

<b>OUR WHOLE-SCHOOL VISION FOR EVERY MOOR</b>	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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<b>THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL</b>	<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>
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<u>Experiences</u>	
<u>Launch</u>	<u>Extreme Earth day</u> <ol style="list-style-type: none"> <li>1. Bi- carb volcanoes - do all volcanoes erupt the same way?</li> <li>2. Make earthquake proof houses</li> <li>3. Tsunamis - how are they formed? Filming in slow mo.</li> </ol>
<u>Landing</u>	As well as end of term performance and leaver's assembly.
<u>Wider use of the environment</u>	Gathering and collecting materials to make insect and bird houses. Invite Wildlife Trust in for workshop/ work with children on a larger project. Standon Bowers

Science - Key learning points:

<b>6B</b> <b>Life</b> <b>on</b> <b>Earth</b>	<b>Electricity</b> Use recognised symbols when representing a simple circuit in a diagram Associate the outcome of a circuit with a number and voltage of the cells used	<b>Electricity</b> Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage
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	<p>Compare and give reasons for variations in how components function, including the brightness of bulbs, loudness of buzzers and the on/off positions of switches</p> <p><b>Evolution and Inheritance</b></p> <p>Recognise that living things have changed over time and that fossils provide information about things that lived on the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>(Children do not need to understand what voltage is but will use volts and voltage to describe different batteries.)</p> <p>The words cells and batteries are now used interchangeably</p> <p><b>Evolution and Inheritance</b></p> <p>Offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils</p>
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Enquiry types:

Working Scientifically Skills

I can observe over time, take measurements, using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where appropriate

I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs

I can report and present findings in oral and written forms such as displays and other presentations

I can plan different types of scientific enquiry to answer my own questions including recognising and controlling variable where necessary

I can report and present findings in oral and written forms such as displays and other presentations.

I can use straightforward scientific evidence to answer questions or to support my findings

I can identify scientific evidence that has been used to support or refute ideas or arguments

I can describe and evaluate my own and other peoples' scientific ideas using evidence from a range of sources

I can identify differences, similarities or changes related to simple scientific ideas and processes

I can use test results to make predictions to set up further comparative and fair tests

I can report and present findings, including conclusions, casual relationships and explanations of results

I can use appropriate scientific language to explain and evaluate my methods and findings

History - Key learning points:

<p><b>6B</b> <b>Origin of the species</b></p>	<p>I can demonstrate factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>I can use my factual knowledge to identify changes within and across different periods.</p> <p>I can begin to make links between features of past societies and periods.</p> <p>I can describe and make links between events and changes and give reasons for, and results of, these events and changes.</p> <p>I can say some of the ways that Britain has changed over different periods of History.</p> <p>I can evaluate the impact of changes.</p>	<p>Know how history has changed Britain.</p> <p>Know how our History fits into World History.</p> <p>Know how man has evolved and the role of technology and innovation.</p>	<p>Stockade Fortification Flints Archaeology</p>
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## Geography - Key learning points:

<p><b>6C</b> <b>Origin of the species</b></p>	<p>I can locate some of the World's mountain ranges (Alps, Himalayas, Andes)</p> <p>I can explain how a mountain is formed.</p> <p>I can locate some of the world's volcanoes.</p> <p>I can explain what happens when a Volcano erupts.</p> <p>I can suggest how volcanoes and avalanches impact the environment.</p> <p>I can suggest sensible conclusions to my investigations</p> <p>I can understand how physical and human processes can change the features of places, and how these changes affect the lives and activities of people living there</p>	<p>Know where the highest mountains in the world are located.</p> <p>Know the names of some of the world's mountain ranges and where they are located. (Alps, Himalayas, Andes)</p> <p>Know about the structure and inside of a volcano.</p> <p>Know about the Earth's layers.</p> <p>Know that there are long term secondary consequences to natural disasters.</p> <p>Know about the positives and negatives of volcanoes on the environment.</p>	<p>mountains, volcanoes latitude, longitude, Northern Hemisphere, Southern Hemisphere,</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes. Stratovolcanoes, Composite, compound crater; conduit; ash cloud; magma reservoir, lava, vent, dormant, fissures, faults, mantel, ring of fire, tectonic plates, eruption, environment, earth's crust, crevasse, altitude, avalanche, summit</p>
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## DT - Key learning points:

