p>	<p>Environmental changes Children will learn about the geography of the continent of Antarctica, understanding its unique position as the coldest, windiest, and driest continent. They will learn about its geographical features, including ice shelves, mountain ranges and glaciers. As well as discovering it's extreme climate, the importance of conservation, and the significance of Antarctica in our global ecosystem will be explored.</p>	<p>A contrasting non-European country: Kenya A contrasting non-European country: Kenya Children will learn key geographical terms related to Kenya's culture, landscapes, and wildlife. They'll explore maps of Kenya, understand its location, and identify significant features. Additionally, students will immerse themselves in Kenyan life and culture through role-playing and hot seating. As part of their learning journey, students will compare and contrast Kenya with</p>	

				<p>Additionally, students will explore maps of Antarctica to understand its location and remoteness in relation to other continents.</p>	<p>the United Kingdom. They'll recognize similarities, such as cities, rivers, and human-made structures, while also highlighting differences in climate, wildlife, and cultural practices. Making these comparisons allow children to develop a deeper understanding of both countries and appreciate their unique characteristics.</p>	
RE						
	<p>Hinduism 1: God Children will learn that Hindu Gods are worshipped as Male or Female, such as Shiva and Shakti; Vishnu and Lakshmi. They will learn how Hindu's believe God has visited Earth at different times in different forms to help people, such as Rama and Krishna. They will find out about important festivals and the stories connected with them, such as Diwali and Rama-Sita and the 10 Headed Demon Ravana.</p>	<p>Hinduism 2: Hindu belief and home Children will learn about the importance of family in Hinduism. They will explore the role of a Hindu temple in a Hindu's life, and the importance of home as a place of worship. They will also learn about worship in the Temple (Mandir) and visit a local Hindu temple</p>	<p>Christianity 3: the life and teachings of Jesus Children will listen to stories about Jesus which develop Christian values such as the story of Zacchaeus. They will hear about stories Jesus told which develop Christian values and contain His teaching on forgiveness and love, for example 'The Lost Son' and 'The Good Samaritan' They will be introduced to the two most important Commandments: 'Love God' and 'Love your neighbour'.</p>	<p>Christianity 4: Easter and Symbols Children will learn how the story of Jesus' death and resurrection emphasises the idea that Jesus is special for Christians. They will recall symbolism from Year 1 and then focus on the symbols of Easter and the symbolic actions such as washing feet on Maundy Thursday and Christians sharing food together to remember Jesus' last meal with His friends.</p>	<p>Right and Wrong This unit provides an opportunity to address what pupils consider to be right and wrong behaviour and how this relates to living in groups. They will talk about rules and their necessity for living in a group. They should share their feelings about saying sorry and talk about how they feel when others apologise to them. They consider what forgiveness means and talk about their readiness to forgive. They will think about the common values of different faiths in relation</p>	<p>Weddings While finding out about weddings, children will consider: - Ways of celebrating (What do people do?) - The story (Who is it all about?) - The community (Whose celebration is this?) - The symbols (Why do they do that?) - The inner meaning (What is it really about?) They will study weddings in the Christian tradition and Hinduism.</p>

					to rules about behaviour towards others.	
The Arts	Art					
	<p>Explore and Draw: Introduce the idea that artists can be collectors and explorers as they develop drawing and composition skills.</p>		<p>Expressive Painting Children will use a sketchbook to collect ideas. They will recognise primary colours and mix secondary colours, experimenting with hues by changing the amount of primary colours that they add. They will use various homemade tools to apply paint in abstract patterns. They will use gestural mark making with paint and incorporate colours and shapes to make an expressive painting.</p>		<p>Be an Architect Children will explore the work of some architects. They will share how architecture makes them feel, what they like and what they think is interesting. They will explore line and shape. They will see how architects use their imaginations to try to design buildings which make people's lives better. They will use their own imagination when thinking about the architecture they might design. They will make an architectural model of a building thinking about form, structure and balance, and the way the model looks.</p>	
	Music					
<p>Instruments of the Orchestra (1) To explore the instruments of the orchestra and timbre. Children will develop musicianship</p>	<p>Christmas Children will develop listening and repeating skills. They will learn melodies and perform them accurately, as well as develop</p>	<p>Brightsparks! Children will take part in a performance of a musical premiere and visit and experience a live concert at the Royal Festival Hall. Children will explore how music can tell a story, timbre,</p>	<p>Music And Space Children will explore the relationship between music and space. They will listen to and analyse Holst's 'The Planets' as well as John Williams' 'Star Wars' music. They will</p>	<p>Africa Children will explore music from another culture (West Africa). They will learn about West African instruments such as the Djembe, Balafon, Kora, etc. They will explore the Djembe</p>	<p>Safari! Children will go on a Safari adventure through chants, songs, music and dance. They will develop listening and repeating skills as well as develop</p>	

