

# The Kite Curriculum

Welcome to our first curriculum information session.



# The Kite Academy Mission

*Together we inspire a lifelong love of learning, which enables all our children to achieve more than they ever believed possible*

# The Kite Academy Vision

*To be a first class, inclusive, collaborative and forward thinking family of local academies ensuring excellence in primary education*

The school's curriculum is **coherently planned and sequenced** towards cumulatively sufficient knowledge and skills for future learning and employment

Pupils study the **full** curriculum; it is not narrowed:

in primary schools, **a broad range of subjects** (exemplified by the national curriculum) is taught in key stage 2



# Subjects

reading and phonics

writing

maths

science

RE

history

PE

PSHE

geography

computing

DT

music

French

art



<b>Nursery - Core</b>	<b>Owl Babies</b> <i>Martin Wadell</i>	<b>Stick Man</b> <i>Julia Donaldson</i>	<b>Each Peach Pear Plum</b> <i>Janet and Allan Ahlberg</i>	<b>Rosie's Walk</b> <i>Pat Hutchins</i>	<b>The Very Hungry Caterpillar</b> <i>Eric Carle</i>	<b>The Rainbow Fish</b> <i>Marcus Pfister</i>				
<b>Nursery - secondary</b>	Nursery Rhymes <i>Traditional tales</i>	<i>Love Makes a Family</i> <i>Sophie Beer</i>	<i>The Snowy Day</i> Ezra <i>Jack Keats</i>	<i>My World, Your World</i> <i>Melanie Walsh</i>	<i>Peepo</i> <i>Janet and Allan Ahlberg</i>	<i>Train Ride</i> June Crebbin, Stephen Lambert	<i>Dear Zoo</i> <i>Rod Campbell</i>	<i>The Tiger Who Came to Tea</i> <i>Judith Kerr</i>	<i>Mad about Minibeasts</i> <i>Giles Andreae &amp; David Wojtowycz</i>	<i>We're Going on a Bear Hunt</i> <i>Michael Rosen</i>
<b>Reception - Core</b>	<b>Pumpkin Soup</b> <i>Helen Cooper</i>	<b>Look up</b> <i>Nathan Bryon</i>	<b>Little Red Riding Hood</b> <i>Lari Don</i>	<b>Farmer Duck</b> <i>Martin Wadell</i>	<b>Handa's Surprise</b> <i>Eileen Browne</i>	<b>The Pirates Next Door</b> <i>Jonny Duddle</i>				
Reception - Secondary	<i>Out and About Shirley</i> <i>Hughes</i>	<i>Traditional tales</i>	<i>You Choose</i> Nick Sharratt <i>and Pippa Goodhart</i>	<i>Cave Baby</i> <i>Julia Donaldson</i>	<i>What makes us unqie?</i> <i>Jillian Roberts</i>	<i>Superworm</i> <i>Julia Donaldson</i>	<i>This is How We Do It</i> <i>Matt Lamothe</i>	<i>Anansi and the Golden Pot</i> <i>Taiye Selasi</i>	<i>Last Stop on Market Street</i> <i>Matt de la Peña</i>	<i>Hello Lighthouse</i> <i>Sophie Blackatt</i>
<b>Year 1 - Core</b>	<b>Hansel &amp; Gretel</b> <i>Anthony Browne</i>	<b>Coming Home</b> <i>Michael Morpurgo</i>	<b>Snail and the Whale</b> <i>Julia Donaldson</i>	<b>Dear Greenpeace</b> <i>Simon James</i>	<b>The Tale of Peter Rabbit</b> <i>Beatrix Potter</i>	<b>Rudyard Kipling: Abridged Ladybird Classics</b> <b>The Jungle Book</b>				
Year 1 - Secondary	<i>You Can't Take an Elephant on the Bus</i> <i>Patricia Cleveland Peck</i>		<i>I Want my Hat Back</i> <i>John Klassen</i>		<i>George's Marvellous Medicine</i> <i>Roald Dahl</i>		<i>The Cat in the Hat</i> <i>Dr Zeuss</i>	<i>A Bear Called Paddington</i> <i>Michael Bond</i>		
<b>Year 2 - Core</b>	<b>Abridged Ladybird Classics</b> <b>The Secret Garden</b>	<b>Oliver Twist</b> <i>Charles Dickens</i> <i>Retold by Gill Tavner</i>	<b>Greek Myths</b> <i>Geraldine McCaughrean</i>	<b>The Ice Trap</b> <i>Meredith Hooper</i>	<b>King Arthur</b> <i>Andrew Matthews</i>					
Year 2 - Secondary	<i>The Dark</i> <i>Lemony Snicket &amp; John Klassen</i>		<i>Arabian Nights</i> <i>Usborne Illustrated</i>		<i>Me and Mister P</i> <i>Maria Farrer</i>		<i>The Lost Words</i> <i>Robert Macfarlane</i>			

