



# Kehelland Village School Curriculum Planning

## Curriculum Sequence



### Summer 1: Class 3 Year 4,5,6

Curriculum topic			Explicit coverage				
<b>Hola Mexico!</b>							
Geography	Music	Design Technology	Computing	PSHE/RSE	Modern Foreign Language	Physical Education	Religious Education
<b>Intent</b> Children will be able to use world maps and satellite images to locate Mexico, identifying which hemisphere it's in, it's location in relation to the equator and its surrounding countries. They will be able to draw a sketch map of the country, showing its aspects of human and	<b>Intent</b> Children will be able to join in with the Mexican style of music with its pulsing rhythms and fun festivals. Listen with attention to detail and recall sounds with increasing aural memory. Learn a traditional Mexican song. Discover the origins and key features of	<b>Intent</b> Children will be able to make a range of authentic Mexican dishes. Make chocolate and concoct a traditional fruit cocktail. Children will be able to look at portraits of famous artists and create their own self-portraits experimenting with different styles and	<b>Intent</b> Children will be able to understand that decomposition of an idea is important when creating stop-motion animations. They will understand that stop motion animation is filmed one frame at a time. They will understand the importance of	<b>Intent</b> Children will begin to understand how to stay safe online, identifying potential dangers and avoid them, issues related to online friendship including the impact of their actions. They will learn about the risks of alcohol, understand the influence others have on us and how we make our own decisions.	<b>Intent</b> Children will develop their French scientific vocabulary as well as their grammar. They will use figurative language and develop their sentence structure by trying to add adjectives, using prepositions and making simple comparisons.  The children will	<b>Intent</b> I can link actions together so that they flow. I can perform a variety of movements and skills with good body tension.	<b>Intent</b> Children will be able to follow the unique Mayan civilisation curious rituals. Children will Look at the key question: Creation and science: conflicting or complementary?



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physical geography including major cities, surrounding seas, mountain ranges, airports and tourist resorts.	calypso music as well as perform a piece in that style.	techniques. They will improve their mastery of art and design techniques, including drawing, painting and sculpture.	editing.	They will understand the changes that happen during puberty and understand the menstrual cycle. Y6 ONLY- Children will learn about the biology of conception and the how a baby develops in the womb and is born. They will consider opportunities and express worries about transition to year 6 or secondary school.	be able to draw on vocabulary and grammar used before that introduces family and relationships. They will be able to describe members of the family, their looks, ages, birthdays and likes and dislikes.		
<b>Engage:</b> 1. I can use a world map and satellite images to locate Mexico. 2. I can identify which hemisphere Mexico is in and describe its location in relation to the equator and other surrounding countries.	<b>Engage:</b> 1. I can understand the main features of calypso music. 2. I can improvise a vocal part in the style of a calypso. 3. I can understand how and why percussion instruments can be used in	<b>Engage:</b> 1. I can use graded pencils to experiment with different shades, tones and drawing techniques. 2. I can explore how to draw different facial features. 3. I can develop my drawing from observation and understanding of	<b>Engage:</b> 1. I can understand what animation is. 2. I can understand what stop motion animation is 3. I can plan my stop motion video, thinking about the characters I want to use 4. I can create a stop motion	<b>Engage:</b> 1. I can understand the difference between a friend, acquaintance and someone I meet online. 2. I can explain the steps I should take before sending a message online and what is safe to share. 3. I can learn about the physical changes that happen to a body	<b>Engage:</b> 1. I can create my own bilingual word mat of solar system vocabulary. 2. I can create metaphors for the sun and moon in French. 3. I can practise building longer sentences, focusing on the correct indefinite article, adjectival	<b>Engage:</b> 1. I can practice different jumps, rolls and balances. 2. I can put 3 different types of activity into a sequence. 3. I can do a sideways tucked roll 4. I can do a sideways stretched roll 5. I can balance	<b>Engage:</b> 1. I can identify what type of text some Christians say Genesis 1 is, and its purpose 2. I can take account of the context, suggest what Genesis 1 might mean, and compare ideas with ways in which Christians interpret it, showing awareness of different interpretations 3. I can make clear connections between



