

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 – Early Islamic Empire	Autumn 2 – Space	Spring 1 – Natural Resources	Spring 2 – Rivers	Summer 1 – Crime and Punishment	Summer 2 – Crime and Punishment	
Big Question	How do historical sources tell us what life was like during the early Islamic civilisation?	Why are people inspired to explore space?	How can we make the best use of our natural resources?	Why are rivers so important to life on Earth?	How have people who break the law been treated differently in the past?	Should every crime be punished?	
<b>Maths</b>							
<b>STEM</b>	<p><b>Place Value</b> Children will represent and partition numbers to 1,000,000 and find 1, 10, 100, 1000, 10,000 and 100,000 more or less than a given number. They will estimate, compare and order numbers to 1,000,000 and round to the nearest 10, 100 or 1000. They will also learn about powers of 10 and Roman numerals to 1,000.</p> <p><b>Addition and Subtraction</b> Children will practise adding and subtracting numbers with more than 4 digits.</p>	<p><b>Multiplication and Division</b> Children will begin by looking at multiples and factors before moving on to prime, square and cube numbers. They will multiply and divide by 10, 100 and 1000.</p> <p><b>Fractions</b> Children will find and recognise equivalent fractions and convert between improper fractions and mixed numbers. They will compare and order fractions, first those less than 1, then those greater than 1. After recapping adding and subtracting fractions with the same denominator, they will move to those</p>	<p><b>Multiplication and Division</b> After recapping written methods of multiplication by multiplying up to a 4-digit number by a 1-digit number, children will move on to multiplying by 2-digit numbers. They will divide up to a 4-digit number by a 1-digit number both without and then with remainders, and solved problems with multiplication and division.</p> <p><b>Fractions</b> Children will begin this unit by multiplying fractions and mixed number by single digit numbers before calculating fractions of quantities and amounts. They</p>	<p><b>Decimals and Percentages</b> Children will look at decimals with up to two places and find equivalent fractions and decimals. They will then move on to thousandths and will order and compare decimals as well as rounding to the nearest whole number and 1 decimal place. They will be introduced to percentages, comparing these to both fractions and decimals.</p> <p><b>Perimeter and Area</b> Children will estimate and calculate the perimeter and area of different kinds of shapes.</p>	<p><b>Measurement: Volume</b> Using cubic centimetres, children will compare and estimate volume and capacity.</p> <p><b>Converting Units</b> Children will learn about kilograms and kilometres, millilitres and millimetres. They will convert units of length and time and calculate with timetables.</p> <p><b>Shape</b> After recapping the use of degrees to measure angles, children will classify, estimate and measure angles. They will calculate angles</p>	<p><b>Position and Direction</b> Children will read and plot coordinates and use this knowledge to solve problems. They will extend their knowledge of translation to translation with coordinates. They will learn about lines of symmetry and reflection.</p> <p><b>Statistics</b> Children will draw and interpret line graphs and tables, including two-way tables and timetables.</p> <p><b>Recapping</b> Place value, four operations, fractions</p>	

	They will check answers using rounding and inverse operations. Problem-solving will include multiple steps and finding missing numbers.	with different denominators, including mixed numbers.	will find the whole when given a fraction.		around a point and on a straight line, then move on to shape, including irregular polygons and 3D shapes.	
	<b>Science</b>					
	<p><b>Forces</b></p> <p>Children will learn to explain the role of gravity on objects on Earth. They will identify the effects of air resistance, water resistance and friction. They will also learn how some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p><b>Earth and space</b></p> <p>Children will describe the movement of the Earth and other planets, relative to the sun in the solar system and describe the movement of the moon relative to the Earth. They will use Earth rotation to explain day and night due to the apparent movement of the sun across the sky.</p>	<p><b>Living things and their habitats (animals)</b></p> <p>Focusing on life cycles, children will compare those of a mammal, an amphibian, an insect and a bird. They will describe the life process of reproduction in some plants and animals.</p>	<p><b>Animals including humans</b></p> <p>Looking at gestation periods and developmental milestones, children will learn about the changes as humans develop from birth to old age.</p>	<p><b>Properties and changes of materials</b></p> <p>Children will compare and group together everyday materials based on their properties. They will learn about solubility and use their knowledge of solid, liquid and gas to decide how mixtures might be separated including through filtering, sieving and evaporation. Investigative work will support learning about reversible and irreversible changes.</p>	
	<b>Computing</b>					
<p><b>Computing systems and networks - Systems and searching</b></p> <p>Children will learn how computers can be connected together to form systems and</p>	<p><b>Selection in physical computing</b></p> <p>Children will control a simple circuit connected to a computer and write a programme that includes count-controlled</p>		<p><b>Data and information – Flat-file databases</b></p> <p>Children will use a form to record information and compare paper and computer-based databases. They will outline how you can answer questions and explain the tools to</p>	<p><b>Introduction to vector graphics</b></p> <p>Children will identify that drawing tools can be used to produce different outcomes and create vector drawings by combining shapes.</p>	<p><b>Selection in quizzes</b></p> <p>Children will explain how selection is used in computer programmes and relate conditional statements and outcomes. They</p>	

