



White Way  
Pitton  
Salisbury SP5 1DT

17<sup>th</sup> November 2023

Dear Parents and Carers,

I wrote to you earlier in the Autumn Term regarding the findings from the end of the academic year 2022-2023 Parent Survey and said I would be sharing further information regarding Curriculum coverage using Curious City. Thank you to those parents who came to my Headteacher Coffee Morning last week where I shared some of the curriculum expectations and outlined how the curriculum is delivered. For those of you who were unable to attend hopefully this letter will give you a greater understanding and insight into enquiry-led learning.

Curious City Enquiry-Led Curriculum has been in place here at Pitton CE Primary School since September 2021. It fully meets the objectives outlined in the National Curriculum and a key feature of enquiry-led learning is that, when learning, children 'be' not 'do'. Staff and children talk about themselves as being, for example, authors, mathematicians, geographers and engineers, rather than doing English or Maths. Since the introduction of the Curious City Enquiry-Led curriculum in September 2021 we have seen that children are enthusiastic about the idea of 'being' a state of being rather than 'doing' a subject-specific lesson. These 'States of Being' enable learners to focus on and/or combine powerful knowledge in different enquiries. Each knowledge-engaged state symbolises an aspect of the curriculum, helping learners to master both the *know of* and *know how* of a subject, not just remember it. For instance, we want our learners to be Scientists, not just learn about science. As a result, whilst we have enquiry skeletons, we build on these responding to the needs of learners: as they get older, we help them cross-pollinate states. We want learners to discover for themselves that they can be an Author, Scientist, Geographer and Philosopher at the same time and that some adults combine these states to become Archaeologists, for instance. We want our learners to see the interconnection between what they are learning in how this knowledge is applied. To aid and enhance this way of teaching the Enquiry-Led curriculum also encourages the use of visits out of school and expert visitors into school. Some of these have included: first aid training for pupils, trips to Pizza Express, roof thatcher and waddle and daub specialists visiting school, visits from local doctors, nurses, police and members of the fire service, tips to Stonehenge, a visit to STEAM - Museum Of The Great Western Railway, Landford lakes and many more!

## What are States of Being?



### States of Being

These focus on children actively using skills and knowledge for a purpose. They focus on giving experiences, talking to role models and creating aspiration.

- |                      |                 |
|----------------------|-----------------|
| English              | → Author        |
| Maths                | → Mathematician |
| Science              | → Scientist     |
| History              | → Historian     |
| Geography            | → Geographer    |
| Design Technology    | → Engineer      |
| Art                  | → Artist        |
| Music                | → Musician      |
| SMSC, British Values | → Philosopher   |
| MFL                  | → Linguist      |
| PE                   | → Athlete       |



*'Life in all its fullness'*



# Being not doing



Geographers • Mathematicians • Artists • Athletes • Authors (writer) • Scientists • Authors (Reader) • Philosophers • Linguists • Engineers • Historians • Musicians

## And, this is how we could describe them



**Authors...** read a lot and use what they have read to help them write what is inside their heads. This means other people can read what they have written to help them understand something, entertain them or make life better.



**Mathematicians...** use numbers to find solutions. Being a Mathematician can help with everyday things like shopping, cooking and travelling. The world is full of numbers so we often need to count, sort and measure things.



**Scientists...** ask questions about the world by looking closely at both big and small things, as well as things that cannot be seen easily. They constantly search for answers to understand the world better for everyone.



**Historians...** use things that have been left behind to understand what the past might have looked like. They use different sources to help understand people, places and stories throughout time.



**Geographers...** understand the world above, around and below us by exploring, mapping and documenting. They make connections between cause and effect and how actions affect the natural and made world.



**Philosophers...** try to make sense of the world by asking lots of questions. They particularly like 'why' questions and seek answers to difficult ideas like emotions, thoughts and ideas.



**Musicians...** express ideas and emotions using voices, tuned instruments or found objects. They communicate complex things in amazing ways through sound. Music can help communicate things that might be hard to say in just words.