<b>Year 3 - Core</b>	<b>The Iron Man</b> <i>Ted Hughes</i>	<b>The Fastest Boy in the World</b> <i>Elizabeth Laird</i>	<b>Stig of the Dump</b> <i>Clive King</i>	<b>Beowulf</b> <i>Michael Morpurgo</i>
Year 3 - Secondary	<i>The Lion and the Mouse</i> <i>Gerry Pinkney</i>		<i>The Firework Maker's Daughter</i> <i>Phillip Pullman</i>	<i>Revolting Rhymes</i> <i>Roald Dahl</i>
<b>Year 4 - Core</b>	<b>War Game</b> <i>Michael Foreman</i>	<b>Private Peaceful</b> <i>Michael Morpurgo</i>	<b>The Iliad &amp; The Odyssey</b> <i>Homer - retold by Gillian Cross</i>	<b>Asha and the Spirit Bird</b> <i>Jasbinder Bilan</i>
Year 4 - Secondary	<i>Journey</i> <i>Aaron Becker</i>		<i>Charlotte's Web</i> <i>E B White</i>	<i>Varjak Paw</i> <i>S F Said</i>
<b>Year 5 - Core</b>	<b>Where the Mountain Meets the Moon</b> <i>Grace Lin</i>		<b>Journey to the River Sea</b> <i>Eva Ibbotson</i>	<b>Clockwork</b> <i>Phillip Pullman</i>
Year 5 - Secondary	<i>The Lost Happy Endings</i> <i>Carol Ann Duffy</i>		<i>High Rise Mystery</i> <i>Sharna Jackson</i>	<i>Tom's Midnight Garden</i> <i>Philippa Pearce</i>
<b>Year 6 - Core</b>	<b>The Giver</b> <i>Lois Lowry</i>		<b>Mortal Engines</b> <i>Phillip Reeve</i>	<b>Animal Farm</b> <i>George Orwell</i>
Year 6 - Secondary	<i>The Watertower</i> <i>Gary Crew</i>		<i>Wonder</i> <i>RJ Palacio</i>	<i>Darwin's Dragons</i> <i>Lindsay Galvin</i>

You have given the teaching of reading a suitably high priority since the last inspection. A more consistent approach to the teaching of phonics means that pupils are now learning more reliable reading strategies. You have introduced more opportunities for pupils to read during the school day so that they can practise their reading skills more regularly.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
10 mins	<b>SOFT START</b> maths retrieval				
10 mins	<b>REGISTRATION 1</b> mark retrieval questions				
60 mins	maths	maths	maths	maths	maths
20 mins	<b>ASSEMBLY</b> SDI 1	<b>ASSEMBLY</b> SDI 1	<b>ASSEMBLY</b> SDI 1	<b>ASSEMBLY</b> SDI 1	<b>ASSEMBLY</b> SDI 1
40 mins	reading	reading	reading	reading	reading
15 mins	<b>BREAK</b>				
60 mins	writing	writing	writing	writing	writing
50 mins	<b>LUNCH</b>				
10 mins	<b>REGISTRATION 2</b> read for pleasure				
60 mins	science	history	RE	French (20 mins)  art	PSHE (20 mins)
15 mins	<b>DAILY MILE</b> SDI 2	<b>DAILY MILE</b> SDI 2	<b>DAILY MILE</b> SDI 2	<b>DAILY MILE</b> SDI 2	PE
40 mins	science	history	RE	art	
5 mins	<b>CLASS READ</b>	<b>CLASS READ</b>	<b>CLASS READ</b>	<b>CLASS READ</b>	<b>CLASS READ</b>
	<b>END OF DAY</b>				

# PE

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.



## Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

## Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

### Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain

### **Examples (non-statutory)**

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- Britain's settlement by Anglo-Saxons and Scots

### **Examples (non-statutory)**

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

### **Examples (non-statutory)**

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- a local history study

### **Examples (non-statutory)**

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

<b>Subject</b>	<b>National Curriculum Coverage</b>
PE	✓
science	✓
history	✓
RE	✓
geography	✓
art	✓
computing	✓
DT	✓
music	✓
PSHE	✓
languages (French)	✓

## Autumn 1

<b>PE</b> <b>+PSHE</b>	years 2-6: history year 1: geography	science	RE	art
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## Autumn 2

<b>PE</b> <b>+PSHE</b>	years 2-6: history year 1: geography	science	RE	art
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## Spring 1

<b>PE</b> <b>+PSHE</b>	years 2–6: geography year 1: history	science	DT	computing +French (KS2)
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## Spring 2

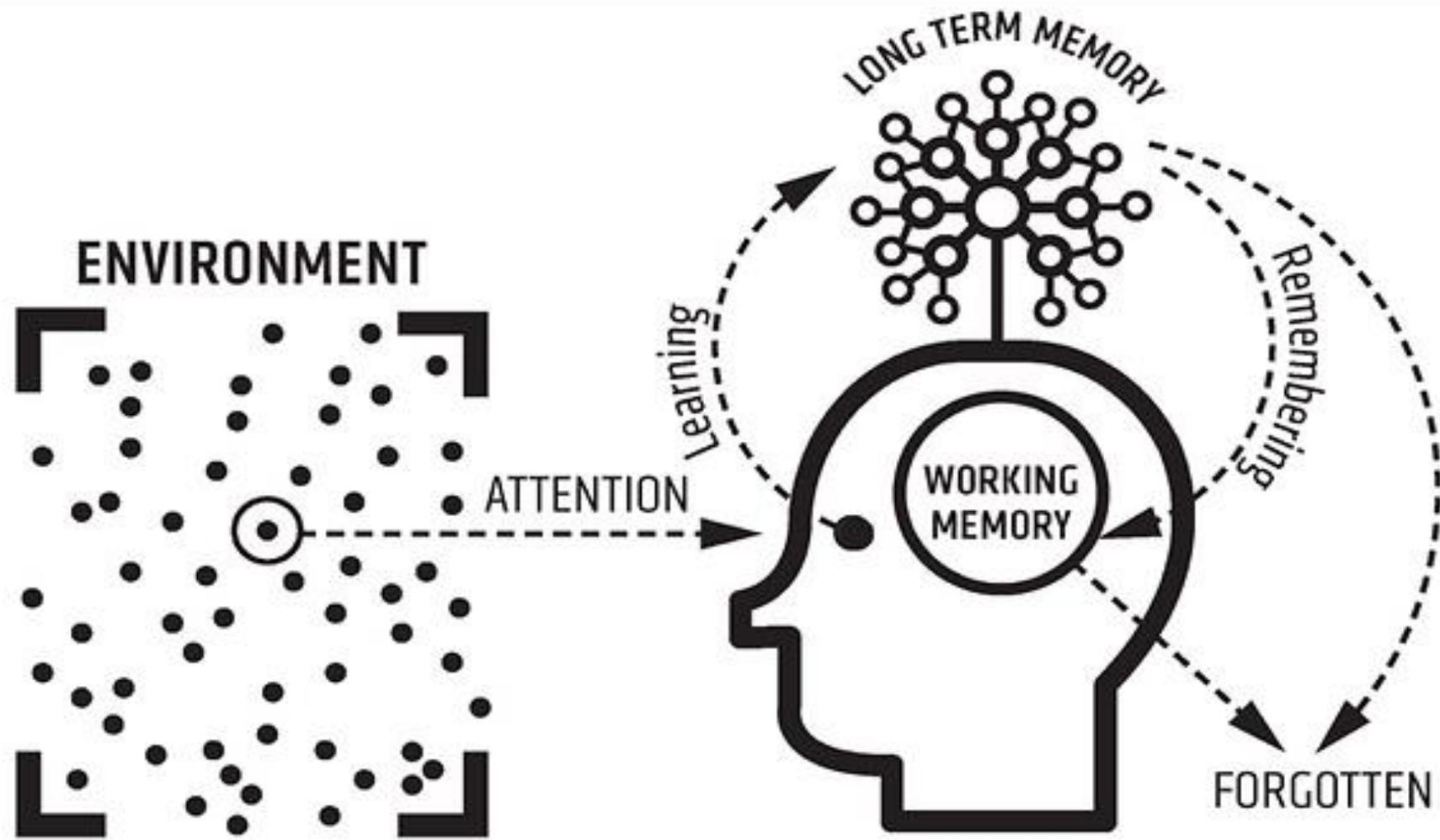
<b>PE</b> <b>+PSHE</b>	years 2–6: geography year 1: history	science	RE	music +French (KS2)
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## Summer 1