	recognise the role of computer systems in our lives. They will identify how to use a search engine and find out how search engines select and rank results, recognising why this is important.	loops. They will explain how a loop is developed and design a physical project that includes selection and programming controls.		select specific data. In addition, they will explain that computer programs can be used to compare data visually and use real-world databases to answer questions.	They will also use tools to achieve a desired effect and group objects to make them easier to work with.	will design, create and evaluate a programme that uses selection.
	<b>D.T.</b>					
				<b>Mechanisms: Pulleys or gears</b> Looking at a range of products, children will use observational drawings and questions to develop their understanding of products with pulley systems. They will learn about different sized pulleys and then learn to incorporate a pulley system into an electrical circuit. After constructing wooden frames, children will decide how to locate the components on their electric toy car, to make it appeal to the intended user.		<b>Food: Celebrating culture and seasonality</b> Children will find out about bread associated with different cultures both in the UK and around the world. After practising the techniques needed for bread-making, they will develop their own bread rolls, thinking about how seasonal ingredients can be used.
<b>Humanities</b>	<b>History</b>					
	<b>Early Islamic Civilisation</b> After gaining an understanding	<b>Space Race – Hidden Figures</b> Children will develop their			<b>Crime and punishment</b> The children will use their inquiry skills to	<b>Crime and punishment</b> The children continue their

	<p>about when and where the Early Islamic Civilisation developed, children will explore and discuss reasons it is important to study the Islamic civilisation in this period. They will learn about the city of Baghdad and the daily lives and beliefs of its citizens, including the importance of trade. Alongside will run work around what different sources of evidence tell us, and their reliability.</p>	<p>understanding of chronology through positioning important events on a timeline. They will then focus in on the role of a group of female global majority scientists within NASA and place these in the historical context of the USA in the 20th Century.</p>			<p>explore the development of Crime and Punishment while investigating how societies have managed criminals. They will analyse historical evidence that illuminates punishments from 800 years ago. They will investigate how medieval justice was served, while exploring the evolution of crime and punishment between 1500 and 1750 and delve into shifting societal attitudes and their impact on penalties. Through these investigations, they will learn to decipher how the past is represented and interpreted, gaining insights into historical continuities and shifts in the realm of Crime and Punishment.</p>	<p>exploration of Crime and Punishment further investigating the evolution of punishments, from the grim realities of the 18th century to modern times; pondering the reasons behind the shift to more brutal penalties. Through analysis of historical evidence, they will explore the ever-changing landscape of crime prevention and punishment. The children will investigate how the methods of catching and penalising criminals have evolved over the last century, scrutinising the impact of these changes on society. Thus understanding why the 19th century was a pivotal period of transformation in the realm of Crime and Punishment.</p>
<b>Geography</b>						
<p><b>Early Islamic Civilisation</b> Children will explore the</p>		<p><b>Natural resources</b> Children will learn about natural resources and land use</p>	<p><b>Rivers</b> Children will follow the journey water takes along a river to the sea,</p>			

