



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 KS2, wider reading comprehension skills are taught through guided reading and whole class reading lessons weekly. The National Curriculum objectives and KS2 Content Domains are used to ensure coverage of key reading skills and understanding. Teachers model these skills to pupils and provide opportunities for them to practise and apply independently. PiXL resources are used to compliment reading lessons and assessments.

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
Lime (NC spelling rules)	Y3, Y4		Y2	
Brown (NC spelling rules)	Y4, Y5	Y3	Y2	
Grey (NC spelling rules)	Y5, Y6	Y4	Y3	Y2
Dark Blue (NC spelling rules)	Y6	Y5	Y4	Y3
Dark Red (NC spelling rules)		Y6	Y5	Y4

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.

Through the use of PiXL spelling resources in KS2, spelling patterns are taught and applied. 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
LKS2	Myths/Legends; Adventure; Mystery; Modifying well-known stories; Dilemma stories; First person stories; Playscripts; Moral stories; Fantasy; Fables	Y3: Explanation, Instructions, Persuasive, Report, Recounts Y4: Discussion, Explanation, Instructions, Persuasive, Report, Recounts	Visual: Concrete poems Structured: Couplets; rap; Limerick; ballads; haiku/tanka/renga Free verse: monologue; conversation poem
Y4	Myths/Legends; Mystery; Play scripts; Moral stories; Fantasy; Fables	Discussion, Explanation, Instructions, Persuasive, Report, Recounts	Visual: Calligrams Structured: couplets; ballads; tanka/renga

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 4 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			Number: Addition and Subtraction			Measurement: Length and Perimeter		Number: Multiplication and Division			
Spring	Number: Multiplication and Division			Measurement: Area	Number: Fractions			Number: Decimals			Consolidation	
Summer	Number: Decimals	Measurement: Money		Measurement: Time	Statistics	Geometry: Properties of Shape		Geometry: Position and Direction		Consolidation		

SCIENCE

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

The year overview for Year 4 can be viewed below.

Electricity

It's Electric

1. Electrical fun!
2. Understanding electrical safety
3. Building a circuit
4. Good conductor, bad conductor?
5. Showing what you know!
6. It's electric!

Suggested for Autumn 1

Sound

Listen Up!

1. Sound walk
2. Good vibrations
3. Pitch and volume
4. Pardon?
5. Sssshhhhhh!
6. The rock star challenge

Suggested for Spring 1

Animals Including Humans

Are These Your Teeth?

1. Excuse me, are these your teeth?
2. What happens to my food?
3. What does the small intestine do?
4. What did this poo?
5. Who's the predator?
6. Did you know....?

Suggested for Summer 1

States of Matter

States of Matter Scientists

1. Solid or liquid?
2. It's a bit gassy!
3. Particle party - temperature taker
4. Evaporation and condensation
5. Make it rain!
6. Welcome to the science fair!

Suggested for Autumn 2

Living Things and Their Habitats

Name That Living Thing!

1. A living thing?
2. Local living things - what are they?
3. How are living things classified?
4. Closer inspection
5. Enormous insects
6. I'm thinking of a living thing...

Suggested for Spring 2

Living Things and Their Habitats

Help Our Habitats!

1. Our environment
2. Other changes
3. Climate change
4. Impact of change
5. Help our habitat
6. A positive impact!

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 knowledge organiser can be found [here](#)

Calrose Primary School
31 Knowledge Organiser

I am warrior | Year 4 | Term 1

BT-Hinduism
Brahmism

MFL
My opinion: I like... I love... I don't like... I hate...

RE
Football (and Netball)

PSHE
Think Positive

Computing
ESGivity

Core text
so YOU YOUVE BAD?

Art
Appreciating craftpeople from history

DI
Pongfeining

Music
Singing for a purpose

Geography
The Roman Empire

Challenge words
Republic
Colosseum Amphitheatre
Aqueduct Centurion

Unusual words
Empire Emperor
Roman numerals
Latin Mosaic
Gladiator Britannia Chariot

Family words
Conquer Defeat Election Invade Tribe Calts
Inventions Roads Britain Warrior Army Italy

Geographical skills and feedback
Use aerial photographs to compare the UK (in particular) and Italy. What is the same? What is different? Describe the locations of the UK and Italy using the eight compass points. Use a map and atlas to find Italy and the UK. Can you locate Rome and Calt? Analyse different types of maps and graphs that give us information about Italy, including climate maps. Does Italy have similar or different physical features (mountain ranges of land and human features) from the UK? Compare the landscapes (coast, vegetation, rivers, cities, villages, mountain ranges, forest). Does it look similar to what we see in the UK?

What do I want to learn about?

Life as a Celt
The Celts were Iron Age people who lived in England and across most of Europe over 2000 years ago. In Britain, there were many tribes of Celts, each with its own king. They were often at war with other nearby tribes. Celts lived by farming, hunting and gathering. They built roundhouses made from wattle and daub with thatched roofs. Most Celts farmed the land and kept animals, but there were also skilled craftsmen and blacksmiths. They made jewellery using glass beads and jet.