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<p>3. I can draw a sketch map of Mexico showing its physical and human features.</p> <p>4. I can locate the Chihuahuan Desert and learn about its nature, climate and culture.</p> <p>5. I can compare the physical geography of the Chihuahuan Desert with a region in Europe and UK</p>	<p>Calypso music.</p> <p>4.I can recognise and perform quavers in staff notation.</p> <p>5. I can improvise in a calypso style using the pentatonic scale.</p>	<p>different proportions to draw a self portrait.</p> <p>4.I can explore portraits by different artists including Frida Kahlo</p> <p>5.I can use a similar style to create my own Kahlo inspired portrait</p> <p>6. I can experiment with colour and pattern</p> <p>7.I can review my work and the work of others.</p>	<p>animation</p> <p>5. I can edit and assess my animation.</p> <p>6. I can present my work.</p>	<p>during puberty and name the relevant parts of the body.</p> <p>4. I can understand the menstrual cycle and other changes that happen during puberty.</p> <p>5. I can understand the influence others have on us and how we can make our own decisions.</p> <p>6. I can consider the opportunities and express worries about the move to year 6 or secondary school.</p>	<p>position and say whether a planet is bigger, smaller, hotter or colder than another.</p> <p>4. I can use 'because' in a sentence.</p> <p>5. I can practice listening skills and the comparative language to decipher descriptions of and ask and answer questions about alien planets.</p>	<p>on front or back,</p> <p>6. I can do a balance on my bottom.</p> <p>7. I can do a range of stretches.</p>	<p>Genesis 1 and Christian belief about God as Creator</p> <p>4. I can Show understanding of why many Christians find science and faith go together</p> <p>5. I can Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying responses</p> <p>6. I can weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.</p>
<p><b>Express:</b></p> <p>Outcome /Composite</p> <p>Children will have a greater knowledge and understanding</p>	<p><b>Express:</b></p> <p>Outcome /Composite</p> <p>Children will be able to move their bodies, play percussion</p>	<p><b>Express:</b></p> <p>Outcome /Composite</p> <p>Children will produce a Frida Kahlo inspired portrait gallery.</p>	<p><b>Express:</b></p> <p>Outcome /Composite</p> <p>Children will present their films.</p>	<p><b>Express:</b></p> <p>Outcome /Composite</p> <p>Children will be able to be safe online.</p>	<p><b>Express:</b></p> <p><b>Outcome/composite</b></p> <p>Children will have a bilingual word mat on space with sentence prompts</p>	<p><b>Express:</b></p> <p>Outcome /Composite</p> <p>Children will be able to perform a sequence of movements using</p>	<p><b>Express:</b></p> <p>Outcome /Composite</p> <p>Children will make an info graphic to compare and</p>



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of the world and be able to present their findings on Mexico.	instruments and sing to particular genres of music and perform.			They will have a greater understanding of their bodies and have a chance to discuss transition.	and useful vocabulary.	a variety of stretches, rolls, balances and jumps.	contrast different creation stories.
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English			Maths		Science	
Reading	Writing	GPS	Skills	Content	Skills	Content
Return to Sender By Julia Alvarez	Taken from literacy Shed + 'Day of the Dead' Film study	Spelling Shed and Lexia				
<b>Intent</b> Children will improve their comprehension skills by using VIPERS question prompts	<b>Intent</b> Children will be able to... <ul style="list-style-type: none"> <li>• write a setting description</li> <li>• research and make notes</li> <li>• Create a non-chronological report</li> <li>• Create a promotional leaflet of poster</li> </ul>	<b>Intent</b> Children will: <ul style="list-style-type: none"> <li>• Learn to use expanded noun phrases, prepositional adverbials and manipulate clauses for effective description</li> <li>• Compile research, select relevant information, make notes and plan my</li> </ul>	<b>Intent</b> Children will: <ul style="list-style-type: none"> <li>• Know the times tables up to 12 x</li> <li>• Shapes and angles</li> <li>• Position and direction</li> <li>• statistics</li> <li>• Problem solving using all 4 operations</li> <li>• SATs revision Y6 and exam technique</li> </ul>		<b>Intent</b> Children will: <ul style="list-style-type: none"> <li>• be able to Describe the Sun, Earth and Moon as spherical.</li> <li>• Name the planets in the solar system independently.</li> <li>• Distinguish between heliocentric and geocentric ideas of planetary movement.</li> <li>• Explain that day and night is due to rotation of the Earth.</li> <li>• Support the idea that</li> </ul>	