**Artists...** use different ways to communicate ideas and emotions. They can use a variety of things to help them represent the world around us like painting and drawing, sculpture or performance. Artists help us to understand the world from different perspectives.



**Engineers...** try to find solutions to different problems. Engineers design things to be easier to use or work better like buildings and transport. They often try to improve things that already exist or create new versions.



**Linguists...** understand the world through different languages. They love learning about faith, community and culture through understanding how people communicate in different places around the world. If we understand someone else's language, we not only can communicate with them, but understand how things might be different.



**Athletes...** are focused on being fit and healthy. They work hard at being the best they can be through listening to other people, problem solving and keeping going no matter how tough it gets. They constantly set new goals and are ambitious.

## What have you been today?



Geographer | Mathematician | Artist | Athlete | Writer | Scientist | Reader | Philosopher | Linguist | Engineer | Historian | Musician

'Have you been an Author today?'  
'How were you an Author? What did you learn?'

If you ask, 'What did you do today?', some children will tell about what they ate for lunch or who they played with. This is because the question encourages children to think about isolated events that they 'did'. The core concept of States of Being, is about shifting questioning from what they did to what they have experienced. The language of 'being' and 'been' helps to recall connected experiences, particularly when the language of States of Being is echoed throughout a school. From timetables to certificates and enquiries, States of Being place ownership of learning onto children. If children are encouraged to be Scientists, for example, it encourages them apply learning and experiences, not that they were present whilst a teacher taught them science. Families will hopefully see and hear the States of Being being used in classrooms from Early Years to Year Six across a school. Some have displayed this poster at home, to help start the 'What have you been today?' conversation. Children should recognise the characters, although younger children may not understand all of them yet. The most common States of Being are underlined and wearing blue to help identify them and it is very likely that even if they have not been Athletes or Engineers that day, they will definitely have been Authors and Mathematicians.



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'Life in all its fullness'

The curriculum is contextually relevant and it provides a framework for children to be curious, ask questions and find solutions. Each enquiry starts with a question, children are then immersed in the learning and practise skills and develop their knowledge, before ending with a challenge and answering the question. Children are engaged in their learning and we aim to always make the learning fun, relevant and with local links. An overview of enquires covered each year is shared with parents on class pages and the school website.

## Enquiries for the academic year 2023-2024

Reception/Year 1/Year 2 Cycle B (2023-24)		
Through Curious City we promote an enquiry based curriculum. The enquiry based questions Year R/1/2 will investigate this year will enable them to know more, remember more and apply more.		
Cycle B Terms 1 and 2	Cycle B Terms 3 and 4	Cycle B Terms 5 and 6
What could my classroom be made of? (Engineer/Historian/Artist/Scientist)	What did Brunel do for Great Britain? (Historian/Engineer)	How do plants grow near me? (Scientist/Artist/Geographer)
How are schools the same? (Geographer/Artist)	How can we help? (Artist, Musician)	How will we get around in the future? (Geographer/Historian/Musician/Engineer)
	How do we live a healthy life? (Engineer/Scientist/Artist)	What is home? (Scientist/Philosopher/Artist/Geographer)
Curious Computing What tools are used for?	Curious Computing What is the 'World Wide Web'?	Curious Computing What is coding?
Discrete Teaching not included in Curious City <b>Being an Author</b> – Traditional Tales, story writing, labelling, instructions and descriptive writing <b>Being a Mathematician</b> – Number, Place value, Addition, Subtraction, Geometry, Fractions <b>Being a Philosopher</b> – What can we learn from Jewish and Christian creation stories? Who made the world? Why do we celebrate special times like Hanukkah and Christmas? <b>Being an Athlete</b> – Spatial awareness, Dance, Ball Skills, Gymnastics	Discrete Teaching not included in Curious City <b>Being an Author</b> – Instructional writing, Reports and Explanation, Information texts and fact files, Letter writing, Diary writing <b>Being a Mathematician</b> – Number, Place Value, Number Facts, Addition, Subtraction, Time <b>Being a Philosopher</b> – What is a leader? Why does Easter matter to Christians? <b>Being an Athlete</b> – Gymnastics, Team games, Ball skills, Dance, Swimming (TBC)	Discrete Teaching not included in Curious City <b>Being an Author</b> – Descriptive Writing, Labelling, Persuasive writing, Instructions, Explanations, Writing in role <b>Being a Mathematician</b> – Measure, Addition and Subtraction, Position and Direction, Money, Time, Fractions <b>Being a Philosopher</b> – How Jesus showed friendship? How did Jesus show God's love for us? <b>Being an Athlete</b> – Cricket, Gymnastics, Team games

