

| Our Kilmorie Child Qualities (honesty, resilience, empathy, collaboration, innovation, curiosity, independence and respectfulness) are address and revisited across all areas of the curriculum and are sometimes the subject of individual lessons | | |
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| Topic | ANTARCTIC ADVENTURE Join Tom Crean as he journeys to the Antarctic. Learn about the challenges Shackleton faced when he explored Antarctica. | |
| English | Texts : Tom Crean's Rabbit by Meredith Hooper | Ice Trap by Meredith Hooper |
| | Outcome 1: Informal letter writing | Outcome 2: Formal letter writing |
| | <ul style="list-style-type: none"> To explore life on the Southern Ocean using drama and art Write descriptive sentences about life on a boat on the Southern Ocean Use dictionaries to find definitions of new topic words Label parts of a boat with detailed descriptions Write an informal letter to Tom's brother 'Albert Crean' | <ul style="list-style-type: none"> Formal letter writing applying for role in Shackleton's crew Include explanations of qualities needed (linked to Kilmorie Child Qualities) Using prefixes and suffixes in adjectives such as <i>unkind</i> & <i>kindest</i> |
| Grammar | Consistent focus on grammar (phase 6 phonic content): Identifying and using punctuation e.g. capital letters, full stops, question marks, exclamation marks, commas in a list and apostrophes for possession and contraction. Paragraphing. | |
| Maths | <p>Multiplication & Division:</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts | <p>Measurement:</p> <ul style="list-style-type: none"> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |
| Science | Living Things and their Habitats | Plants |
| | <ul style="list-style-type: none"> Describe how the Antarctic habitat provides for the different kinds of animals and plants in Antarctica Food chains: What do animals in Antarctica need to stay alive and how do they depend on each other? | <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Ongoing study of plants and animals in the local habitat |

| Physical differences and naming body parts | | |
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| SRE | <ul style="list-style-type: none"> Describe the physical differences between male and female children Name the female and male body parts | <ul style="list-style-type: none"> Know that they have rights over their own bodies (Let's talk PANTS – NSPCC) Know when to keep a secret and when to tell |
| Health and Wellbeing: My Body is important | | |
| PSHE | <i>Children should have opportunities to:</i> <ul style="list-style-type: none"> Feel good about themselves | <ul style="list-style-type: none"> Value their bodies and be aware of what they put into it Understand the need for exercise and rest to keep healthy |
| Remote programming - Algorithms | | |
| Computing | <ul style="list-style-type: none"> Use technology safely and respectfully Predict the behaviour of simple programs like Scratch and Everything Machine app | |
| Painting of Shackleton's Boat in the Antarctic | | |
| Art | <ul style="list-style-type: none"> Learning about Caspar David Friedrich and his work Pencil and charcoal drawings of model boats | <ul style="list-style-type: none"> Explore the use of colour to create atmosphere and mood Critically evaluate own work and work of peers |
| D.T. | To be covered in Spring 2 | |
| Historical Figures (Antarctic Explorers) : Tom Crean and Ernest Shackleton | | |
| History | <ul style="list-style-type: none"> Chronological understanding – To know where people and events fit on a simple timeline. Using timeline to place in history and compare life in period Stuart with life in Edwardian period. Use a broad range of terms relating to the passing of time; before, after, long ago, months, years, decades, centuries | <ul style="list-style-type: none"> Knowledge and understanding of events – Acquire knowledge of the past from stories and eyewitness accounts |
| Antarctic Exploration | | |
| Geography | <ul style="list-style-type: none"> Geographical skills and fieldwork – Use world maps, atlases and globes to identify Antarctica & Poles Place Knowledge – To understand similarities and differences in human and physical geography between the UK and Antarctica | <ul style="list-style-type: none"> Human & Physical Geography – Use geographical vocab to describe the features of Antarctica Knowledge and understanding of environmental change and development – Identifying how human processes have made changes to Antarctica since the expedition |
| PE | Indoor | Outdoor |
| | Gymnastics using large apparatus <ul style="list-style-type: none"> Recognise and avoid risks when handling and placing apparatus. Perform a range of actions with control and co-ordination Repeat accurately sequences of gymnastics movements Adapt the sequence to include apparatus or a partner. Develop balance, agility and co-ordination using floor work and apparatus | Football - Attacking/Defending tactics including: <ul style="list-style-type: none"> Stopping Passing Dribbling Kicking |

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| Music | PETER & THE WOLF | |
| | <ul style="list-style-type: none"> • Developing an understanding of context & musical history • Playing tuned and untuned instruments with increasing control | <ul style="list-style-type: none"> • Understanding and applying musical elements dynamics, pitch, tempo & texture and how they are used for effect |
| RE | Rules and Responsibilities : Exploring some of the beliefs in Judaism, Christianity, Buddhism and Islam | |
| | <ul style="list-style-type: none"> • Rules are important in making society work (link to British Values) • Some people live their life by religious rules | <ul style="list-style-type: none"> • Some religions believe God wants human beings to follow particular rules • There are different rules in society which include the law |
| MFL | French | |
| | Seasons and Weather <ul style="list-style-type: none"> • L’Au printemps, en été, en automne, en hiver Il fait beau, il fait chaud, il fait froid, il neige, il y a du vent, il pleut, il y a du soleil, un arc en ciel (rainbow) | |
| Trips and Events | <ul style="list-style-type: none"> • Visit to Dulwich College to see the James Caird • Visit to Greenwich Maritime Museum to view the Cutty Sark | |