

Kingsmoor Curriculum, 2022-23

	Autumn	Spring	Summer
Art and DT	<ul style="list-style-type: none"> DT: Design and make a fairground ride (linked to science) Art: Artist focus - Stephen Wiltshire (linked to architects including Zaha Hadid) 	<ul style="list-style-type: none"> DT: Wooden picture frame Art: Artist focus - William Morris and Islamic art 	<ul style="list-style-type: none"> DT: World food tour Art: Artist focus - Yvonne Coomber Whole School Art Project
Computing	<ul style="list-style-type: none"> Internet communication Webpage creation 	<ul style="list-style-type: none"> Variables in games Introduction to spreadsheets 	<ul style="list-style-type: none"> 3D modelling Sensing
English	<ul style="list-style-type: none"> Biography Diary/ship's log, information text Stories from another culture Narrative Newspaper report Poetry on a theme Author of the term: Michael Morpurgo, Malorie Blackman 	<ul style="list-style-type: none"> Discussion linked to current affairs Non-fiction focus: letters, reports, interviews, articles, instructions Modern fiction Narrative Diary Letter Classic narrative poetry Author of the term: Sophie Anderson, Benjamin Zephaniah 	<ul style="list-style-type: none"> Opportunity for independent writing and choice of genre: newspaper report, letter, diary, information text, narrative Poems with imagery Literary heritage Letter Discussion text Myths and legends Comic Author of the term: Rachel Rooney, Shakespeare
French	<ul style="list-style-type: none"> Food and drink (🌀French, Y3, Summer) Family and friends Revisit: All about us 	<ul style="list-style-type: none"> A French town (🌀French, Y4, Spring) Shopping Revisit: Food and drink Revisit: Family and Friends 	<ul style="list-style-type: none"> Secondary school preparation for modern languages Revisit: A French Town Revisit: Shopping
Geography	<p>"What can you tell me about -0.3700 - 91.5500?"</p> <ul style="list-style-type: none"> Name and locate positions on the globe using the correct terminology Country location knowledge <p>Fieldwork: Revisit six figure grid references and navigation – follow a route card (orienteering/geocache)</p>	<p>"How are biomes being protected and preserved?"</p> <ul style="list-style-type: none"> Biome and vegetation belts <p>Revisit: Climate Zones, vegetation</p> <p>Fieldwork: Local woodland observations linked to features of biome</p> <p>Map Skills: Using thematic maps for specific purposes.</p>	<p>"What can I do to contribute to the protection of our planet?"</p> <ul style="list-style-type: none"> Compare and contrast a region of the UK and Europe Renewable and non-renewable energy <p>Revisit: Natural resources and land use</p> <p>Fieldwork: How can we make our school more sustainable? Independent project</p>

	<p>Map Skills: As above Study of world maps including digital mapping Use a range of viewpoints up to satellite. Place of Study: Journey of Darwin, South America</p>	<p>I can interpret distribution maps and use thematic maps for information. Place Study: Locations of Biomes/ Amazon Rainforest, South America</p>	<p>ideas. Data collection in London (where appropriate) Map Skills: Scale Map/Plan Drawing. Plotting routes/navigating in London. Place Study: Reykjavik, Iceland and Somerset, UK.</p>
History	<ul style="list-style-type: none"> • The Victorians including workhouses and this school: 1837-1901 • (🌀History, Y5, Spring) • Remembrance: War and humanitarian responses throughout history:1790-2022 • (🌀History, YR-5, Autumn) 	<ul style="list-style-type: none"> • The Mayan Civilisation: 1,500BC-900 	<ul style="list-style-type: none"> • Glastonbury Abbey: 700 to present day
Maths	<ul style="list-style-type: none"> • Problem solving, efficient methods, investigations and consolidate: <ul style="list-style-type: none"> • Number: place value, four operations, fractions, decimals, percentages, algebra, ratio • Statistics • Geometry: properties of shape, position and direction • Measurement: time, length, height, weight, volume, perimeter, area, volume, money, mass, capacity, temperature, converting units • Multiples including all 0-12 times tables 	<ul style="list-style-type: none"> • Problem solving, efficient methods, investigations and consolidate: <ul style="list-style-type: none"> • Number: place value, four operations, fractions, decimals, percentages, algebra, ratio • Statistics • Geometry: properties of shape, position and direction • Measurement: time, length, height, weight, volume, perimeter, area, volume, money, mass, capacity, temperature, converting units • Multiples including all 0-12 times tables 	<ul style="list-style-type: none"> • Problem solving, efficient methods, investigations and consolidate: <ul style="list-style-type: none"> • Number: place value, four operations, fractions, decimals, percentages, algebra, ratio • Statistics • Geometry: properties of shape, position and direction • Measurement: time, length, height, weight, volume, perimeter, area, volume, money, mass, capacity, temperature, converting units • Multiples including all 0-12 times tables • Budgeting and finance • Secondary transition maths preparation
Music	<ul style="list-style-type: none"> • Singing: Christmas songs observing accurate phrasing, pitching and appropriate style • Listening: Puccini, Williams, Holst, Ravel, Britten • Composing: Create music with multiple sections with repetition and contrast. • Performance: Christmas songs in Carol Service, the Year 6 choir in celebration assembly/Carol Service 	<ul style="list-style-type: none"> • Singing: revisit all year group learning to improve on phrasing and pitch. • Listening: From the 50's to modern day popular music, <i>to be continued</i> • Composing: through Music Professional tuition, compose a ternary piece of music • Performing: Music Professional tuition performed in celebration assembly 	<ul style="list-style-type: none"> • Singing: as a year group, create a memorable and unique chant to be performed at the end of year events based on a known melody or rhythm • Listening: <i>continued</i>, from the 50's to modern day popular music • Composing: create playlists for purpose and mood across the genres • Focus: From the 50's to today, how has the music industry changed?