	<p>and perform as part of an ensemble. Students will develop aural skills relating to pitch, rhythm and timbre. They will also explore pieces of music written by famous classical composers and Zones of Regulation in relation to music. Children will be able to recognise certain orchestral instruments both aurally and visually and know which section of the orchestra they belong to.</p>	<p>confidence and performance skills. Children will learn about the nativity/Christmas story as well as explore Christmas in other cultures.</p>	<p>dynamics and tempo, develop listening and repeating skills and explore pitch and melody. Children will develop confidence and performance skills, develop their imagination and have the opportunity to see, listen to and work with a world class orchestra.</p>	<p>develop composing techniques and explore timbre, dynamics and tempo. Students will work and perform as part of an ensemble, explore and play percussion instruments and create sound worlds. Children will also learn about the planets and space.</p>	<p>in detail and develop Djembe playing techniques. Through this, s Children will develop rhythmic accuracy, explore polyrhythm, call and response, cyclic rhythms and playing as an ensemble. Children will also sing songs from across Africa.</p>	<p>pitch and rhythmic accuracy. Children will develop confidence and performance skills. They will explore the relationship between music and poetry and explore animals and their natural habitats.</p>
PHSE						
Wellbeing	<p>Keeping/Staying Safe - Tying Shoelaces ‘Tying Shoelaces’ looks at how we can prevent accidents that are often caused when rushing around</p> <p>Keeping/Staying Healthy - Healthy Eating & Brushing Teeth ‘Healthy Eating’</p>	<p>Relationships: Bullying and Body Language ‘Bullying’ looks at how our actions and words can affect others, and it enables children to explore kind and positive behaviours.</p> <p>‘Body Language’ looks at recognising how other people may be feeling and</p>	<p>Being Responsible: Practice Makes Perfect and Helping Someone in Need ‘Practice Makes Perfect’ looks at setting goals and developing skills and strategies to achieve those goals.</p> <p>‘Helping Someone’ in Need looks at how we can help others at home and in the community and the risks of helping</p>	<p>Feelings and Emotions - Worry Allows children to identify what they can do and who they can talk to if they feel worried about something.</p> <p>Feelings and Emotions – Anger ‘Anger’ looks at the differences between healthy and unhealthy anger and enables</p>	<p>Computer Safety: Image Sharing ‘Image sharing’ looks at the types of images we shouldn’t share online and how quickly an image can be shared.</p> <p>Computer Safety: Documentary ‘The Computer Safety Documentary’ recaps all of the learning points from the topics and allows students to</p>	<p>Our World ‘Living in Our World’ explores how humans can help take care of living things both inside and outside of the home. ‘Working in Our World’ looks at why humans need money and the ways in which money can be used and received.</p>