Year 3/Year 4 Cycle B (2023-24)		
Through Curious City we promote an enquiry based curriculum. The enquiry based questions Year 3/4 will investigate this year will enable them to know more, remember more and apply more.		
Cycle B Terms 1 and 2	Cycle B Terms 3 and 4	Cycle B Terms 5 and 6
Why do we live here? (Geographer/Historian/Artist)	Why don't we all eat the same food? (Scientist/Engineer)	Where does our water come from? (Scientist/Geographer/Artist)
What is creativity? (Artist, Musician, Engineer)	Who has stood here before us? (Historian/Artist)	What should you flush down the loo? (Scientist/Engineer/Geographer)
What is the difference between noise and sound? (Scientist, Engineer, Musician)		How can we switch off? (Scientist, Geographer, Engineer)
Curious Computing How can variables help?	Curious Computing How can data be modified?	Curious Computing How do hyperlinks work?
Discrete Teaching not included in Curious City <b>Being an Author</b> – Setting in narrative, Flashback stories, Explanatory texts <b>Being a Mathematician</b> – Place Value, Addition and Subtraction, Multiplication <b>Being a Philosopher</b> – What is it like to follow God? What are the deeper meanings of festivals? <b>Being an Athlete</b> – Football, Volleyball, Gymnastics <b>Being a Linguist</b> – Pets and Hobbies	Discrete Teaching not included in Curious City <b>Being an Author</b> – Persuasive stories, Diary entries, Debate, explanation and Information texts <b>Being a Mathematician</b> – Multiplication, Division, Length, Fractions, Decimals <b>Being a Philosopher</b> – Where people worship? What matters to Christians about Easter? <b>Being an Athlete</b> – Basketball, Cricket <b>Being a Linguist</b> – Birthdays and Weather	Discrete Teaching not included in Curious City <b>Being an Author</b> – First person, Biography, Diary and Explanation texts <b>Being a Mathematician</b> – Weight, Money, Time, Data Handling, Angles, Shape <b>Being a Philosopher</b> – What is God like? Who has made a difference to the world because of their faith? <b>Being an Athlete</b> – Lacrosse, swimming, Athletics, Rounders <b>Being a Linguist</b> – Houses, Homes and Friends