<p><b>6C</b> <b>Origin of the Species</b></p> <p><b>Insect and bird houses</b></p>	<p><b>Exploring and developing</b></p> <p>I can explore ideas and collect visual and other information to help me develop my work</p> <p>I can use my ideas to develop my work, taking into account the purpose.</p> <p><b>Investigating and making</b></p> <p>I can use my knowledge and understanding of materials and processes to communicate ideas and meanings</p> <p>I can make images and artefacts, combining and organising visual and tactile qualities to suit my intentions</p> <p>I can manipulate materials and processes to communicate ideas and meanings and make images and artefacts, matching visual and tactile qualities to my intentions.</p> <p>I can cut materials accurately and safely by selecting appropriate tools.</p> <p>I can select appropriate joining techniques, fit for purpose.</p> <p>I can improve a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</p> <p><b>Evaluating and developing</b></p> <p>I can compare and comment on ideas, methods and approaches used in my own and others' work, relating these to the context in which the work was made I can adapt and improve my work to realise my own intentions.</p> <p>I can evaluate the design of products so as to suggest improvements to the user experience.</p> <p>I can analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context.</p>	<p>Know what attracts animals to gardens and what they eat</p> <p>Know the animals need for shelter and their habitat requirements</p> <p>Know what materials are sustainable and animal friendly.</p> <p>Know what products are already on the market and why are they are successful</p> <p>Know how to join different materials: wire, plastic, drills, hammers, hacksaw, mitre and a triangle join</p> <p>Know how to measure accurately</p>	<p>Join</p> <p>Glue</p> <p>Saw</p> <p>Attach</p> <p>Hammer</p> <p>Drill</p> <p>Wire</p> <p>Conservation</p> <p>Sustainable</p> <p>Durable</p> <p>Environmentally friendly</p> <p>Animal friendly</p> <p>Chicken wire</p>
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## Art - Key learning points:

### Drawing

I can select appropriate media and techniques to achieve a specific outcome.

### Painting

I can sketch (lightly) before painting to combine line and colour.

I can show the effects of light and colour, texture and tone on natural and man-made objects

## ICT - Key learning points:

<p><b>6B</b> <b>Life on Earth</b></p>	<p><b>E Safety</b> I can explain some of the ways the media plays a role in shaping our ideas about girls and boys. I can recognise and explain poor digital citizenship. Programming – Scratch I can deconstruct a problem into smaller steps, recognising similarities to solutions used before. I can explain and program each of the steps in my algorithm. I can combine algorithms. I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm. I can recognise when I need to use a variable to achieve a required output. I can use a variable and operators to stop a program. I can use algorithms to plan and design a game. I can use logical reasoning to detect and correct errors in algorithms and programs.</p> <p><b>Multimedia</b> I can talk about audience, atmosphere and structure when planning a particular outcome. I can combine a range of media, recognising the contribution of each to achieve a particular outcome. I can be digitally discerning when evaluating the effectiveness of my own work and the work of others.</p> <p>Digital Literacy I can evaluate the usefulness of search results.</p>	<p>Know how to protect information online. Know ways to resolve poor citizenship. Know how to use algorithms to get a desired effect. Know what a variable can be used for.</p>	<p>Citizenship Digital citizenship Variable Audience Atmosphere Structure</p>
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## Music - Key learning points:

<p><b>PERFORMING</b> When singing, show greater mastery and control of tone, diction, posture and breathing consistently. Use the interrelated dimensions of music when singing and playing. Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture. Perform using conventional rhythmic and melodic notation to play a variety of ostinato and simple pieces or songs, including expression and articulations. Can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</p> <p><b>COMPOSING</b> Construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues). Improvise with increasing confidence. (e.g. using a scale pattern). Can use different scale patterns to construct melodies (e.g. major, minor, pentatonic).</p>	<p><b>PERFORMING</b> Understands and responds to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation</p>	<p>Pulse Rhythm Pitch Tempo Dynamics Notation RnB Rock Reggae Pop Film/Classical Musicals Motown, Soul Disco Funk</p>
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<p>Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music, including experimenting with harmonies and chords to create texture.</p> <p>Works independently within a group composition showing thought in selection of instruments and playing techniques,</p> <p>Notate compositions using a variety of methods, incorporating the inter-related dimensions of music.</p> <p><b>AURAL AWARENESS</b></p> <p>Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</p> <p>Memorise more complex rhythmic and melodic patterns and match to conventional notation.</p> <p>Compare and discuss differences in performances of the same piece of music.</p> <p>Recognise a variety of metres.</p> <p><b>EVALUATING</b></p> <p>Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</p> <p>Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</p> <p>Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences.</p>	<p>with greater accuracy.</p> <p><b>COMPOSING</b></p> <p>Know how to notate compositions using a variety of methods.</p> <p>AURAL AWARENESS</p> <p>Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</p>	<p>Hip Hop</p> <p>Big Band</p> <p>Jazz</p> <p>Dynamics</p> <p>Solo</p> <p>Ensemble</p> <p>Introduction</p> <p>Verse</p> <p>Chorus</p> <p>Bridge</p> <p>Hook</p> <p>Backing/ accompaniment</p> <p>Improvise</p> <p>Notation</p> <p>Notes</p> <p>Stave</p> <p>Key signature</p> <p>Coda</p> <p>Ostinato</p> <p>Syncopation</p> <p>Cannon</p>
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### PE - Key learning points:

<p>Athletics</p> <p>Sum 1+2</p>	<p>I have good control, strength, speed &amp; stamina in athletic events. I know how I must improve and will listen and implement advice.</p> <p>I understand how to apply athletic skills &amp; tactics to the competitive situation. I can demonstrate successful jumping techniques as well as guide others to follow suit. I know how I must improve and will listen and implement advice.</p> <p>I can explain how to improve technique in a variety of events to my peers.</p> <p>I can demonstrate successful throwing skills and will complete activity with flare and fluid motions.</p> <p>I will strive to personal bests.</p> <p>I understand the need for specific warm up &amp; cool down. I will lead the class in a successful warm up/cool down.</p>	<p>I know how to vary my running speed based upon distance. E.g. short distance = sprint, long distance = start jogging and build up speed and maintain it. I know how to regulate pace and be a pace setter to support other's running style.</p> <p>I know that my stance and the force in my legs help an object propel through the air.</p> <p>I know that my arms and wrists are just as important when throwing an object in order to propel it further.</p>	<p>Sprint, jog</p> <p>Distance (marathon cross country)</p> <p>Javelin</p> <p>Shot putt</p> <p>Force propulsion</p>
<p>Dance</p> <p>(WWII inspired - Charleston, Lindy hop, Rock and Roll)</p> <p>Sum 1</p>	<p>I can perform &amp; create motifs in a variety of dance styles with accuracy and consistency</p> <p>I can select &amp; use a wide range of compositional skills to demonstrate ideas</p> <p>I can suggest ways to improve quality of performance showing sound knowledge and understanding and correct vocabulary.</p> <p>I can lead my own warm up &amp; demonstrates all round safe practice. My performance will have style and I am able to offer constructive self and peer evaluation.</p>	<p>I know how to be precise in my movements</p> <p>I know how to create motifs/routines that complement each other.</p> <p>I know for a successful dance I need to follow the rhythm of the music and my movements need to be in time.</p> <p>I know how to work alongside others without causing harm and creating an effect (mirror, cannon)</p>	<p>Precision</p> <p>Control</p> <p>Fluency</p> <p>Dynamics</p> <p>Spatial awareness</p> <p>Rhythm</p> <p>Mirror</p> <p>Cannon</p>

