

OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD	When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of our lives.
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THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL	<p>Our curriculum is cohesive, creative and collaborative, enabling children to overcome any learning barriers, broaden their horizons and have high aspirations.</p> <p>Our curriculum is cohesive across the local and wider community and across subjects and topics, providing challenge and celebrating our individuality as a school and community. In developing cohesion we offer clear, planned and well-sequenced learning so that new knowledge and skills build upon what has been taught before.</p> <p>Our curriculum is creative, developing memorable experiences so that children are enthused by their learning, experiencing feelings of awe and wonder. Children explore and develop our school values through active learning experiences. They develop lifelong skills for learning and gain cultural capital within and outside our community.</p> <p>Our curriculum is collaborative. Children build emotional resilience, develop self-confidence and acquire the ability to articulate their learning. Through a clear sense of motivation and purpose, children take ownership of their learning and this is shared by our whole school community. Every member of the school community has high expectations of themselves and of others. We recognise that everyone can achieve success.</p> <p>Our curriculum is designed to enable all children to overcome any learning barriers and broaden their horizons. We emphasise the development of social skills, enabling children to communicate clearly, using a rich and appropriate vocabulary. We ensure that our drive for fluency in both reading and maths is relentless.</p> <p>It is important to us that children show empathy towards others, value different opinions and understand and celebrate diversity. We encourage children to become independent learners with high aspirations.</p> <p>This curriculum is tailored to suit the needs of the children in our local learning community.</p>
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Experiences

Launch

Launch day: Welcome to the Roman army

- Midmap what they know already about the Roman's and any questions using a picture/ video as stimulus.
- Brief introduction to Celts and tribes in Britain using a video
- Look at a Roman soldier and a Celt and compare.
- Plan, create, complete and evaluate obstacle courses for army training.
- Go on a Latin word treasure hunt - which words are they like in English

Landing

Invite parents in to meet to share everything that we know about the Romans. Sing songs, walk around art gallery, share books, launch catapults together.

Wider use of the environment

Observations of plants in science lesson. Use of the outdoors for science, history work on timelines and PE. Trip to Wall.

Science - Key learning points:

Enquiry types: Identifying and classifying, observing over time, fair testing

3C Rotten Romans	<p>Animals Including Humans</p> <p>Identify that animals including humans need the right types and amount of nutrition</p> <p>Identify that animals, including humans, cannot make their own food, they get nutrition from what they eat</p>	<p>Animals Including Humans</p> <p>Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water,</p>
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	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>skeleton, bones, muscles, support, protect, skull, ribs, spine, muscles, joints</p> <p>Plants</p> <p>Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal – wind dispersal, animal dispersal, water dispersal</p>
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History - Key learning points:

<p>3C Rotten Romans</p>	<p>I can ask and answer questions from different historical sources (primary and secondary) about the past. I can explain what information from the sources of information lead me to a conclusion about the past. I know this because...</p> <p>I can use key questions to research using books and online sources of information.</p> <p>I can place events from previous areas of study, on a timeline, from Ancient Egyptians to present day.</p> <p>I can recount some of the main events of this period of History - Boudicca, Why the Roman came to Britain and why they left.</p> <p>I can explain the legacy left behind by the Romans and where we can see the evidence of it.</p> <p>I can use specific dates to describe some of the events of this period of History.</p> <p>I can compare modern day daily life to that of a Roman.</p>	<p>I know the reasons the Romans invaded Britain and why they left.</p> <p>I know about how the Romans changed Britain.</p> <p>I know about the different tribes in Britain and how this was changed.</p>	<p>Hygiene</p> <p>Electronic scales</p> <p>Utensils</p> <p>Millimetre</p> <p>Accurate</p> <p>Appropriate</p> <p>Filing</p> <p>Sanding</p> <p>Gears</p> <p>Design</p> <p>Purpose</p> <p>Architect</p>
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Geography - Key learning points:

<p>3C Rotten Romans</p>	<p>I can use geographical language to describe and write about what I have learned.</p> <p>I can describe and compare the features of different places and explain why they are there.</p> <p>I can offer reasons for some of my ideas and for my views and judgements about places and environments.</p> <p>I can locate UK within Europe.</p> <p>I can name countries of Europe.</p> <p>I can locate Italy and countries of the Roman Empire.</p>	<p>Know the major cities of Europe.</p> <p>Know where Italy and Rome are.</p> <p>Know what continent Britain and Italy are.</p> <p>Know in what geographical direction Rome is from Britain.</p> <p>Know that different places can have both similar and different features.</p> <p>Know that countries within the same continent can be different.</p>	<p>Maps, atlases</p> <p>Rome</p> <p>Italy</p> <p>Europe</p>
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DT - Key learning points:

<p>3C Rotten Romans</p>	<p>Exploring and developing</p> <p>I can explore ideas and collect visual and other information for my work</p>	<p>Know what a catapult is and how it is used.</p>	<p>Trajectory</p> <p>Frame</p> <p>Catapult</p> <p>Pivot</p>
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Catapult - Mechanisms with pulleys and levers	<p>Investigating and making I can investigate visual and tactile qualities in materials and processes. I can design and make images. I can cut materials accurately and safely by selecting appropriate tools. I can select appropriate joining techniques. I can develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</p> <p>Evaluating and developing I can comment on similarities and differences between my own and others' work. I can identify what skills I have used. I can identify how I can improve my own work.</p>	<p>Know the different types of catapult designs. Know how a catapult works. Know the effect of tension has on the speed and distance of movement.</p>	<p>Cantilever spring Pulleys levers</p>
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Art - Key learning points:

Rotten Romans	<p><u>ICT</u> I can use a digital camera/iPad to take photos of my work.</p>	<p>I know how to use different IT to take photo.</p>
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ICT - Key learning points:

3C Rotten Romans	<p><u>E Safety</u> I can recognise spam and scam emails or pop ups and know what to do about them. I can use the safety features of websites as well as reporting concerns to an adult. I can recognise websites and games appropriate for my age. I can make good choices about how long I spend online. I ask an adult before downloading files and games from the Internet.</p> <p><u>Programming - Kodu</u> I can use commands fd, bk, lt, rt I can use the repeat instruction with support. I can debug coding I can ask 'what if...' questions and investigate them. I can create more than one algorithm in a program. I can use if, then instructions (use KODU)</p>	<p>Know some of the reasons why websites and games have age ratings and why it is important. Know and use the term algorithm. Know what the repeat instruction is and why it is used. Know why there needs to be two parts to the algorithms used.</p>	<p>Spam Scam Algorithm Repeat Debug</p>
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Music - Key learning points:

3B Tomb Raiders	<p>PERFORMING Play a simple melody with technical control of the instrument/voice to create a pleasing sound. Perform, demonstrating changes in dynamics, pitch, tempo and articulation. Demonstrate the difference between pulse and rhythm. Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song. Can direct others to start and stop using gestures. Maintain a second part in a vocal or instrumental piece</p>	<p>PERFORMING Know how the meaning of key terminology: pitch, tempo, articulation. COMPOSING Adds pitch names to rhythmic notation to make melodies. Understand how changes in pitch can be shown on a graphic score.</p>	<p>pulse Rhythm Pitch Tempo Dynamics Notation Articulation RnB Rock Reggae Pop</p>
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	<p>(e.g. partner songs and rounds). Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control.</p> <p>COMPOSING Make four-bar rhythms in groups, pairs or individually. Improvise e.g. using 2 - 3 notes. Contribute to a group composition which has a definite start, performance and finish and playing own part. Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre.</p> <p>AURAL AWARENESS Recognise and describe how sounds are made on different instruments. Sing and recognise short melodic shapes and rhythmic patterns from memory.</p> <p>EVALUATING Make simple connections and comparisons with music being listened to and own compositions and performances.</p>	<p>Understand graphic scores and how more than one sound can play at a time to create texture. Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve.</p> <p>AURAL AWARENESS Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities</p>	<p>Film/Classical Musicals Mow town, Soul Disco Funk Hip Hop Big Band Jazz Dynamics Solo Ensemble Introduction Verse Chorus Bridge Composing Melody Bar Notation Crochet Quaver Minim Semibreve</p>
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PE - Key learning points:

<p>Athletics Sum 1</p>	<p>I can change speed & direction whilst running. I can jump accurately from a standing position using my arms as propulsion. I can throw a variety of objects with one hand using the correct stance to ensure the correct direction of throw. I can recognise a change in temperature & heart rate during exercise</p>	<p>I know how to use my arms to help propel me when jumping (standing long jump) I know that when throwing my feet need to be shoulder width apart and knees slightly bent. I know that my stance changes when doing javelin to shot putt. I know when my body is in need of water or a rest.</p>	<p>Propel, Standing long jump, Javelin, Shot putt, Stance, Temperature, Heart rate</p>
<p>Rounders Sum 2</p>	<p>I can throw the ball using the correct under arm technique with one hand using the correct stance to ensure the correct direction of throw. I can use the 'cup' technique to catch the ball stationary, starting to move towards the direction of the ball first. I can stand on the side, holding the bat in one hand. When I strike the ball, I can usually hit it with force and direction. I can catch the ball and know which base would be the most appropriate to stump a player out. I understand the role of each player during a game and can take part. I can begin to lead a team using speaking and listening skills while always showing great sportsmanship.</p>	<p>I know that when throwing under arm, I release the ball in the 'middle of the throw', so that the ball travels in the desired direction - not behind me. I know how to use the 'scoop catch' from year 1 to catch the ball when fielding.</p>	<p>Batter, Bowler, Fielding, Bases, stump, Backstop, Underarm, Scoop catch</p>
<p>Outdoor adventurous activities Through other area of the curriculum</p>	<p>I can identify my location upon the plan. I can follow a set of instructions that are more complex using problem solving skills. I can use a key to identify objects and use this to determine its location and other objects. I can begin to lead a team using speaking and listening skills while always showing great sportsmanship.</p>	<p>I know how to find my location on a map by using key landmarks I can see around me. I know how to use instructions and listen to instructions to follow a route</p>	<p>Map, Key, location</p>