			<ul style="list-style-type: none"> • Performance: celebration assembly and other Y6 events unique to the cohort.
PE	<ul style="list-style-type: none"> • Swimming for most sessions (swimming) • Coordination ball skills, agility-reaction/response, static balance, seated, static balance floor work 	<ul style="list-style-type: none"> • Invasion games, netball, tag rugby, team building (PE) • Rhythmic sequences, hand apparatus, low bench sequences (Gym) • Agility ball chasing, coordination sending and receiving (PE) 	<ul style="list-style-type: none"> • Athletics, cricket, rounders (PE) • Shapes, artistry, solo/partners, lifts, beat/rhythm (Dance) • Static balance one leg, dynamic balance to agility jumping and landing (PE)
PSHE	<ul style="list-style-type: none"> • Transition: safeguarding, class charter, school rules and ethos. • E-safety: 'I am kind and responsible' reporting / supporting • Bank visitor and visit (finance) • Nurse visitor and GP visit (health) • E-safety: 'I am kind and responsible' kindness 	<ul style="list-style-type: none"> • E-safety: 'I am safe and secure' privacy • Graduate returning visitor (careers) • Police visitor and visit (people who help us) • Safeguarding planner page: online safety • E-safety: 'I am safe and secure' relationships 	<ul style="list-style-type: none"> • E-safety: 'I am healthy' self image • First aid course • Year 7 return pupil visitor (transition) • Transition: safeguarding, class charter, school rules and ethos • E-safety: 'I am healthy' lifestyle choice
RE	<ul style="list-style-type: none"> • Faith, beliefs, and science • What might the journey of life and death look like from a Christian perspective? (6 sessions) • Tower of Babel 	<ul style="list-style-type: none"> • Judaism: reflection of a faith and beyond (🌀RE, Y1-3, Summer) • Hinduism: reflection of a faith and beyond (🌀RE, Y4, Summer) • Sikhism: reflection of a faith and beyond (🌀RE, Y5, Autumn) • Islam: reflection of a faith and beyond (🌀RE, Y1-2, Summer) 	<ul style="list-style-type: none"> • Buddhism: a reflection of a faith and beyond (🌀RE, Y3, Y5, Summer) • Christianity: reflection of a faith. (🌀RE, YR-6, all terms) • Who decides? (Version a or b) (6 sessions)
Science	<ul style="list-style-type: none"> • Evolution and inheritance • Electricity • RSE: puberty, reproduction, communication and consent 	<ul style="list-style-type: none"> • Living things and their habitats • Animals including humans • RSPB Big Garden Birdwatch (January) • RSE: revisit from autumn term and extend 	<ul style="list-style-type: none"> • Light • Planning investigations • Working scientifically revision • RSE: revisit from spring term and extend