Life as a Roman
The Romans invaded Britain in AD 43 under the order of Emperor Claudius. Their way of life was different from the Celts. Romans built towns protected by walls. Inside, they had houses, shops, meeting rooms, workshops and public houses. Romans also enjoyed entertainment and built amphitheatres for acrobatic performances and gladiator battles. To join towns together, Romans built roads. These made it easier for troops to move around and for goods to be traded. Some rich Romans lived in grand country houses called villas. These were large farms with a big house for the owners, with servants and farm workers.

Roman Britain timeline

Stone Age

- Palaeolithic Britain early humans 500,000 BC - 10,000 BC
- Neolithic Britain start of farming 8,000 BC - 2,500 BC
- Iron Age 8,000 BC - 43 AD people made tools from iron
- 55 BC Julius Caesar first invades Britain
- 43 AD The Romans conquer Britain. This marks the end of the Iron Age
- 43 AD Julius Caesar's 6th legion is granted the right to settle in the north of Britain, the Picts.
- AD 200 Picts from Scotland, Scots from Ireland, Angles, Saxons and Jutes from Germany and Lombards begin to invade the Roman Empire
- AD 410 Romans leave Britain to which was under which Augustus, Saxon and Jutes enter their way from Germany and South Denmark.

Timeline

- 27 BC Augustus became the first elected emperor
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- 43 AD The Romans capture Colchester. It is the first fortress in Roman Britain
- AD 100 London grows to become an important location in Britain. At the same time, the Colosseum in Rome was completed
- AD 212 Roman Britain is a province divided into north and south
- AD 314 Christianity becomes legal in the Roman Empire

MODERN FOREIGN LANGUAGES

After liaison with our Federated Secondary College, French has been chosen as our main focus in MFL lessons. We follow 'Le Jolie Ronde' as a scheme of work.

RE

The following religious festivals and celebrations are focused upon each year. Children meet 6 faiths each year, building upon prior learning. Lessons focus upon learning about and learning from religion and beliefs, relating to own experience.

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Ash Reception	Our World					
Beech Year One	Christianity - Harvest	Hinduism – Diwali	Islam - Milad un Nabi	Judasim – Purim	Sikhism - Naam Karan	Buddhism – Esala Perahera
Cedar Year Two	Hindusim – Navrati	Christianity - Christmas	Judasim - Hannukah	Buddhism – Losar	Sikhism - Anand Karaj	Islam – Jumu’ah
Oak Year Three	Hinduism – Ganesh Chaturthi	Sikhism – Guru Nanak Gurpurab	Islam – The Hajj	Christianity – Lent	Buddhism – Vesak	Judaism – Shavuot
Redwood Year Four	Hinduism – Janmashtami	Buddhism – Kathina	Sikhism – Vaisakhi	Christianity – Holy Week and Easter	Islam – Eid ul -Adha	Judaism - Shabbat
Silver Birch Year Five	Christianity - Sunday	Sikhism – Guru Arjan Gurpurab	Hinduism – Holi	Judaism – Passover	Islam – Ramadan	Buddhism – Dharma Day
Willow Year Six	Judasim – Yom Kippur	Sikhism – Bandi Chor Divas	Buddhism – Parinirvana	Islam – Lailat al Miraj	Hinduism – Kumbh Mela	Christianity – Pentecost

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 4 - Scheme of work 2019.pdf](#)

Scheme of Work

Word Box: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Health Education Changing adolescent body (8a) Key Stage 2 Science - describe the life process of reproduction in some plants and animals</p>	<p>Learning Intention To explore the human lifecycle To identify some basic facts about puberty Learning Outcomes Understand that puberty is an important stage in the human lifecycle Know some changes that happen during puberty</p>	<p>Lesson 1 Changes</p>	<p>Resources Lifecycle whiteboard summary Body Parts Bingo cards Bingo Flash cards Body Changes pictures Lifecycle Quiz slides Lifecycle Quiz answers Additional Activities Babies and Children worksheet</p>
<p>Health Education Mental wellbeing (6a,6b,6c,6d,6f) Health Education Changing adolescent body (8a, 8b) Menstruation (9a) Key Stage 2 Science - describe the life process of reproduction in some plants and animals - describe the changes as humans develop to old age</p>	<p>Learning Intention To explore how puberty is linked to reproduction Learning Outcomes Know about the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose to</p>	<p>Lesson 2 What is Puberty?</p>	<p>Bag containing spot cream, deodorant, shaving foam, menstrual pads/lampoon, a love heart Puberty Card Sort Puberty Card Sort whiteboard summary Body Changes worksheet Puberty Changes Teacher Guide Suggested Reading <i>Where Willy Went</i>, Nicholas Allan <i>Hair in Funny Places</i>, Babette Cole</p>
<p>Relationships Education Caring friendships (2b,2c,2d,2e) Respectful relationships (3a,3b,3d,3e,3f,3h) Online relationships (4b,4d)</p>	<p>Learning Intention To explore respect in a range of relationships To discuss the characteristics of healthy relationships Learning Outcomes Know that respect is important in all relationships including online Explain how friendships can make people feel unhappy or uncomfortable.</p>	<p>Lesson 3 Healthy Relationships</p>	<p>Healthy Friendships cards Relationship pictures Online Respect and Self-Respect video https://www.youtube.com/watch?v=mZXWt_zlpgk</p>