MFL - Key learning points:

<p><u>Listening</u> I can listen attentively and begin to understand instructions, everyday classroom language and praise words. I can look at the face of the person speaking and listen attentively. I can recognise words which the teacher mouths silently. I can recognise and respond to sound patterns and words. I can identify specific phonemes and words. I can begin to hear main word classes. I can recognise commonly used rhyming sounds. I can remember rhyming words. I can use actions and rhymes and play games to aid memorisation. I can listen and respond to simple rhymes, stories and songs.</p>	I	<p><u>Investigating Languages 1:</u> Know how to compare cultures by exploring and evaluating the origins of language, songs, stories, numeric and phonic alphabets. <u>1 term of Italian</u></p>	Italian and Spanish - see short term planning.
<p><u>Speaking</u> I can perform simple communicative tasks using single words, phrases and short sentences. I can copy and repeat simple sentences which use familiar vocabulary, phrases. I can imitate pronunciation of sounds and begin to reproduce them with some accuracy.</p>		<p><u>and 1 term of Spanish to include:</u> Know features of Spanish and Italian Culture Recognise</p>	
<p><u>Reading</u> I can recognise some familiar words in written form. I can make links between some phonemes, rhymes and spellings, and read aloud familiar words. I can use pictures and context clues to determine meaning. I can begin to recognise how sounds are represented in written form.</p>		<p>lettering and phonic sounds in Spanish and Italian alphabets Know Spanish and Italian</p>	
<p><u>Writing</u> I can use a simple picture dictionary to investigate word meanings. I can experiment with building words and phrases using phoneme or word card games. I can match words or phrases to pictures, objects, actions or sounds. I can use knowledge about letters to experiment with writing.</p>		<p>greetings, Know Spanish and Italian numbers to 31 Know how to say and write their</p>	
<p><u>Intercultural Understanding</u> I can begin to learn about festivals and celebrations in different cultures. I can locate countries where different languages are spoken on a map of the world. I can begin to learn about ways of travelling to different countries. I can identify social conventions at home and compare them with those in other cultures. I can compare traditional stories from other cultures. I can make indirect or direct contact with a country where another language is spoken.</p>		<p>age and birthday in Spanish and Italian. Know nine colours in Spanish and Italian Know key words and phrases for weather</p>	

PSHE - Key learning points:

Relationships	I can explain how some of the actions and work of people around the world help and influence my life	I am beginning to know how this could affect my choices	Women, Male, Female Unisex, Role, Job, Responsibilities, Differences, Similarities, Respect, Stereotype, Conflict, Solution, Problem solving, Friendship, Win-win, Needs, Wants, Rights, Deprivation, United Nations, Equality, Justice, Appreciation, thank you, Safe, Unsafe, Dangers, Dangerous, Hazards, Risks, Safety rules, Worried, Concerned, Scared, Anxious, Relieved, Global, Communications, Transport, Interconnected, Food journeys, Climate, Trade, Inequality, Happiness, Celebrating, Relationships, Friendship, Family
Changing me	I recognise how I feel about these changes happening to me and know how to cope with these feelings	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	Changes, Birth, Animals, Babies, Mother, growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Change, Looking forward, Excited, Nervous, Anxious, Happy, Change, Puberty, Control, Puberty, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Womb, Vagina, Stereotypes, Task, Roles, Challenge

RE - Key learning points:

<p>3C Rotten Romans</p>	<p>Su1 (Choice A) Hinduism - Hindu Belief Meaning, purpose and truth I can ask questions about what I find puzzling about this god. I can ask questions about what Hindus believe. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. I can reflect on Hindu beliefs and express thoughts on these. I can give my own and others' views on questions about God and can start to explain why religion is important to many people.</p> <p>Su1 (Choice B) Sikhism - Sharing and Community Meaning, purpose and truth I can tell you a time when I share and how I feel when I do this. I can begin to understand how it might feel to be a Sikh taking part in an event, e.g. the Langar. I can begin to tell you if I think sharing is important or not to Sikhs. I can identify what a Sikh's behaviour. I can say how Sikh beliefs influence their</p>	<p>Beliefs, teachings and sources Learn to understand the Hindu belief that there is one God with many different aspects.</p> <p>Practices and ways of life Explore how Sikh beliefs affect their way of life and the importance they place on sharing.</p>	<p>Hindu Brahman Beliefs</p> <p>Diwali Karah Parshad Gurdwara Langar</p>
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