Year 5/Year 6 Cycle B (2023-24)		
Through Curious City we promote an enquiry based curriculum. The enquiry based questions Year 5/6 will investigate this year will enable them to know more, remember more and apply more.		
Cycle B Terms 1 and 2	Cycle B Terms 3 and 4	Cycle B Terms 5 and 6
Why are shadows important? (Scientist, Artist)	Who were the greater engineers, the Ancient Britons or the Victorians? (Engineer/Historian)	Linnaeus and Darwin – how are they connected? (Scientist/Historian)
How are lives saved? (Scientist/Historian/Musician)	Where does our food really come from? (Geographer/Artist/Engineer)	How do we all live together? (Historian/Philosopher)
Curious Computing Why is 'copyright' important?	Curious Computing Why are formulas helpful?	Curious Computing Why can coding go 'wrong'?
Discrete Teaching not included in Curious City <b>Being an Author</b> – Biographies, Poetry <b>Being a Mathematician</b> – Balanced Argument/persuasion <b>Being a Mathematician</b> – Decimals, Place Value, Addition, Subtraction, Shape, Money, Negative Numbers <b>Being a Philosopher</b> – Can religious teachings help us to decide what the best way to live is? What are the deeper meanings of festivals? Was Jesus the Messiah? <b>Being an Athlete</b> – Football, Hockey, Gymnastics, Dance <b>Being a Linguist</b> – Homes and Houses, stories	Discrete Teaching not included in Curious City <b>Being an Author</b> – Biographies, Newspapers <b>Being a Mathematician</b> – Flashback stories, Genre within a genre, Explanation <b>Being a Mathematician</b> – Persuasive, Flowcharts <b>Being a Mathematician</b> – Fractions and Percentages, Ratio, Order of Operations, Algebra, Statistics, Area and Perimeter, Factors and Multiples <b>Being a Philosopher</b> – What kind of King is Jesus? Why do some people believe in life after death and what difference does it make? <b>Being an Athlete</b> – Netball, Tennis, Swimming (TBC), Rugby <b>Being a Linguist</b> – Pets and Shapes.	Discrete Teaching not included in Curious City <b>Being an Author</b> – Explanation <b>Being a Mathematician</b> – Non-chronological report, Newspaper reports, Biographies <b>Being a Mathematician</b> – Diary, Discussion/debate <b>Being a Mathematician</b> – Four operations, Problem Solving, Average, Fractions, Angles and Transformations <b>Being a Philosopher</b> – What do different people think God is like? What does it mean if God is holy and loving? Creation and Science: conflicting or complementary? <b>Being an Athlete</b> – Lacrosse, Athletics, Cricket, Orienteering <b>Being a Linguist</b> – School, Clothing

## Enquiries for the academic year 2024-2025

Reception/Year 1/Year 2 Cycle A (2024-25)		
Through Curious City we promote an enquiry based curriculum. The enquiry based questions Year R/1/2 will investigate this year will enable them to know more, remember more and apply more.		
Cycle B Terms 1 and 2	Cycle B Terms 3 and 4	Cycle B Terms 5 and 6
What could my hat be made out of? (Scientist, Engineer, Artist)	How does our school change? (Scientist, Artist, Geographer)	How does our school change? (Historian)
How does our school change? (Scientist, Artist, Geographer)	Who helps us? (Historian)	How do we move around? (Engineer, Geographer, Scientist)
Where is my school? (Geographer, Scientist, Musician)	What am I? (Scientist, Musician, Artist)	How do we play in different ways? (Historian)
Curious Computing Where can I find information?	Curious Computing What is programming?	Curious Computing What does digital mean?
Discrete Teaching not included in Curious City <b>Being an Author</b> – Narrative, Letter Writing <b>Being a Mathematician</b> – Number, Addition, Subtraction, Shape <b>Being a Philosopher</b> – Me and my relationships, keeping myself safe, Belonging, Harvest, Incarnation, Christmas <b>Being an Athlete</b> – Running and Jumping, Spatial Awareness, Balance and Coordination, Gymnastics	Discrete Teaching not included in Curious City <b>Being an Author</b> – Narrative, Poetry, Information Texts <b>Being a Mathematician</b> – Fractions, Multiplication and Division, Money <b>Being a Philosopher</b> – Valuing Differences, Growing and Changing, Myself, Belonging <b>Being an Athlete</b> – Team Games including Attacking and Defending, Athletics, Dance	Discrete Teaching not included in Curious City <b>Being an Author</b> – Instructions, Narrative <b>Being a Mathematician</b> – Fractions, Multiplication and Division, Money <b>Being a Philosopher</b> – Valuing Differences, Growing and Changing, Myself, Belonging <b>Being an Athlete</b> – Team Games including Attacking and Defending, Athletics, Dance