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	<ul style="list-style-type: none"> <li>Learn poetry</li> </ul>	<p>writing</p> <ul style="list-style-type: none"> <li>Plan and organise my planning to write my report</li> <li>Understand how and why writers use persuasive languageformality required in a political address.</li> </ul>		<p>different places on Earth experience night and day at different times with evidence.</p> <ul style="list-style-type: none"> <li>Report and present findings from enquiries.</li> <li>Explain how the Moon moves relative to the earth</li> </ul>	
	<p>Sequence of lessons</p> <p>1.Draw comparisons between the two film clips. Plan a description of the festival.</p> <p>2. Organise their writing into paragraphs and write up their setting description.</p> <p>3. Discuss the girls experience of the festival. Write a brief timeline of events including thoughts and feelings.</p> <p>4.Write a diary entry of the day at the</p>		<p>Sequence of lessons</p> <p>1 Measuring angles in degrees. (Y5/6)</p> <p>Y4- turns and angles</p> <p>2. Measuring with a protractor</p> <p>Y4-Right angles in shapes.</p> <p>3. Calculating angles on a straight line</p> <p>Y4- Identify angles</p> <p>4. Calculating angles around a point</p> <p>Y4- Compare and order angles</p> <p>5. (Y6) Vertically opposite angles</p> <p>Y4- Recognise and describe 2D shapes</p> <p>6. Lengths and angles in shapes</p> <p>7. Angles in a triangle (Y6)</p> <p>Y4/5- triangles</p> <p>8. Angles in a quadrilateral (y6)</p> <p>Y4/5 identifying quadrilaterals</p> <p>9. Drawing shapes accurately – horizontal/vertical vocab.</p> <p>10. Reasoning about 3-D shapes</p>	<p>Sequence of lessons</p> <p>1.I can explain why we know the sun, moon and earth are spherical.</p> <p>2. I can name and describe features of the planets in our solar system.</p> <ul style="list-style-type: none"> <li>I can order the planets in our solar system</li> </ul> <p>3. I can explain how planets move in our solar system.</p> <p>4. I can explain day and night and the apparent movement of the sun across the sky.</p> <p>5. • I can investigate night and day in different parts of the Earth.</p> <p>6. I can explain the movement of the Moon.</p>	<p>Sequence of lessons</p>



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	festival. 5. Research, plan and write non-chronological report looking at the text cold be organised and expanded. Self - edit and improve. 6. Produce a leaflet using the information in their non- chronological reports. Add extra information i.e. dates, prices etc		11. Nets of 3D shapes 12. Lines of symmetry 13. Translation 14. Rotation			
<b>Express:</b> Children will be able to use VIPERS improve reading comprehension and understanding.	<b>Express:</b> Children will have researched, planned, and presented information they've learned about on 'Day of the Dead' and produced a leaflet.	<b>Express:</b> Children will display their grammar and spelling knowledge in their final leaflets.			<b>Express:</b> I can make a rocket and describe its journey in space. (STEM Rocket Workshop)	<b>Express:</b> Outcome /Composite Children will present/ display/ produce...

Reading experiences this half term:

Class Reading	Paired Reading	Guided Reading
Return to Sender- Julia Alvarez Testbase KS2 reading quizzes	Own Reading books- mixed ability EPIC Mexico and Mayans	Cornerstones comprehensions Twinkl Comprehension



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Cornerstones- model texts	Cornerstones- model texts	Hola Mexico! knowledge organiser Literacy Shed- Mexico
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