	<p>looks at how we can make healthy food choices and what might happen if we choose to eat too much unhealthy food.</p> <p>Brushing Teeth looks at why we should brush our teeth and the potential consequences of not brushing our teeth often enough.</p> <p><i>Zones of Regulation, Kilmorie Rules and Kilmorie Qualities</i></p>	<p>allows children explore different ways we can express our emotions.</p> <p>.</p>	<p>someone we don't know very well.</p>	<p>students to identify ways they can manage their anger.</p> <p>RSHE Differences Male & Female</p> <p>We will introduce the concept of gender stereotypes – that some people have fixed ideas about what boys and girls can do, identify physical differences between males and females and understand how this is part of the lifecycle.</p>	<p>identify more ways to keep themselves safe online.</p> <p>RSHE Identify, name and label the basic parts of the human body.</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? Identifying what items may be safe or unsafe to play with.</p>
	PE (Outdoor/Indoor)					
	<p>Gymnastics – floorwork Children will make different shapes using different body parts. They will use basic travel movements, focusing on low, middle and high. They will learn balances using their core muscle strength. They will learn a variety of rolls and jumps.</p>	<p>Dance Children will practise moving in time to the music showing some expression. They will perform dance movements with control and showing a variety of levels. They will perform dance movements showing travelling in different directions by sliding, turning and gesturing. They will remember simple dance steps and perform them</p>	<p>Yoga Children will begin to perform Yoga poses, beginning to use tummy muscles (core strength), some flexibility, balance and control. They will relax in rest position and begin to focus on breathing. They will begin to perform Sun pose with control and start to perform the challenge poses. Children will Make up a story using all the poses as a class and in groups.</p>	<p>Boccia Children will learn and develop different throwing techniques used in Boccia (roll, underarm and overarm). They will develop accuracy by aiming at different targets at a variety of distances, improving their control. They will develop strategies to defend by knocking opponents out of their area. Children will begin to understand the rules, how to play</p>	<p>Gymnastics – apparatus Children will continue to develop the skills taught in Autumn 1 and apply them to apparatus through various gymnastic challenges. They will perform a sequence (roll, jump and balance) on apparatus - moving on and off the different apparatus with a strong body and control.</p>	<p>Fitness Children will develop their fitness by balancing in exercises, while static and when moving, and by building control when performing a variety of movements. They will be co-ordinating their body whilst beginning to move at different speeds during various exercises. They will begin to understand</p>

		with control in time to the music		and tactics to apply in a game. They will also learn about the Paralympic games and inclusivity.		what is happening to the body when exercising and learn how to feel a pulse.
	<p>Ball skills Children will learn a range of balls skills such as passing a ball using the inside of their feet with accuracy. They will learn to dribble a ball using their feet in a variety of directions with control. With accuracy, they will roll a ball and underarm throw a ball at a target. In a game situation, they will catch and pass a ball with control. When moving, they will practice bouncing a ball with control. They will also learn to throw a ball to score and confidently use these skills to score in a game situation.</p>	<p>Football Children will learn how to control and stop a ball using their feet; develop how to kick and move and pass a ball and develop dribbling skills whilst moving and finding space. They will learn to understand how to score a goal and how to position their body correctly to strike and aim the ball for goal.</p>	<p>Football/Kwik cricket Football will continue for a few weeks and in this time, the children will learn how to play a game fairly and in a sporting manner. They will do this by having small, sided games of football.</p> <p>They will then go on to learn several techniques used in Kwik cricket. They will learn how to roll and stop a ball. they will develop throwing a ball underarm and to catching it, leading them onto bowling a ball underarm.</p>	<p>Kwik cricket Children will learn to be able to position their body to strike a ball and how to hit it using a bat. They will then use all skills learnt to take part in batting and fielding games.</p>	<p>Athletics The children will be learning a variety of skills in athletics that is based around sports day. These skills will include how to cooperate as a team. They will learn how they can run faster using the acronym FAST; how to throw a variety of objects accurately at a range of targets and learn to perform a long jump with balance and control.</p>	<p>Multi-skills Children will learn the ABC (agility, balance and co-ordination) rule in Multi skills. This will be done through a range of activities and a variety of small group or whole class games. They will learn how to balance on and off equipment; learn to change direction when moving, with safety, and whilst also moving quickly (agility) including how to control moving with equipment. The children will also understand how to pass an object to a target.</p>

	MFL					

Languages

Children will learn the introductory song 'Bonjour mes amis', featuring a puppet friend. The song includes 'je m'appelle' and 'comment t'appelles-tu' for introducing yourself. They will hear some basic French stories featuring animals and colours (e.g. Toutes les couleurs)


Children will continue with 'Bonjour mes amis' each week, followed by a story or song. The topic will shift towards winter themed stories, including 'Petit Ours Brun aime la neige'. Children will also learn about Christmas traditions in Francophone countries and learn some holiday vocabulary.

