KILMORIE PRIMARY SCHOOL

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	Autumn 1
Topic	**HAKUNA MATATA** Join Lila as she sets off from her little village to talk to the sky about the *secret of rain*. Learn about the continent of Africa and Lila's home country of Kenya.

Literacy Core texts link to topic/ cross curricular learning	**Texts : Lila and the Secret of Rain by David Conway & Jude Daly**	
	Outcome 1: Poetry/ song writing to celebrate the coming of rain • Listen to, read and recite 'call and response' poems which are characteristic of some Kenyan traditional song. • Return to the part of the story where it starts to rain as inspiration for poetry	**Outcome 2: Extended story Lila and the Secret of Rain** • Responding to illustrations and images. Using descriptive language to describe images of Kenya. • Reading, book talk, story mapping, sequencing and retelling the story. • Role play, drama as Lila, drawing inferences about characters' feelings. • Write Lila and the Secret of Rain (Power of Reading text) story from Lila's point of view. First person narrative.

Consistent focus on grammar (phase 6 phonic content): Identifying and writing simple and compound sentences; Punctuation e.g. capital letters, full stops, question marks, exclamation marks, commas in a list and apostrophes for possession and contraction.

Maths	**Number & Place Value** • Count in steps of 2, 3, and 5 from 0, and in tens from any number, • forward and backward • Recognise the place value of each digit in a two-digit number (tens, ones) • Use place value and number facts to solve problems • Identify, represent and estimate numbers using differen • representations, including the number line • Compare and order numbers from 0 up to 100; use <, > and = signs • Read and write numbers to at least 100 in numerals and in words	**Addition & Subtraction** • Add and subtract numbers using manipulatives, pictorial representations, and mentally, including: • A two-digit number and ones • A two-digit number and tens • Recalling addition facts to 20

Science	**Living Things and Their Habitats**	
	• Compare living, dead and things that have never been alive • Identify plants & animals in the local area in their habitats & micro habitats • Carnivores, herbivores, omnivores – create simple food chains	**Key Scientific Skills** • Observation (planting bulbs and recording observations) • Identify and classify • Observing local habitat over time: seasonal changes, sunlight, weather and trees/plants

SRE	**Boys and Girls**	
	• Talk about how boys and girls can be the same and different • Understand that some people have fixed ideas about what boys and girls can do	• Describe the difference between male and female babies
Computing	**Internet Safety and Search techniques**	
	• Using search engines (Google/Bing) to find answers to research questions. • Using ThinkYouKnow website	• Using Rising Stars 'Switched On Computing'
DT	**Design and build a water carrier**	
	• Design, join and make a model water carrier • Explore and build a mechanism using wheels and axles	• Problem solve, critique and evaluate as working through the project
Art	**Pattern**	
	• Investigating and experimenting with types of pencil, lines and marks • Looking at repeated patterns and camouflage • Continuing repeated patterns	• Investigating and continuing repeated patterns in African fabrics • Creating a repeating pattern for a t-shirt with fabric pens and paints
Geography	**Maps and Atlas Skills**	
	• Locating and naming 7 continents, the 5 oceans, the Equator and the Poles on map of world • Locating UK on world map	• Locating and naming contrasting countries within Africa and their capital cities • Locating geographical features of Kenya such as mountains and rivers
History	*(To be covered in Autumn Term 2)*	
PE	**Indoor – A Dance Sequence** (linked to Africa & 'Lila and the Secret of Rain' story)	**Outdoor – Ball Skills**
	• To understand and develop balance • To change and vary actions – speed, size, weight • To respond to different stimuli (music, bubbles, a poem flash cards and story) • To copy and perform simple movements/rhythmic patterns • To work alone with guidance from the teacher, in pairs and threes to create a dance sequence • To using appropriate vocabulary to discuss likes, dislikes, actions and relationships. To observe each other dancing and say what they like or can be made better	To master the basic skills needed for ball games including: • Throwing • Catching • Balance • Agility • Co-ordination
Music	**Voices, Bodies and Beats**	
	•Understand that mood can be expressed using the voice •Understand the structure of call and response and echo songs	•Learn and perform a range of call and response, echo and game songs (primarily African) •Use voices and bodies expressively for effect

	The Natural World
RE	This unit involves pupils in investigating patterns, rhythms in nature, change, growth and the cycle of life. It provides an opportunity to experience awe and wonder as pupils reflect on attitudes to life, living things and the world. Through this unit pupils are introduced to the belief that for people of many faiths, and specifically for Jews, Christians and Muslims, the Creator, God, designed the world.

	The Kilmorie Child Qualities : Respect	
PSHE	- To think about themselves, learn from experiences and recognise what they are good at - To value the achievement of others	- To respond appropriately to different behaviours (including bullying) and know when to use a peaceful problem solving *(To challenge unacceptable behaviour)* - Know basic rules of personal protection including sun, road, water and classroom safety

	French	
MFL	- Recap greetings, asking names and ages - Colours (bleu, vert, jaune, rouge, noir, blanc, orange, violet, marron)	- Autumn leaves - Flowers & growing - Fruit and the Fruit shop
Trips	**Horniman** – African Worlds and Nature Trail	