Year 3/Year 4 Cycle A (2024-25)		
Through Curious City we promote an enquiry based curriculum. The enquiry based questions Year 3/4 will investigate this year will enable them to know more, remember more and apply more.		
Cycle B Terms 1 and 2	Cycle B Terms 3 and 4	Cycle B Terms 5 and 6
Where does the darkness come from? (Scientist, Geographer, Engineer)	What is underneath our feet? (Geographer, Scientist)	How can you feel the force? (Scientist, Engineer)
How can we find out about people in the past? (Historian, Geographer, Engineer, Artist, Musician)	What is the difference between surviving and being healthy? (Artist, Scientist, Engineer)	Why did people travel in the past? (Historian, Geographer, Musician, Engineer)
Curious Computing How can I change things?	Curious Computing How can codes be different?	Curious Computing How is everything connected?
Discrete Teaching not included in Curious City <b>Being an Author</b> – Narrative with morals, Narrative adventure, Biography <b>Being a Mathematician</b> – Place Value, Addition and Subtraction, Multiplication and Division, Area <b>Being a Philosopher</b> – What makes some books sacred? What is the Trinity? <b>Being an Athlete</b> – Rugby, Gymnastics, Tennis, Dance <b>Being a Linguist</b> – What languages do people speak?	Discrete Teaching not included in Curious City <b>Being an Author</b> – Explanation, Poetry, Instructions <b>Being a Mathematician</b> – Multiplication and Division, Length and Perimeter, Fractions, Decimals (Y4), Mass and Capacity (Y4) <b>Being a Philosopher</b> – How and why do believers care for others and the world? <b>Being an Athlete</b> – Football, Hockey, Netball, Cricket <b>Being a Linguist</b> – What do people say to each other?	Discrete Teaching not included in Curious City <b>Being an Author</b> – Science Fiction stories, Non-Fiction, Instructions, Narrative adventure <b>Being a Mathematician</b> – Fractions and Decimals, Money, Time, Shape, Position and Direction, Statistics <b>Being a Philosopher</b> – When Jesus left, what was the impact of Pentecost? What kind of world did Jesus want? <b>Being an Athlete</b> – Rounders, Athletics, Orienteering, Cross Country <b>Being a Linguist</b> – What songs do people sing?

Year 5/Year 6 Cycle A (2024-25)		
Through Curious City we promote an enquiry based curriculum. The enquiry based questions Year 5/6 will investigate this year will enable them to know more, remember more and apply more.		
Cycle B Terms 1 and 2	Cycle B Terms 3 and 4	Cycle B Terms 5 and 6
What does Earth look like from the solar system? (Scientist, Geographer, Artist)	How can science help the homeless? (Scientist, Engineer)	Where is our twin? (Geographer, Engineer, Scientist)
How can you show what you believe? (Historian, Artist, Geographer)	Who is trading with whom? (Historian, Geographer, Engineer)	How are you helping to save the planet? (Engineer, Scientist, Geographer)
Curious Computing Why does sequencing in coding matter?	Curious Computing Why is 'trial and error' helpful?	Curious Computing Why are spreadsheets useful?
Discrete Teaching not included in Curious City <b>Being an Author</b> – Narrative, Fiction <b>Being a Mathematician</b> – Multiplication and Division, Fractions, Percentages, Perimeter and Area, statistics, Ratio, Algebra, Volume <b>Being a Philosopher</b> – Keeping myself safe, Rights and Responsibilities, Keeping the 5 pillars: what difference does it make to Muslims? What did Jesus do to save human beings? <b>Being an Athlete</b> – Rugby, Football, Tennis, Netball <b>Being a Linguist</b> – People - Caf�	Discrete Teaching not included in Curious City <b>Being an Author</b> – Narrative, Poetry, Journal Writing, Information, Explanation <b>Being a Mathematician</b> – Multiplication and Division, Fractions, Percentages, Perimeter and Area, statistics, Ratio, Algebra, Volume <b>Being a Philosopher</b> – Keeping myself safe, Rights and Responsibilities, Keeping the 5 pillars: what difference does it make to Muslims? What did Jesus do to save human beings? <b>Being an Athlete</b> – Rugby, Football, Tennis, Netball <b>Being a Linguist</b> – Places - Travel agents	Discrete Teaching not included in Curious City <b>Being an Author</b> – Narrative, Non-Fiction, Persuasive Writing, Discussion, Instructions <b>Being a Mathematician</b> – Shape, Position and Direction, Decimals, Negative Numbers, Converting Units and Volume (Measurement) <b>Being a Philosopher</b> – Being my best, Growing and Changing, How can following God bring freedom and justice? Who is pilgrimage important to some religious believers? <b>Being an Athlete</b> – Rounders, Athletics, Orienteering, Cross Country <b>Being a Linguist</b> – Stories - My autobiography