Children will continue with 'Bonjour mes amis' and 'bonjour comment ca va?' songs at the beginning of the session. This term they will hear the 'Roule Galette' story and learn about the January tradition of eating a Galette. They will then be able to apply this vocabulary knowledge in 'Le Petit Chaperon Rouge' (Little Red Riding Hood).

Children will continue with 'Bonjour mes amis' routine. They will continue to build upon their animal vocabulary by hearing stories and learning songs about French animals such as 'Un elephant qui se balançait', 'Piou piou petit poussin', 'Ah les crocodiles'. They will have the opportunity to use animal puppets to make up their own simple French stories using greetings.

Children will continue with 'Bonjour mes amis' routine. They will learn more complex songs such as 'Elle descend de la montagne à Cheval' and 'Une souris verte'. They will hear new animal themed stories and complete art and vocabulary projects.

'Bonjour mes amis' routine. Children will hear stories and learn songs this term focused on the weather and holidays (e.g. Il pleut, il pleut, Bergère). They will start to look at some sentence level games, in preparation for Year 3.

	<p>Writing to entertain Texts: <i>Little Red Riding Hood; How Anansi got his stories</i></p> <p>Writing Outcome: *Retell the story of Little Red Riding Hood</p> <p>*An innovated Anansi story</p> <p>Whole Class Reading: The Last Wolf</p>	<p>Writing to inform Texts: <i>The Great Fire of London: An Illustrated History of the Great Fire of 1666</i> by Emma Adams</p>  <p>Writing Outcome: *Writing a fact file on The Plague</p> <p>Children will use noun phrases to inform e.g. It was a devastating event...They will sequence events using the past tense. They will use who, what, where, why, when to explain the event.</p> <p>Writing Outcome: A recount of the Great Fire of London – Diary Entry</p> <p>Children will write in first person and use the past and present</p>	<p>Writing to entertain Texts: <i>Ponko and the South Pole</i> by Meredith Hooper</p> <p><i>Tom Crean's Rabbit</i> by Meredith Coopers and Bert Kitchen</p> <p>Writing Outcome: *Story based on Ponko</p> <p>*Letter in role as Tom Crean</p> <p>Children will use time adverbials e.g. Later that day and expanded noun phrases. They will use adverbs for description e.g. Snow fell gently and covered the cottage in the wood and conjunctions to join two ideas together (and, but, because, when). Finally, they will begin to use inverted commas to mark speech.</p>	<p>Writing to inform Texts: <i>Let's Save Antarctica: Why We Must Protect Our Planet</i> by Catherine Barr</p> <p><i>Instructions</i> by Neil Gaiman</p> <p>Writing Outcome: *Short speech on the effects of climate change on Antarctic animals</p> <p>*How to make an egg protector bag</p> <p>Children will use exclamation sentences e.g. we need to act now! To link two main ideas, they will use coordinating conjunctions. They will use commas to separate items in a list and noun phrases to inform the reader. When writing instructions, they will learn how to use adverbs for information e.g. Carefully cut ... and subordinating conjunctions e.g. because, and, when To order their writing they will use time adverbials e.g. Firstly,</p>	<p>Writing to entertain Texts: <i>Lila and the Secret of Rain</i> by David Conway</p> <p><i>One day on our blue planet in the savannah</i> by Ella Bailey</p> <p>Writing Outcome: *Write and perform poetry</p> <p>Children will use descriptive phrases such as similes in their writing. They will learn to use the present and past tense consistently. They will apply subject specific vocabulary. They will learn to use adverbials starters e.g. Eventually, Usually, Slowly. This will allow them to vary their sentences openers and enable cohesion in their writing.</p>	<p>Writing to Inform Texts: <i>Vegetable Glue</i> by Susan Chandler</p> <p><i>Leaflet on how to stay healthy</i></p> <p>Writing Outcome: *Leaflet on how to stay healthy</p> <p>*Create a video clip on how to make a fruit salad and why fruits are good for us (DT link)</p> <p>Children will use apostrophes for contraction and use subordinating conjunctions. They will learn how to group related ideas and facts into sections and, use subheading and diagrams</p>
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		tense correctly and consistently. They will learn to punctuate writing correctly using capital letters and full stops.		Next, including imperative verbs to give clear instructions.		
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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.