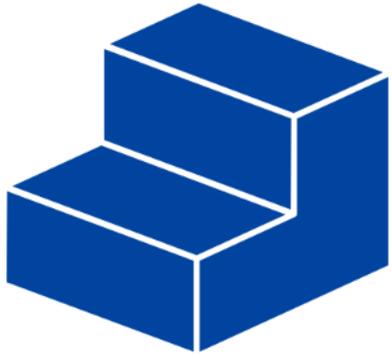
<b>PE</b> <b>+PSHE</b>	years 2,3,4: history year 1: geography year 5: geography	science	DT	computing +French (KS2)
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## Summer 2

<b>PE</b> <b>+PSHE</b>	years 2-6: history year 1: geography	art	music	computing +French (KS2)
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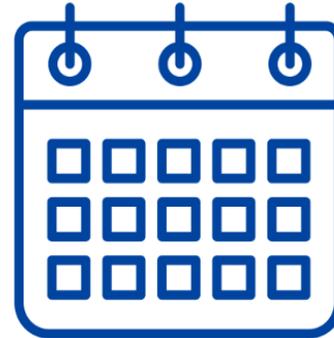
**IMPACT:** All pupils develop detailed knowledge and skills across the curriculum and their work is of a high quality.



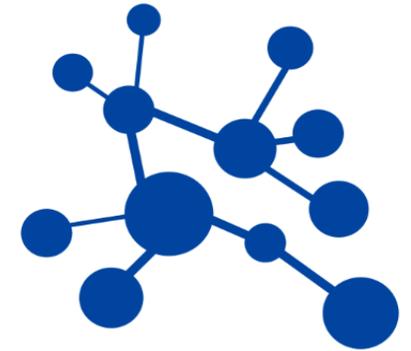
step-by-step



check  
understanding



make  
memorable



make links

# Year 3 - Art

## What is a wash?

Know that **watercolour** is a painting method in which the paints are made in a water-based solution

Know that **saturation** refers to the purity or intensity of a colour

Know how to experiment with creating different colours, commenting on the saturation

Know that a **wash** is a fine layer of colour, using diluted watercolour, which is spread using a brush

Know how to create a wash using watercolours

# Year 2 - History

How has life changed since the 1950s?

Know how to create a class **timeline** demarcating each decade since the 1950s

Know how to describe approximately how old different people could be who were living at these different time periods (e.g. family members)

Know that we can see changes in time periods through photographs

Know how to describe differences in a range of photographs from each decade starting in the 1950s, commenting how they know some are from the past (e.g. number of vehicles, change in clothing, shop names, etc.)

# Year 6 - RE

## What is Sikhism?

Know that Sikhism is a **monotheistic** religion and their god is called Waheguru

Know that the largest population of Sikhs can be found in the Punjab region of India

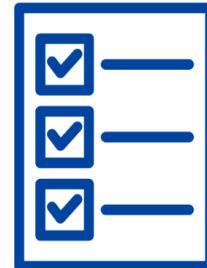
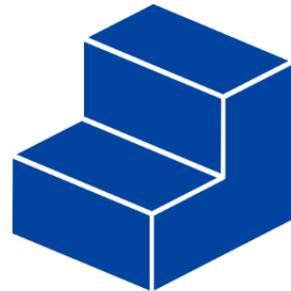
Know that the word 'Sikh' means '**disciple**' or 'learner' in Punjabi

Know that Sikhism was founded by Guru Nanak around 500 years ago when there was lots of fighting between Hindus and Muslims

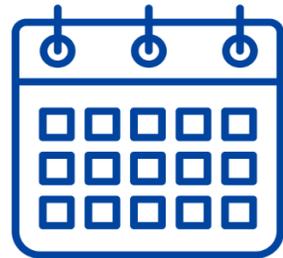
Know that Guru (meaning 'teacher') Nanak began teaching that people should be tolerant of other people's faiths

Know that after Guru Nanak's death, ten other gurus continued his teachings

# Lesson Structure



# Lesson Structure



# Websites

curriculum overview

subject overviews

subject videos

year group yearly overviews

You and your team have overhauled the curriculum since the previous inspection. The revised curriculum has been carefully considered to take account of the school's context and to reflect recent research about how pupils learn well. It provides teachers with a firm framework for teaching, with well-sequenced content in a wide range of subjects. You are now rightly focusing on making sure that it is securely established and taught consistently well. You know that careful attention needs to be given to making sure that the curriculum is adapted and delivered consistently well for pupils with special educational needs and/or disabilities.

# Questions

