

<p><b>OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD</b></p>	<p>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.</p>
<p><b>THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL</b></p>	<p>Our curriculum is <b>cohesive</b>, <b>creative</b> and <b>collaborative</b>, enabling children to overcome any learning barriers, broaden their horizons and have <b>high aspirations</b>.</p> <p>Our curriculum is <b>cohesive</b> 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 <b>creative</b>, 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 <b>collaborative</b>. 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 <b>high aspirations</b>.</p> <p>This curriculum is tailored to suit the needs of the children in our local learning community.</p>

### Experiences

#### Launch

Welcome to Africa - exploration of the continent and animals.

#### Landing

Tourists guides - parents to be shown information about Africa and taken round a 'safari park'

#### Wider use of the environment

Exploring the school grounds to look at different habitats.

## Science - Key learning points:

<p><b>4C On Safari</b></p>		<p><b>Animals Including Humans</b> Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p><b>Living Things and Their Habitats</b> Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help, group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change, and this can sometimes pose dangers to living things</p>	<p><b>Animals Including Humans</b> Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain</p> <p><b>Living things and their Habitats</b> Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate</p>
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## Geography - Key learning points:

<p><b>4C On Safari</b></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 within Africa.</p> <p>I can locate different countries within Africa on a map.</p> <p>I can use a map to describe physical features of Africa.</p>	<p>Know where Africa is.</p> <p>Know how different areas in Africa have different physical features.</p> <p>Know significant cities in England.</p> <p>Identify characteristics of famous landmarks of England – Dover cliffs, Blackpool tower, Windsor Castle, Hadrian’s Wall.</p> <p>Know these are in the Northern hemisphere.</p> <p>Know how humans impact the environment – effects of deforestation.</p>	<p>Equator, Northern and southern hemisphere. Africa Continent deforestation</p>
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## DT - Key learning points:

<p><b>4C On Safari</b></p> <p><b>Safari Cars</b> - Electrical systems</p>	<p><b>Exploring and developing</b> I can explore ideas and collect visual and other information for my work.</p> <p><b>Investigating and making</b> I can investigate visual and tactile qualities in materials and processes. I can demonstrate my ideas and meanings, and design and make images for different purposes. 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, gluing, sawing, filling and sanding). I can diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage). I can create series and parallel circuits.</p> <p><b>Evaluating and developing</b> I can refine work and techniques as work progresses. I can comment on similarities and differences between my own and others’ work. I can identify what skills I have used. I can identify what was difficult and why? I can identify how I can improve my own work.</p>	<p>Know how to use a circuit. Know the components of a car – axle, wheel Know what the job of each electrical component. Know why vehicles are used on safari. Know adaptations of these vehicles (camouflage) Know a variety of joining techniques.</p>	<p>Select, Rotate, Move, Join, Cut, Measure, Connection, Refine, Camouflage, Axle, Mechanism, Adapt, Bodywork, Wheel, Battery, Terminal, Diagnose, Bulb, Wire, Motor, Connection, Circuit, Motor, Switch, Safari, lamp</p>
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## Art - Key learning points:

<p><b>On Safari</b></p>	<p><u>Printing</u> I can make precise repeating patterns using African symbols. I can make a printing block (from coiled string to glued to a block)</p> <p><u>Textiles</u> I can print on fabric.</p>	<p>I know about African art</p>
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## ICT - Key learning points:

<p><b>4C On Safari</b></p>	<p><b>Multi-media</b> I can change the appearance of text to increase its effectiveness. I can create, modify and present documents for a particular purpose. I can use a keyboard confidently and make use of a spellchecker to write and review my work. Use hyperlinks, choosing key words.</p> <p><b>Data handling</b> I can collect data and identify where it could be inaccurate. I can plan, create and search a database to answer questions. I can choose the best way to present data to my friends.</p> <p><b>E Safety</b> I can explain when it is ok to use the work of others.</p>	<p>Understand what plagiarism is.</p>	<p>Plagiarism Hyperlinks Key words Data Database Search</p>
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## Music - Key learning points:

<p><b>4C On Safari</b></p> <p><b>Safari Cars - Electrical systems</b></p>	<p><b>PERFORMING</b> Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound. Perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver. Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony). Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.</p> <p><b>COMPOSING</b> Construct a piece with a simple structure (e.g. Binary or Ternary). Improvise with increasing confidence (e.g. using 2 – 3 notes). Can add own words to an existing tune to make a new song. Makes soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures. Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone.</p> <p><b>AURAL AWARENESS</b> Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families. Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus). Recognise different metres (e.g. 2, 3 or 4 time).</p> <p><b>EVALUATING</b></p>	<p><b>PERFORMING</b> Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</p> <p><b>COMPOSING</b> Begin to show an awareness of how changes in pitch can be shown on a stave. Add pitch names to rhythmic notation to make more complex melodies.</p> <p><b>AURAL AWARENESS</b> Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation. Continue to develop an awareness of the inter-related dimensions of</p>	<p>Pulse Rhythm Pitch Tempo Dynamics Notation Tone Texture Drone RnB Rock Reggae Pop Film/Classical Musicals Motown, Soul Disco Funk Hip Hop Big Band Jazz Dynamics Solo Ensemble Introduction Verse Chorus Bridge Hook Backing/ accompaniment Improvise Notes Stave Crochet Quaver Minim Semibreve Metres</p>
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	<p>Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.</p> <p>Make simple connections and comparisons with music being listened to and own compositions and performances.</p> <p>Identify how composers use the inter-related dimensions of music to create effects and mood.</p> <p>Ask questions about music in other cultures and traditions.</p>	<p>music, pulse and articulations.</p>	
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**PE - Key learning points:**