Badminton Sum 2	<p>I can hold the racket correctly, maintain a rally and able to direct the shuttlecock to a desired location (my partner or an open space during a game). Using the backhand position, I can extend my arm during a game to hit the shuttlecock to a desired location. During any activity, I can vary the distance needed by varying the pressure/force behind the racket. I can use my body position and wrist movement to change the direction of the shuttlecock tactically. I can move to the desired location when a shuttlecock is coming towards me quickly and efficiently. Once returned, I remain alert and ready to receive again.</p>	<p>I know when to use the forehand and back hand based on the side of the court the shuttlecock is travelling towards. I know that the overhead hit is used to start a game and to propel the shuttlecock further into the other side of the court and I vary the speed and distance through force behind the racket when it contacts the shuttlecock. I understand the differences in racket (tennis and badminton)</p>	<p>Forehand Backhand Rally Court Net Light feet Overhead Shuttlecock racket</p>
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**MFL - Key learning points:**

Year 6	<p><b>Listening</b></p> <p>I can understand the main points and simple opinions in a spoken story, song or passage. I can understand longer and more complex sentences or passages. I can listen for clues to meaning (e.g. tone of voice, key words.) I can reinforce and extend recognition of word classes and understand their function. I can match sounds to sentences and paragraphs. I can look and listen for visual and aural clues. I can make predictions about words and sentences based on existing knowledge.</p>	<p>La nourriture</p> <p>Know how to ask politely for food items Describe how to make a sandwich Identify foods as healthy or unhealthy. Use adjectives to describe foods Use imperative verbs Use opinions</p>	<p><b>Key vocabulary</b></p> <p>un sandwich au poulet, un sandwich au thon, un sandwich au fromage, un sandwich à la tomate, une glace au chocolat, une glace à l'orange, une glace à la fraise, une glace à la vanille, une baguette, le beurre, les frites, les bonbons, les pommes, les carottes, les haricots, les gâteaux Je voudrais... s'il vous plaît. Mangez, Coupez, Prenez, Mettez Tu aimes...? J'aime/Je n'aime pas [les carottes] C'est bon pour la santé. Ce n'est pas bon pour la santé.</p>
<p><b>Speaking</b></p> <p>I can identify different text types and read short, authentic texts for enjoyment or information. I can learn and perform simple rhymes, songs and stories. I can use spoken language confidently to initiate and sustain conversations and to tell stories. I can devise own questions for authentic use. I can ask for repetition and clarification in the target language. I can use knowledge of words, text and structure to build simple spoken passages. I can vary language and produce extended responses. I can develop accuracy in pronunciation and intonation. Pronounce/read aloud unknown words. I can be understood with little or no difficulty. I can give short, prepared talks that include opinions on a range of topics.</p>			
<p><b>Reading</b></p> <p>I can identify different text types and read short, authentic texts for enjoyment or information. I can apply phonic knowledge of the target language to support reading and writing. I can read confidently a variety of short texts. I can read and understand the main points and some detail from a short, written passage. I can use context, previous knowledge and understanding of grammar conventions to support my reading skills. I can use a dictionary to investigate word meanings, check spellings and find alternatives and correct forms when reading and writing texts. I can sort words into grammatical categories.</p>			

<p><b>Writing</b></p> <p>I can develop my own lists of different word types and memorise them.</p> <p>I can write sentences and short texts on a range of topics using a model and reference resources.</p> <p>I can use language known in one context or topic to prepare a presentation about a different context or topic.</p> <p>I can refer to recent experiences or future plans, as well as to everyday activities.</p> <p>I can understand that different languages use different writing conventions.</p> <p>I can understand that words will not always have a direct equivalent in the language.</p> <p>I can apply knowledge of grammar rules, conventions of word order and understanding of gender, to build simple spoken sentences and written passages.</p> <p>I can begin to identify future and use past and present forms.</p>
<p><b>Intercultural Understanding</b></p> <p>I can compare attitudes towards aspects of everyday life.</p> <p>I can recognise and understand some of the differences between people.</p> <p>I can present information about an aspect of culture.</p> <p>I can present a balanced view of a country or event</p> <p>I can use critical literacy skills to consider different perspectives.</p>