	importance of location to the Early Islamic Empire.		in Britain. They will look at the many ways land is used, how it has changed and the factors limiting the ways in which it can be used. They will find out about the natural resources that are burned to produce electricity, and compare these with renewable sources of energy. A focus on wood, steel, glass and concrete will allow children to understand different uses of natural resources, with a focus on the use of natural resources in the home.	from source to mouth. They will learn about the formation and features of rivers and coasts and how they are connected. Work will include a recap of learning about the water cycle from Year 4.		
	<b>R.E.</b>					
	<p><b>Islam: Ramadan and Id ul Fitr</b></p> <p>After recapping prior learning about the Five Pillars of Islam, children will learn about the importance of the month of Ramadan to Muslims, including fasting and worship. They will learn about the celebration of Id ul Fitr at the end of Ramadan and the</p>	<p><b>Islam: Hajj and Id ul Adha</b></p> <p>Children will listen to and discuss the story of Prophet Ibrahim (pbuh) and his son Ismail (pbuh) rebuilding the Ka'aba. They will discuss Qur'anic quotes about Hajj and learn about Hajj requirements. They will learn about Id ul Adha, the festival that takes place the</p>	<p><b>Christianity: Jesus Human and Divine</b></p> <p>Children will learn about the Trinity, how Christians see God as Father, Son and Holy Spirit. They will recap learning about Christmas as the celebration of Jesus' birth. They will consider the importance of friendship when they hear about Jesus choosing 12 disciples. They will learn about Jesus' temptations, baptism, miracles and acts of healing, and</p>	<p><b>Christianity: Leading a Christian Life</b></p> <p>Children will learn about commitment, belonging and belief in the special presence of God during significant life events. They will consider examples of at least one person and one charitable organisation that exemplifies Christianity in action. This will include a visit from a local Christian to share how their life is led by faith.</p>	<p><b>Sikhism: The Gurdwara and Guru Granth Sahib</b></p> <p>Children will learn about the Gurdwara as the centre for the Sikh community and a place of prayer and worship. They will find out about the Guru Granth Sahib, the Sikh holy book and final everlasting Guru, including how it is treated, its content and it's use.</p>	<p><b>Sikhism: Belonging to the Sikh community</b></p> <p>Learning about Sikhism will continue by finding out about Guru Gobind Singh, the last human Guru, who established the Khalsa and developed the 5 Ks. Children will learn about going through the Amrit ceremony to</p>

	importance of charity at Id.	day after the gathering of pilgrims on Mount Arafah.	consider the importance of Easter as the end of Jesus' life on Earth.			become a Khalsa'd Sikh.
The Arts	<b>Art</b>					
	<p><b>Kilmorie Art Week</b>  Art project linked to the theme of 'Journeys' and two paintings:  The Parting Cheer by Henry Nelson O'Neil; Ship of Fools by Kehinde Wiley</p> <p style="color: red; text-align: center;"><b>eL Seed</b></p> <p>Printing using range of methods and building up layers (additional art focus dependent on time)</p>			<p><b>Typography and Maps</b>  Children will learn that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions. They will see how other artists work with typography and share their thoughts on the work. They will explore how they can create their own letters in a playful way using cutting and collage. They will reflect upon what they like about the letters that they have made. They will use sketchbooks for referencing, collecting and testing ideas, and reflecting. They will learn how to make their drawings appear visually stronger by working over maps or newspaper.</p>		<p><b>Making Monotypes</b>  Children will learn what a Monotype is and can see how artists use monotypes in their work. They will study drawings made by other artists and identify particular marks they have used in their drawings. They will listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in their head, and they will use these to create imagery which captures the mood of the piece of poetry. They will use their sketchbook to explore their ideas. They will use their mark making skills to create exciting monotypes, combining the process with painting and collage.</p>

	<b>Music</b>					
	<b>CLASS B + C</b>	<b>CLASS B + C</b>	<b>CLASS A + C</b>	<b>CLASS A + C</b>	<b>CLASS A + B</b>	<b>CLASS A + B</b>
	Band Lab / Steel Pans	Band Lab / Steel Pans	Band Lab / Steel Pans	Band Lab / Steel Pans	Band Lab / Steel Pans	Band Lab / Steel Pans
	<b>CLASS A: Musical Elements</b> Students will be learning about the elements of music, using musical vocabulary to describe a piece of music (tempo, dynamics and pitch)	<b>CLASS A: Music Notation</b> Children will learn how to recognise and read rhythmic notation. They will learn about time and rhythmic values	<b>CLASS B: Musical Elements</b> Students will be learning about the elements of music, using musical vocabulary to describe a piece of music (tempo, dynamics and pitch)	<b>CLASS B: Music Notation</b> Children will learn how to recognise and read rhythmic notation. They will learn about time and rhythmic values	<b>CLASS C: Musical Elements</b> Students will be learning about the elements of music, using musical vocabulary to describe a piece of music (tempo, dynamics and pitch)	<b>CLASS C: Music Notation</b> Children will learn how to recognise and read rhythmic notation. They will learn about time and rhythmic values
<b>Dance (Autumn: Conor; Spring: Jana; Summer: Shipra)</b>						
<b>Street dance</b> 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 patterns, which will be put together for	<b>Street dance</b>					



