



**ENGLISH**

**Reading**

At Catmose Primary, we aim to equip pupils with the knowledge and understanding of how to be fluent readers who have the ability to read with prosody when they leave Y6. Our reading curriculum from EYFS to Y6, provides the teaching and application opportunities to guide pupils through each important step in their learning of how to read fluently.

In EYFS and KS1, we follow Letters and Sounds for the teaching of phonics. Opportunities for comprehension and reading for pleasure are built into the curriculum in EYFS and KS1 to develop a 'love of reading' from an early age.

Throughout the school, high-quality texts are chosen that are appropriately pitched for challenge and content. We aim to share important classics along with engaging readers in new texts that are 'firsts' in a series so that pupils can continue with sequels at home.

At Catmose Primary, we use banded reading books from EYFS to KS2. This links to the Letters and Sounds phonics phases and the National Curriculum spelling rules.

Colour band	Emerging	Expected	Exceeding/ Confident	Super confident
Lilac (Phase 1)	Reception			
Pink A & B (Phase 2)		Reception		
Red A & B (Phase 3)	Y1	Reception		
Yellow (Phase 4)	Y1	Reception		
Blue (Phase 4)		Y1	Reception	
Green (Phase 5)	Y2	Y1	Reception	
Orange (Phase 5)	Y2	Y1		Reception
Turquoise (Phase 5 & 6)		Y2	Y1	
Purple (NC spelling rules)		Y2	Y1	
Gold (NC spelling rules)		Y2	Y1	
White (NC spelling rules)	Y3	Y2	Y2	Y1

## Writing

Our writing curriculum is designed to develop fluent writers who can confidently share ideas and engage the readers. There are many aspects to writing that we ensure to give balance to throughout pupils' time at Catmose Primary.

In EYFS and KS1, through the teaching of Letters and Sounds phonics, pupils develop a good understanding of sounds that are applied to writing. Handwriting is taught and practised from Y2 onwards, allowing for EYFS and Y1 to fully perfect initial letter and sentence formation.

The grid below shows our genre coverage. Year groups will revisit previous genres and write more than what is stated below; this is our core coverage to ensure pupils learn about and write in a broad range of text types. We use the Primary Literacy Trust's progression in fiction and non-fiction writing documents to ensure there are increased expectations in each genre at different stages. National Curriculum objectives are cross-referenced to ensure coverage, along with Pie Corbett's Talk for Writing progression in writing document for year-by-year Grammar and Punctuation terminology and coverage.

Exciting and engaging stimuli are chosen for writing, often linked to the termly wider curriculum topics. This provides pupils with an enthusiasm to write and an opportunity to deepen and apply their learning from across the curriculum.

Genre coverage:

	Fictional narrative	Non-fiction	Poetry
KS1	Predictable stories/patterns; Traditional Tales and Fairy Tales; Retelling stories heard and read; Stories in familiar settings; Adventure; Retelling stories in different ways.	Y1: Instructions, Report  Y2: Explanation, Instructions, Persuasive, Report, Recounts	Visual: shape/ calligrams  Structured: cinquain/ quatrain; kenning; questions and answer

Year 1 and 2:

Y1	Traditional Tales and Fairy Tales; Retelling stories heard and read; Retelling stories in different ways.	Instructions, Report, Recount	Structured: kenning; questions and answer
Y2	Predictable stories/patterns; Stories in familiar settings; Adventure; Retelling stories heard and read.	Explanation, Instructions, Persuasive, Report, Recounts	Visual: shape/ calligrams Structured: cinquain/ quatrain

## MATHS

The school uses the White Rose curriculum which ensures a clear sequence of lessons which allows for a return to key units of work throughout the year (a spiral curriculum) Number is focused upon as the building block of early Mathematics.

The year overview for Year 1 can be viewed below.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)					Geometry: Shape	Number: Place Value (within 20)	
Spring	Consolidation	Number: Addition and Subtraction (within 20)		Number: Place Value (within 50)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation	
Summer	Consolidation	Number: Multiplication and Division		Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time		

## SCIENCE

The Schools follows the Hamilton Trust Scheme of work for Science, using the bespoke Science Lab and resources.

The year overview for Year 1 can be viewed below.