### PSHE - Key learning points:

Relationships	<p>I can recognise when people are trying to gain power or control</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p>	<p>Significant, Relationship, Special, Feelings, Close, Emotions, Feelings, Sadness, Loss, Grief, Hurt, Pain</p> <p>Change, Bereavement, Coping strategies, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Power, Control, Authority, Bullying, Script, Assertive, Strategies, Communication, Technology, Power, Control, Cyberbullying, Abuse, Safety</p>	
Changing me	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and</p> <p>I recognise how I feel when I reflect on the development and birth of a baby</p>	<p>I know how a baby develops</p>	<p>Self-image, Self-esteem, Real self, Celebrity, Opportunities, Freedoms, Responsibilities, Trust, Respect, Transition, Secondary, Looking, forward, Journey, Worries, Anxiety, Hopes, Excitement, Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix, Midwife, Independence, Grown up, Attraction, Relationship, Friends</p>

### RE - Key learning points:

<p><b>6C</b></p> <p><b>Origin of the species</b></p>	<p><b>Su1 Islam - Beliefs and moral value</b></p> <p><b>Identity, diversity and belonging</b></p> <p>I can say if living a good life will help a Muslim get to Heaven.</p> <p>I can tell you what I think about life after death.</p> <p>I can identify why leading a good life might be a good idea and why people think this.</p> <p>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p>I can ask questions about life after death and explore how what I believe about this might influence my life.</p> <p><b>Su2 Islam - Beliefs and moral value</b></p> <p><b>Meaning, purpose and truth</b></p> <p>I can talk about something I find puzzling or interesting about the Muslim religion.</p>	<p><b>Beliefs, teachings and sources</b></p> <p>Identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.</p> <p>Understand that Muslims believe in life after death and understand that this links to how they choose to behave.</p> <p><b>Beliefs, teachings and sources</b></p>	<p>Islam</p> <p>Muslim</p> <p>Muhammad</p> <p>Akhirah (life after death)</p> <p>Qur'an</p> <p>Allah</p> <p>Ramadan</p> <p>Pilgrimage to Hajj.</p> <p>Islam</p> <p>Muslim</p> <p>Stereotyping</p>
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	<p>I can start to ask questions about why Muslims have different beliefs if they are in the same religion.</p> <p>I can start to express my opinion on how Jihad is interpreted by some Muslims.</p> <p>I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p>I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.</p>	<p>Challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.</p> <p>Learn what Muslims believe are wrong/ evil.</p> <p>Understand the meaning of stereotyping.</p>	<p>Jihad (to struggle against evil)</p> <p>Terrorism</p> <p>Justification</p> <p>Stereotyping</p>
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<p><b>English links:</b></p> <p>Volcanoes and Earthquakes – Natkids</p> <p>Medical report about electrocution</p> <p>Life of Charles Darwin</p> <p>Explanation of human evolution</p>	<p><b>ICT links:</b></p> <p>Volcanoes and mountains research.</p> <p>Multi – modal texts in English – earthquakes</p>
<p><b>Maths links:</b></p> <p>Richter Scale</p> <p>Comparative heights of mountains including drawing scale models.</p> <p>Measuring and drawing in DT</p>	<p><b>Community engagement.</b></p> <p>Railway/ electricity safety.</p>
<p><b>Values included</b></p> <p>Respect of the world around us including animals and plants but also how to be respectful and safe around electricity.</p> <p>Teamwork: As the end of the year approaches, children will be working as part of teams, collaborating.</p>	<p><b>Moorhill moment to be delivered</b></p> <p>Make a time capsule.</p> <p>Open a bank account. (Home)</p> <p>Design a computer game.</p>