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Every child is stretched, supported and secure.

Each term staff share an overview for parents of each enquiry on Class Dojo and on the Class pages on the school website. This helps parents to understand which enquiries will be covered and how these link to the enquiry question. Below are a few examples of these:

## WRENS

**Wrens Term 2**

The Enquiry question this term is:  
What is our 'classroom' made of?

Being Athletes - special awareness - Juggling and Jumpsuits  
A Phonic meeting for Parents will be held this term

**Our lead state of being is:**

**Engineer**

- Select from and use a range of tools and equipment to perform practical tasks.
- Select from and use a wide range of materials and components, according to their characteristics.

**Our supporting states of being are...**

**Scientist**

- Identify and compare the suitability for particular uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.
- Find out how the shapes of solid objects made from some materials can be changed.

**Artist**

- Use a range of materials creatively to design and make objects.
- Learn about the work of a range of artists, craft makers and designers, describing the differences between different practices and disciplines, and making links to their own work.

**Historian**

- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- Make connections and familiar items/events over time.

**Core subject coverage:**

**Being Authors**

While Reception Focus on Spelling, extending sentences and roleplay to develop narratives. Key Stage 1 will be focusing on Writing Skills including handwriting, Punctuation and punctuation use.

**Being Mathematicians**

Year 1 and 2 will be focusing on Place Value. They will add and learn focusing on Addition and Subtraction. After writing Reception will Math, Sort and compare amounts and money units. Work on Number learning on 1, 2 and 3. They will also have music for months months and Number of the week!

**Year 2**

Handwriting: Letter formation - Pairs of Spanish (Chris, Noun, Adverb, Adjective)

Types of sentences

- Construct one of known punctuation
- Be able to use and present work
- Planning and preparing to read and Spelling homework

Phonics - Year 1 Spelling 3 (Phonics) (These months use Phonics 4 and part of year 2 learning. These use the more irregular rules)

Guided Reading

**Year 1**

Letter formation

- Compose sentences orally before writing
- Plan for Writing
- Revised own work
- Parts of Speech - Nouns, Adjectives and verbs
- Building Sentences for writing
- Begin Spelling homework

Phonics - Year 1 Autumn 1

- Begin spelling homework
- Guided Reading

**EVPS**

The Reception children follow the EVPS EVPS. This is developed through both adult and child initiated learning. Through this we will cover the EVPS and create developmental plans. This is a process of learning, knowing, using, knowing and using we will have opportunities to develop.

- Letter formation of known words, through and writing
- Write own name correctly.
- Phonics - Year 2 Autumn 1
- Writing own name and familiar words.
- Shared reading - Listen story telling books
- Phonics - Year 2 Autumn 1

**Seasonal work**

This term Wrens leads the Harvest festival We will:

- Be musicians through learning seasonal songs
- Be Artists by creating prints
- Learn Rhymes and poems to perform
- Spelling is an important aspect of English
- Your child may bring home words to practice towards the latter end of the term!

Through continuous and enhanced provision Wrens will develop their learning across all areas independently building confidence and consolidating adult led sessions.