**MFL - Key learning points:**

**Listening**

- I can listen attentively and understand instructions, everyday classroom language and praise words.
- I can listen for and identify sounds, rhyme and rhythm.
- I can listen for and identify specific phonemes, words and phrases.
- I am beginning to hear main word classes.
- I can use actions and rhymes and play games to aid memorisation.
- I can listen and respond to simple rhymes, stories and songs; joining in with them or singing from memory.

**Speaking**

- I can ask and answer questions on several topics.
- I can ask for repetition and clarification.
- I can memorise and repeat short spoken texts involving simple sentences which use familiar vocabulary, phrases.
- I can read some familiar words and phrases aloud and pronounce them accurately.
- I can memorise and present short, spoken texts.

**Reading**

- I can read some familiar words and phrases aloud and pronounce them accurately.
- I can recognise how sounds are represented in written form.
- I can read and understand a range of familiar written phrases.
- I can follow a short familiar text, listening and reading at the same time.
- I can begin to use context and previous knowledge to determine meaning and pronunciation.
- I notice the spelling of familiar words.
- I can read and memorise target words.

**Writing**

- I can use a simple dictionary to investigate word meanings and to look up spellings.
- I can sort target words into categories.
- I can write simple words and phrases using a model and some words from memory.
- I can prepare simple sentences about a topic and read these out loud.
- I can express personal experiences and responses.
- I can apply knowledge about letters and simple grammatical knowledge to experiment with writing.
- I can identify different writing systems and compare to our own.
- I can understand question forms.
- I can understand negatives.
- I can recognise simple agreements, e.g. singular /plural and masculine feminine.

**Intercultural Understanding**

- I can learn about festivals and celebrations in different cultures.
- I can locate and name countries where different languages are spoken on a variety of maps.
- I can learn about ways of travelling to different countries.
- I know about some aspects of everyday life in different countries and compare them to my own.
- I can compare traditional stories from other cultures.
- I can make indirect or direct contact with a country where another language is spoken.

## PSHE - Key learning points:

Relationships	I can explain different points of view on an animal rights issue and express my own opinion and feelings on this	I know that there are different points of view	Relationship, Close, Distant, Contribute, Mutual benefit, Belonging, Caring, Loss, Strategy, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hopelessness, Relief, Acceptance, Depression, Special, Vegetarianism, Opinion, Debate, Respect, Special pet, Cope, Strategies, Feelings, Special, Love, Appreciation, Symbol, Care, Souvenir, Memento, Memorial, Loss, Memories, Special, Remember
Changing me	I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this		Personal, Unique, Characteristics, Parents, Sperm, Egg, Penis, Testicles, Vagina, Womb, Ovaries, Making love, Fertilise, Reproduction, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy

## RE - Key learning points:

4C On Safar i	<p><b>Su1 Judaism - Beliefs and Practices</b> <b>Values and commitment</b></p> <p>I can start to express an opinion about what might be important to Jews. I can talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish. I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons. I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason. I can express my opinion as to what would be the best way for a Jew to show commitment to God and give reasons.</p> <p><b>Su2 Christianity - Prayer and Worship</b> Identity, diversity and belonging I can talk about one of my special places. I can respectfully question whether Christians need churches. I can start to understand the impact a Christian's special place has on him/her. I can say why I think the church may or may not be important to Christians. I can tell you my opinion on whether Christians should keep their beliefs private or be public about them</p>	<p><b>Practices and ways of life</b> Forms of expressing meaning Understand different ways that Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.</p> <p><b>Practices and ways of life</b> Understand how important going to church is to show someone is a Christian. Explain some of the symbolism, e.g. bread and wine in Holy Communion. Learn about Holy Communion.</p>	<p>Judaism Beliefs Commitment Bar/Bat Mitzvah ceremonies Mitzvoth Mitzvah Day Synagogue Sabbath</p> <p>Christianity Prayer Worship Symbolism Holy Communion Baptism. John the Baptist River Jordan</p>
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<p><b>English links:</b> (reading and writing) Reports on deforestation and human impact on animals and the environment. Persuasive texts for parents. Explanation texts linked to geography and Science.</p>	<p><b>Maths links:</b> Translation, transformation and rotation in art, Measuring and scale in DT, Venn /Carroll diagrams in Science</p>
<p><b>ICT links:</b> Use of google Earth for geography, iMovie to present geographical findings. Popplet to mind map note making.</p>	<p><b>Community engagement.</b> Parents in for landing, Invite parental help for DT project.</p>
<p><b>Values</b> included - Teamwork, effort, respect (for the environment)</p>	<p><b>Moorhill moments</b> Make and play a grass trumpet. Make a leapfrog chain.</p>