**Animals Including Humans**

**Ourselves**

1. Look at how we've changed!
2. Look at our bodies!
3. What can we hear?
4. How can we sort things using senses?
5. Sense explorers
6. Sensory boards and bottles

Suggested for Autumn 1

**Everyday Materials**

**Let's Build**

1. What materials can we find?
2. Matching materials!
3. Magnets and metal
4. Sorting objects
5. Three little pigs and their building choices
6. The alternative three little pigs

Suggested for Spring 1

**Seasonal Changes**

**Wonderful Weather**

1. What do we know about weather?
2. Weather Watching
3. Shadow fun
4. Your weather station: rainfall
5. Your weather station: wind direction
6. Your weather station: temperature

Suggested for Summer 1

**Animals Including Humans**

**Our Pets**

1. Environment exploration
2. Where do woodlice like to live?
3. The puppy has made a mess!
4. Imaginary pets
5. My pet is happy and healthy!
6. Bring your pet to school day

Suggested for Autumn 2

**Everyday Materials**

**Marvellous Materials**

1. Mending a torn umbrella: Part 1
2. Mending a torn umbrella: Part 2
3. Ice observation
4. Frozen!
5. Puddle observation: Part 1
6. Puddle observation: Part 2

Suggested for Spring 2

**Plants**

**What's Growing In Our Gardens?**

1. Going and growing outside
2. One potato, two potato
3. Garden centres and seeds
4. What lives in the garden?
5. What is inside a flower?
6. What is inside a tree?

Suggested for Summer 2

# FOUNDATION SUBJECTS

The School follows Cornerstones for Foundation Stage subjects, which has been personalised to meet the needs of our learners.

Each term a Knowledge Organiser for the focus is created to ensure that key skills and understanding is shared with all pupils.

## TERM 1

[Year 1, Term 1.pdf](#)



**Catmose Primary School**  
**31 Knowledge Organiser**

Superheroes	Year 1	Term 1
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**My timeline**

Wartime Life	When your grandparents were little	When your parents/ carers were little	Your childhood
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**Heroes**

A hero or heroine is a person who is admired because they have other good qualities, for example bravery or strength.

**Real life heroes**

Real life heroes are ordinary people who may be brave, kind, determined or generous. They set a good example to other and can be admired.

People who work in the local community help others in their daily lives, such as librarians or doctors. People who work for the emergency services are heroes because they risk their lives to help others.



**Computing focus - e-safety**



**Superheroes in history:**

**Florence Nightingale**

Florence was a nurse in the Crimean War and is known as 'The Lady With the Lamp'.



**Mary Seacole**

Mary was a nurse and worked really hard looking after soldiers in the Crimean War. She was born in Jamaica.



**Louis Braille**

Louis was a French inventor who created a system that used bumps to represent letters. This meant that people who were blind could use them to read. The system is called Braille and is still used today.



**Historical Skills and Enquiry**

Create a timeline showing key family events, and then use words such as **before, after, past, present, then and now** to describe their chronology.

Describe what life was like when your parents/carers were little and what the **similarities and differences** are.

Describe how clothes have changed over the last **century**. Bring in pictures to show what your parents/carers and grandparents wore.

Describe how transport has changed over the last **century** - interview your parents/carers and grandparents and ask them what gadgets they had (if any).

Research some things that happened **before** your parents' carers were born and place these on your timeline.

Research some things that happened **before** your grandparents were born and place these on your timeline.

**Vocabulary**

century	equal to one hundred years
chronology	events in order of when they happened
differences	when something is not the same
during	throughout the entire time of
past	having happened or gone by at an earlier time
present	existing at this time; current
sibling	a sister or a brother
similarity	when something is like something else
younger	earlier stage of life

**Design Technology - moving vehicle**

This is the TASC wheel which helps you with the design process in DT.



**Design process:** When you think of an idea, investigate it, plan it out, make it and evaluate it. Everything that is made goes through this process before we get it.

**Evaluate:** Thinking about what is good with your design and what could be made better.

**User:** Who is going to use what you are making.

**Purpose:** The reason why you are making it.

**Tools:** What you use to make your objects.

**Vehicle:** something that you can sit in that will move you from one place to another (car, lorry, plane, boat, bike).

**Wheel and axle:**



**Music: appreciation**

Pop music, and song writers written living history: Ed Sheeran, Justin Bieber, Taylor Swift, Coldplay, Adele.

**Music notation:** Graphic notation: graphics to represent different beats.

**Music vocabulary: Notation**

Tempo	Speed of a piece of music
Chorus	The constant best of a piece of music
Rhythm	Structured groups of beats
Duration	Amount of time a note, section or composition last
Bar line	Vertical line signalling the end of a bar

**RE: Christianity - Harvest**

Bible	The Christian holy book	Charity	Giving to people in need
Christian	A follower of Jesus Christ	Creation	The making of the world by God
Grateful	Feeling thankful for something	Harvest	The time of year when crops are brought from the fields
Hymns	Songs that are sung during worship	Miracle	An amazing event that cannot be explained
Share	To give part of something you have to other people	Thankful	To be happy and grateful for something
Worship	To show feelings: God by prayer or other activities		

## TERM 2

[Year 1, Term 2.pdf](#)



**Catmose Primary School**  
**31 Knowledge Organiser**

Dinosaur Planet	Year 1	Term 2
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**My timeline**

Wartime Life	When your grandparents were little	When your parents/ carers were little	Your childhood
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**Dinosaurs**

Dinosaurs were once living things. They lived on Earth over 200 million years ago. They are now extinct.

