



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 the Early Years, English is known as Communication, Language and English and is one of 6 areas of learning taught on a daily basis, through the indoor and outdoor learning environments. This indoor and outdoor learning is continued into KS1.

In the Early Years and KS1, we lay the foundations to enable children to want to be successful readers and writers. We aim to make the learning in English as 'real' to the children as possible, as without a true purpose the children will not see the reason for reading and writing.

At Catmose Primary, we follow our own Systematic Synthetic Phonics (SSP) Programme, using Q Phonics actions and handwriting stories to ensure consistency in pupils' learning of Grapheme Phoneme Correspondences (GPCs). To see our Phonics Progression document, please [click here](#). In EYFS and KS1, pupils have daily Phonics lessons (which lead into spelling lessons in Year 2 and into KS2) following the same lesson structure of Review, Teach, Practise and Apply. Pupils are exposed to range of literature during English lessons, which are in addition to Phonics sessions.

Our colour banded reading books are from Badger Learning which ensures consistency in allocation to bands. Banded reading books in EYFS and KS1 link to the different phonics phases to ensure that pupils have the prior knowledge to be able to access to book independently.

Colour band	Emerging	Expected	Exceeding/ Confident	Super confident
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
Lime	Y3, Y4		Y2	

(NC spelling rules)				
Brown (NC spelling rules)	Y4, Y5	Y3	Y2	
Grey (NC spelling rules)	Y5, Y6	Y4	Y3	Y2

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	Adventure stories, Fantasy stories	Explanation, Instructions, Persuasive, Report, Recounts	Structured: cinquain/quatrain; kenning; questions and answer

MATHS

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

The year overview for Year 2 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: Money		Number: Multiplication and Division		Consolidation
Spring	Number: Multiplication and Division				Statistics		Geometry: Properties of Shape		Number: Fractions			
Summer	Measurement: Length and Height		Geometry: Position and Direction		Consolidation and problem solving		Measurement: Time		Measurement: Mass, Capacity and Temperature		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 2 can be viewed below.

<p>Animals Including Humans</p> <p>Healthy Animals</p> <ol style="list-style-type: none"> Hatching eggs! Babies! Stranded! Healthy hearts! Deep inside my lunch box Pack a healthy picnic! <p>Suggested for Autumn 1</p>	<p>Everyday Materials</p> <p>Materials Matter</p> <ol style="list-style-type: none"> Mopping up Are bricks absorbent? Waterproofing materials Printing Resist the wax! Melting and moulding <p>Suggested for Spring 1</p>	<p>Plants</p> <p>Ready, Steady, Grow!</p> <ol style="list-style-type: none"> Spreading seeds part 1 Spreading seeds part 2 Hydroponics in the classroom Growing cress How has the bean grown? Eating cress <p>Suggested for Summer 1</p>
<p>Living Things and Their Habitats</p> <p>Habitats</p> <ol style="list-style-type: none"> Dead or alive! Microhabitats Go large! Food chains Designing a bug hotel Making a bug hotel <p>Suggested for Autumn 2</p>	<p>Everyday Materials</p> <p>Squash, Bend, Twist, Stretch</p> <ol style="list-style-type: none"> Which ball is the bounciest? Which fabric is the stretchiest? Testing rigidity Tough and flexible Which is the strongest paper? Paper bridges <p>Suggested for Spring 2</p>	<p>Living Things and Their Habitats</p> <p>Gardens and Allotments</p> <ol style="list-style-type: none"> Making a playground allotment Making a micro-habitat Farming and food chains Food chain game Transfer of energy Eating the spoils <p>Suggested for Summer 2</p>

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](#)

Catmose Primary School
31 Knowledge Organiser

Street Detectives Year 2 Term 1

Features of a settlement
A settlement is where people live and work. Settlements have some things in common, such as housing and other buildings, but they can also be very different. A settlement will have some things for uses and some physical features.

Physical geography features
Form naturally
Look at a map and tick out some features that you can see. What do you think they represent? Can you use the key to help you?
Can you find Catmose on any of the local maps?
Using pictures and maps, can you explain how Oakham has changed over time? Has it got bigger?
What examples of physical and human geography features can you find in Oakham?
Can you use the four compass points to describe where places are in Oakham in relation to each other?