	a class performance.					
Wellbeing	<b>P.E. (Outdoor / Indoor)</b>					
	<p><b>Football</b> Working on ball control, children will stop a ball in different ways and dribble with control. They will practise tackling and intercepting. They will play longer passes and develop skills to kick past a goalkeeper with some accuracy. Alongside this, they will develop tactical and sportsperson-ship skills.</p> <p><b>Leadership</b> Children will gain knowledge of what a good Play Leader is. They will develop skills to create games using equipment and organise participants into teams.</p>	<p><b>Quicksticks hockey</b> Children will learn how to dribble the ball in different directions, over a variety of distances with some accuracy and power, in a game situation. They will be taught to perform a pass using their stick with some control and accuracy while moving into a space. The children will hit a moving ball with some accuracy. They will learn to strike the ball safely and with accuracy at goal; begin to understand how to defend against an opponent in a game situation while tackling and marking and will begin to use techniques learned in a game situation and to understand the key rules.</p> <p><b>Gymnastics</b> Children will perform complex shapes</p>	<p><b>Hockey / Netball</b> Hockey will continue for half of this time and then the children will move on to netball.</p> <p><b>Boccia</b> Children will learn how to throw in a variety of ways and roll the ball with increasing accuracy. They will learn how to get the ball as close to the target as possible using different angles and distances. They will develop strategies with their throws to knock off opponent's balls to get closer to the target. Children will learn to block their opponents and communicate with teammates to improve this. They will learn attack and defence strategies to apply in a game situation.</p>	<p><b>Netball</b> Children will learn to select the correct pass and to move into a space to be able to receive the ball on the move while performing the correct footwork (jump stop, stride stop and pivot). They will be able to perform three different dodges (Drive dodge and double dodge); be able to defend a player and attempt to intercept a pass. They will develop their knowledge of how to shoot into netball posts and begin to use attacking and defending techniques learned in a game situation. Finally, the children will play mini and full matches and work together as a team being able to communicate with each other.</p> <p><b>Multi-skills</b> Children will develop ability to balance equipment while moving and co-ordinating another action. They will develop their agility to change direction quickly and efficiently with equipment. They will co-ordinate using both sides of the body with fluency to perform a</p>	<p><b>Athletics</b> 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. They will recap their knowledge on throwing a javelin/vortex using a good stance, good height and distance. Children will perform jumps with balance, control and distance.</p> <p><b>Dance</b> Children will be taught street dance by a specialist dance teacher. They will develop flexibility, strength, technique, balance and control. They will co-operate and collaborate to create a warmup displaying a variety of movement patterns.</p>	<p><b>Rounders</b> Children will focus on throwing and catching the ball while learning to make the correct decisions in a game situation. The children will be Introduced to a donkey drop bowl; will recap their batting technique, being able to hit the ball in different directions and will develop their knowledge of how to field the ball using a long barrier and attempting the run and scoop. The children will play rounders games and work as a team, discussing tactics of striking and fielding.</p> <p style="text-align: center;"><b>Dance</b></p>

		with control and some flexibility. They will perform more complex jumps, including a tuck, pike and a scissor kick. They will develop symmetrical and asymmetrical balances and a 'squat on' and squat off' on various apparatus They will then link skills to create a sequence with fluency, while learning to co-operate, communicate and collaborate with others.		combination of movements or actions. They will test and measure their balance, agility and co-ordination confidently and accurately.	They will translate ideas from a stimulus showing control and fluency. They will dance in unison in a group keeping in time with each other and in canon, showing good timing. They will perform using a variety of levels and using the space. These skills will be put together for a class performance.	
	PSHE					
	<p><b>Keeping/Staying Safe - Peer Pressure</b></p> <p>Looking at how we can be influenced and pressured to make unsafe choices.</p> <p><b>Keeping/Staying Healthy - Smoking</b></p> <p>Smoking explores how someone can</p>	<p><b>Being Responsible: Looking Out for Others</b></p> <p>Looking Out for Others looks at the responsibility we have if we witness someone being bullied.</p>	<p><b>Computer Safety: Image Sharing</b></p> <p>Image Sharing looks at how we can be pressured in to sending images and how to manage this.</p>	<p><b>First Aid</b></p> <p>This topic looks at basic life support techniques, such as the recovery position, CPR, and DRs ABC.</p> <p><b>Growing and Changing: Puberty</b></p> <p>Puberty looks at the different changes boys and girls go through during puberty.</p> <p><b>RSHE</b></p> <p>Talking about Puberty The Reproductive System Help and Support</p>	<p><b>Feelings and Emotions: Anger</b></p> <p>Anger looks at the ways in which we can manage our emotions when we are unable to do something we wanted to.</p> <p><b>First Aid</b></p> <p>This topic looks at basic life support techniques, such as the recovery position, CPR, and DRs ABC.</p>	<p><b>The Working World: Enterprise</b></p> <p>Enterprise looks at how children can help pay for items they would like.</p> <p><b>A World Without Judgement: Inclusion and Acceptance</b></p> <p>Inclusion and Acceptance explores the topic of a child</p>