Dinosaurs were reptiles, reptiles lay eggs and are cold blooded so they need to go in the sun/shade to get warm. Other reptiles include snakes, crocodiles, turtles and lizards.



**Significant individual**

**Mary Anning**

Mary Anning was a British paleontologist who was born in 1799. She made many important fossil discoveries.

**Important discoveries**

In 1811, Mary found the feathered remains of a dinosaur named an **Ichthyosaurus** and in 1823 she found a fossilised **Pelicanus** skeleton. Many of Mary's discoveries are now on display in the Natural History Museum in London.



**Fossils**

Fossils are found in rock. They are the remains or traces of plants and animals that lived millions of years ago. Fossils are the main evidence that tell us about animals and plants that lived long ago.

**Dinosaur teeth**

Dinosaurs like the Tyrannosaurus were carnivores. They had sharp, pointed teeth to cut and tear meat. Dinosaurs like the Diplodocus were herbivores. They had flat teeth to grind and chew plants.



**Extinction**

Living things become extinct when there are no more of them left. Dinosaurs became extinct around 65 million years ago. Other animals, like the dodo and the Western black rhino, are now extinct.



**Design Technology - preparing a dinosaur fruit salad**

A balanced diet is important to keep us healthy.

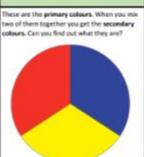
**The nutrient plate**



Proteins in food preparation: Skin, fish, seed, corn, olive, oil, vegetables, peas, healthy diet, ingredients, wash.

**Art: colour mixing**

These are the primary colours. When you mix two of them together you get the secondary colours. Can you find out what they are?



**Computing: Digital literacy**

Turn off computer Save



**RE - Hinduism**

Diya

Saturday 14<sup>th</sup> November 2020



**Vocabulary**

after	later in time than, or behind in order
before	at an earlier time, in the past
canine	an animal that eats other animals
century	equal to one hundred years
chronology	the order of events in time
extinct	when there are no more of a living thing alive
feast	the remains or traces of a once living thing or animal that are preserved in rock
herbivore	an animal that eats plants
now	at this time or in these times
omnivore	an animal that eats both plants and animals
past	having happened or gone by at an earlier time
paleontologist	a person who studies fossils
present	existing at this time; current

**Music**

Singing

Composition



**My timeline**

Wartime Life	When your grandparents were little	When your parents/ carers were little	Your childhood
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## PSHE

We follow the Social and Emotional Aspects of learning along with CWP for relationships education.

Six themes are followed in weekly PSHE sessions:

Term 1	New Beginnings
Term 2	Getting One and Falling Out
Term 3	Going for Goals
Term 4	Good to be Me
Term 5	Relationships
Term 6	Changes
During Anti-bullying Week	Say no to Bullying

The link to the relationships curriculum is [Year 1 - Scheme of work.pdf \(catmosecollege.com\)](http://www.catmosecollege.com/Year1-Schemeofwork.pdf)

Year 1 Growing & Caring For Ourselves <small>Key Stage 1</small>			
Scheme of Work			
Word Box: Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva			
Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Relationships Education Respectful relationships (3a,3e) Healthy Education Mental wellbeing (6b,6c)	Learning Intention To understand that we are all different but can still be friends Learning Outcomes Know that we can be friends with people who are different to us	Lesson 1 <a href="#">Different Friends</a>	Talking object Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one. Paper and coloured pencils.
Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body	Learning Intention To discuss how children grow and change Learning Outcomes Understand that babies need care and support Know that older children can do more by themselves	Lesson 2 <a href="#">Growing and Changing</a>	Talking object Story bag containing <a href="#">Pictures of newborn babies</a> , <a href="#">Lifecycle picture cards</a> , <a href="#">Lifecycle word cards</a> , <a href="#">Lifecycle whiteboard summary</a>
Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Caring friendships (2e) Respectful relationships (3a,3e) Being Safe (5d,5e) Health Education Mental wellbeing (6b,6c)	Learning Intention To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe Learning Outcomes Know there are different types of families Know which people we can ask for help	Lesson 3 <a href="#">Families and Care</a>	Talking object Story bag - containing a ball and a school jumper <a href="#">Families pictures</a> <i>The Family Book, Todd Parr</i>

## MEET THE TEACHER

Each class teacher creates a PowerPoint to share the expectations for the year. The link to this presentation can be found below.

[Welcome to Beech Class.pptx.pdf \(catmosecollege.com\)](#)