Human geography features
Are made by humans
church
fire station
school
shops

Historical enquiry and Geographical features
Oakhurst then and now
These are some old photos of Oakham. Do you recognise any/most?
High Street, 1927
High Street, 1950
Nantmon Church before
Nantmon Church now
Rutland Water
DI
Nantmon Kingston brand
Was an English civil engineer. He was in charge of building many bridges and roads, for example the Clifton Suspension Bridge in Bristol.
Is a photo of it.

Changing communities
A community can change over time. How people shop is one way a community might have changed. In the past, people shopped at smaller shops like the examples below. Now, most people do their shopping at supermarkets or online.
Grocer's
Foods like butter, cheese and eggs were bought from the grocer's shop. Customers were served by a grocer.
Bakery
Bread and cakes were bought from the bakery. They were baked fresh every day at the back of the shop.
Sweet shop
Sweets were bought from the sweet shop. They were kept in jars behind the counter and weighed out using scales.
Butcher's
Meat was bought from the butcher's shop. The butcher would cut the meat so that the customer could get the right amount.

Challenge words
Aerial image
Property
Physical and human features

Unusual words
Country
Rise
Settlement
Habitat
Landmark
Council
Natural
Motorway

Familiar words
Country
Capital city
Key
Litter
Symbol
Community
Questionnaire

Computing
E-safety
Be
SAFE
Log
Online

Music vocabulary
Tempo: Speed of a piece of music.
Pitch: How high or low a note is.
Musical notes
Crescendo: Getting louder.
PSHE-ViPs
Important people, feelings and how to help others.

RE - Hinduism
Navratri

RE - Christianity
A map is a picture or drawing that shows the location of human and physical features. Maps often include symbols, instead of words, to show important features. There can be pictures or letters. A key explains what the map symbols mean.

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	Hinduism - Navratri	Christianity - Christmas	Judasim - Hannukah	Buddhism - Losar	Sikhism - Anand Karaj	Islam - Jumu'ah
Oak Year Three	Hinduism - Ganesh Chaturthi	Sikhism - Guru Nanak Gurburab	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 Gurburab	Hinduism - Holi	Judasim - 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 2 - Scheme of work.pdf \(catmosecollege.com\)](http://catmosecollege.com/Year2-Schemeofwork.pdf)

Year 2

Differences Key Stage 1

Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Relationships Education Respectful relationships (3a,3g) Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body	Learning Intention To introduce the concept of gender stereotypes To identify differences between males and females Learning Outcomes Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies	Lesson 1 Differences	2 large PE hoops Boy/Girl/Everyone labels Bag of objects and clothing to explore male and female stereotypes or Pictures of objects and clothing Clothed Babies picture cards Clothed Babies whiteboard summary Pictures of newborn babies Suggested reading: <i>Pearl Power and the Toy Problem</i> , Mel Elliott <i>Julian is a Mermaid</i> , Jessica Love <i>Are you a boy or are you a girl</i> , Sarah Savage and Fox Fisher <i>Princess Smartypants</i> , Babette Cole <i>William's Doll</i> , Charlotte Zolotow <i>Amazing Grace</i> , Mary Hoffman and Caroline Binch
Relationships Education Respectful relationships (3a) Key Stage 1 Science - Notice that animals, including humans, have offspring that grow into adults	Learning Intention To explore some of the differences between males and females and to understand how this is part of the lifecycle Learning Outcomes Describe some differences between male and female animals Understand that making a new life needs a male and a female	Lesson 2 Male and Female Animals	Talking object Pictures of male and female animals Cats and Kittens worksheet Anatomically correct toy farm animals
Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body	Learning Intention To focus on sexual difference and name body parts Learning Outcomes Describe the physical differences between males and females Name the different body parts	Lesson 3 Naming Body Parts	2 large PE Hoops Hoop labels Body Parts picture cards Female x-ray picture Body Parts worksheet Suggested reading: <i>Shapesville</i> , Andy Mills <i>It's OK to be Different</i> , Todd Parr

resources