	<p>be pressured in to smoking.</p> <p><i>Zones of Regulation Recap, Kilmorie Rules and Kilmorie Qualities</i></p>					having same sex parents.
<p>Languages</p>	<p>English</p>					
	<p><b>Writing to entertain</b></p> <p>Text: The Arabian Nights by Wafa Tarnowska</p> <p><b>Outcomes:</b> <b>A setting description</b> Children will practise using descriptive language (including simile and metaphor and adverbial phrases) to describe a setting, which will be used to help write their own folktale.</p> <p><b>A modern day folktale</b> Using The Arabian Nights and a visit from an Islamic storyteller, children will explore</p>	<p><b>Writing to inform</b></p> <p>Text: Hidden Figures by Margot Lee Shetterly</p> <p><b>Outcomes:</b> <b>Biography</b> Children will identify biography as a form of information text and explore the key features. Skills work will include the use of subordinating conjunctions.</p> <p><b>Newspaper report</b> After researching Felix Baumgartner's 'space jump', children will learn about the features of journalistic writing. This will include</p>	<p><b>Writing to persuade</b></p> <p>Whole Class Reading text: There's a Boy in the Girl's Bathroom by Louis Sachar</p> <p><b>Outcomes:</b></p> <p><b>Persuasive letter to school governors to convince them to consider installing solar panels on the school roof</b></p> <p><b>Leaflet for parents: How to use sustainable energy in your home</b></p>	<p><b>Writing to inform</b></p> <p>Text: The Spiderwick Chronicles by Tony DiTerlizzi and Holly Black</p> <p><b>Outcomes:</b> Non-chronological report on the river system</p> <p>Mythical river creature non-chronological report</p> <p>*Use relative clauses (which, where) *Use brackets or dashes to explain technical vocabulary e.g meader, estuary *Use coordinating and subordinating conjunctions to explain why something happens or how things work</p>	<p><b>Writing to entertain</b></p> <p>Text: The Watertower by Gary Crew</p> <p>The Highwayman by Alfred Noyes</p> <p><b>Outcomes:</b> Mystery / suspense story</p> <p>Poetry</p> <p>*Use figurative language e.g metaphors, personification *Use other poetic devices such as repetition</p> <p>*Use semi-colons to join related clauses *Use dashes or colons to emphasis additional information *Use complex sentences with full</p>	<p><b>Writing to discuss</b></p> <p>Text: The Case of The Drowned Pearl by Robin Stevens</p> <p><b>Outcomes:</b> Balanced arguments linked to Crime and Punishment topic</p> <p>*Use model verbs to convey degree of possibility e.g. It could be argued...Some might say... *Use relative clauses to provide supporting detail *Use adverbials to provide cohesion across text e.g. On the other hand...</p>

	<p>features of a folktale. They will use their descriptive language and learn about using dialogue to move action forwards. After identifying the main elements of a folk tale, they will plan a modern day one using drama and a box-up plan before writing their folk tale and editing in response to feedback.</p>	<p>punctuating direct speech to include quotes.</p>			<p>range of conjunctions</p>	<p>*Use expanded noun phrases to describe detail</p>
	MFL					
	<p><b>French</b> Children will use the phrase "Il y a" to discuss buildings on the high street. They will learn French directions and how to ask where places are.</p>	<p><b>French</b> Children will revise days of the week and learn months of the year. After revising numbers to 50, they will use vocabulary to make comparisons.</p>	<p><b>Avoir</b> Vocabulary: age recap, pets, body parts, illnesses  Grammar: getting comfortable with a verb table (avoir), using j'ai, tu as, il a, elle a, building and manipulating full sentences with avoir  Phonics: wah in oiseau, aah in lapin, -ay in oreille</p>	<p><b>Faire</b> Vocabulary: weather, sports, hobbies, chores  Grammar: je/tu/il/elle conjugation of faire. Understanding difference between faire and jouer with sports. Sentence building  Phonics: -aud in chaud, -on in temps</p>	<p><b>Etre</b> Vocabulary: personality adjectives, emotions, question words  Grammar: je/tu/il/elle conjugation of être. Introduction to asking questions in French - sentence manipulation  Phonics: -wee in suis, silent consonants eg tu es</p>	<p><b>Aller</b> Vocabulary: places in town and hobbies, holidays, countries, aller song  Grammar: au and a la for masculine and feminine countries. Continue to build and manipulate sentences, continue to form questions</p>

						Phonics: silent consonants, liaison between vowel sounds
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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.