

# First Session Guide — Primary (Year 5–6)

## Introducing CurricuLLM to your class

This guide walks you through the first time your students use CurricuLLM. It covers what to say, what to expect, and how to hand over to the platform. You don't need to prepare anything beyond reading this page and choosing a starting prompt.

### ✔ Before the session

Make sure all students can access [app.curricullm.com](https://app.curricullm.com) on their device and have their school email address ready. Choose a starting prompt from the sample prompts document that connects to what your class is currently learning. Write it on the board or have it ready to display.

That's it for preparation.

## What to say to your class

You don't need a script, but here are the key points to cover. Use your own words and adapt to your class.

### What it is

“*Today we're going to use a tool called CurricuLLM. It's an AI that's been built to help you learn. It knows what you're supposed to be learning in Year 5/6 and it's going to work with you on it.*”

### What it won't do

“*This isn't like asking Google or ChatGPT for an answer. It's not going to just tell you things. It's going to ask you questions and help you figure things out, the same way I would.*”

## It's OK to be wrong

“ You don't need to worry about getting the right answer straight away. If you get something wrong, that's fine — it'll help you work through it. Nobody's being marked on this.

## What we're doing today

“ We've been working on [topic] this week. You're going to use CurricuLLM to explore that further. I'm going to give you a prompt to start with.

## The handover

Get students logged in at [app.curriculum.com](https://app.curriculum.com) with their school email. They'll land straight in chat mode.

Display the starting prompt on the board and ask everyone to type it in. Using the same prompt means every student starts in the same place, which makes it easier for you to support them and easier to discuss as a class afterwards.

Once they've entered the prompt, let them go. CurricuLLM will take over the conversation from there. Students should read what it says, respond, and keep the conversation going.

## While students are using it

Your role during the session is to circulate, encourage, and keep an eye on engagement. You don't need to manage the learning conversations — CurricuLLM does that.

### Use Live mode

Open Live mode on your device to see themes across the class — who's doing well, who's struggling, and where your attention is needed. Go to those students first.

### Encourage typing

Some students will give very short responses. Encourage them to explain their thinking in more detail. The more they put in, the better the learning conversation becomes.

### Don't worry about off-track students

If a student tries to go off-topic, CurricuLLM will redirect them. A quick verbal reminder about expectations is enough — the platform handles the rest.

# What to expect from Year 5–6 students

Every class is different, but here are some common patterns in first sessions with primary students:

You'll see	What to do
Excitement and novelty	Let it happen. The novelty wears off quickly and turns into genuine engagement. Channel the energy by reminding them of the task.
Testing the boundaries	Some students will try silly or off-topic messages. CurricuLLM handles this and redirects them back to learning. A quick reminder about expectations helps, but most students settle down once they realise the AI keeps bringing them back.
Very short answers	Primary students often type one-word responses. Encourage them to write in full sentences and explain their thinking. "Tell it why you think that" is a useful prompt.
"It won't give me the answer!"	This is the most common reaction. Reassure them that's by design. "It's helping you figure it out. Keep going with it."

## Wrapping up the session

 **Discussion prompts** — leave five minutes at the end for a class discussion:

- "What did CurricuLLM do that surprised you?"
- "Did it help you understand something better? What?"
- "What would you do differently next time?"

This debrief helps students reflect on their learning and gives you useful feedback on how the session went. It also sets the tone for future sessions — CurricuLLM is a normal part of how the class learns, not a novelty.