## HAWKS

**Pitton C.E. Primary School**

**This Term's first Enquiry is: What is Creativity?**

**Term 1**

**Our lead state of being is: ARTIST**

**Art and Design:**

- Create sketchbooks to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Learn about great artists, architects and designers in history.

**Our supporting state of being is: Musician**

**Ensembles:**

- Explore and compose music for a range of purposes.
- Listen with attention to detail.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

**We are Mathematicians**

**Place Value**

Year 3: Approximate number to 100. Partition numbers to 100. Number line to 100. Approximate numbers to 1,000. Partition numbers to 1,000. Flexible partitioning of numbers to 1,000. Round, less and more. Find 1, 10 or 100 more or less. Number line to 1,000. Estimate on a number line to 1,000. Compare numbers to 1,000. Order numbers to 1,000. Count in 100.

Year 4: Approximate number to 1,000. Partition numbers to 1,000. Number line to 1,000. Approximate numbers to 10,000. Partition numbers to 10,000. Flexible partitioning of numbers to 10,000. Find 1, 10, 100, 1,000 more or less. Number line to 10,000. Estimate on a number line to 10,000. Compare numbers to 10,000. Order numbers to 10,000. Roman numerals: Read to the nearest 10, 100 and 1,000.

**We are Authors**

**Close Readers: Sam Creech - Charlie changes into a chicken. Neil Gaiman - Wolves in the walls. Frances and Rufus: generous questioner including other plant names. Use of descriptive, joining, handwriting, drawing, matching and setting writing. (original/own prompt/parallel/teacher/prompt) under and proportion. Fronted adverbials compare other adverbial clauses: punctuating direct speech.**

Following the 'White Stuff' volume of work, we will be writing a poem about a winter and a persuasive brochure about Christmas.

## KITES

**OUR LEAD STATE OF BEING IS: SCIENTIST**

**Our Enquiry Question in Term 2 is: How are lives saved?**

**OUR SUPPORTING STATES OF BEING ARE: ARTIST AND HISTORIAN**

**We are SCIENTISTS**

**Animals, including humans:** Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function; describe the ways in which nutrients and water are transported within animals, including humans.

**Working scientifically:** Identifying scientific evidence that has been used to support or refute ideas or argument; taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate; recording data and results of increasing complexity using scientific diagrams and labels; classification keys, tables, and bar and line graphs.

**We are HISTORIANS**

Make connections and contrasts over time and regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. A local history study - local medical pioneer/history of a local hospital

- The History of Salisbury Hospital and the development of one of the first dialysis machines.
- The founding of Farley Hospital
- Florence Nightingale and her links to Salisbury.

**We are ARTISTS**

Create sketchbooks to record their observations and use them to review and revisit their ideas. Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials. Learn about great artists, architects and designers in history e.g. Leonardo Da Vinci.

**Core Subjects Coverage:**

**We are AUTHOR-WRITERS**

**Focused Texts: Kick and Letter to Suroog (Persuasive / Discussion - letters)**

**Grammar and punctuation:** Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example, 'It's raining. [I've fed us] (Y6). Use hyphens. Use a range of sentence starts and structures. Develop the use of language for effect.

**Spelling:** Spell and use all statutory words for their year group. Exploring prefixes and suffixes. Contractions, exploring different phonemes and their pronunciation.

**Reading:** Develop a reading habit based on reading for pleasure. Take part in informal book talk. Read a range of texts with fluency, building stamina to increase their words read per minute. Inference: write detailed answers to questions using the text.



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In Wrens, all children work directly in the large floor book and staff keep the display board up to date with current learning. In Hawks and Kites, each pupil has their own enquiry book and for each enquiry, a focus group of children take responsibility for the floor book and display.

During Parent Consultations (scheduled for WB 27<sup>th</sup> November) you will be able to see the curriculum in pupil enquiry books. Please do come along and see the curriculum in action! Teachers including Mrs Wilkinson will also be available to answer any questions you may have regarding the curriculum.

Yours sincerely,

*Emma Wilkinson*

Headteacher



*'Life in all its fullness'*