



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
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	Y2	Y1		Reception

(Phase 5)				
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 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
Y1	Traditional Tales and Fairy Tales; Play scripts; Adventure; Fantasy	Recount; Explanatory; Discussion; Instructional	Structured: Acrostic, Question and Answer; Visual poems

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 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 <p>Ourselves</p> <ol style="list-style-type: none"> 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 <p>Suggested for Autumn 1</p>	Everyday Materials <p>Let's Build</p> <ol style="list-style-type: none"> 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 <p>Suggested for Spring 1</p>	Seasonal Changes <p>Wonderful Weather</p> <ol style="list-style-type: none"> 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 <p>Suggested for Summer 1</p>
Animals Including Humans <p>Our Pets</p> <ol style="list-style-type: none"> 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 <p>Suggested for Autumn 2</p>	Everyday Materials <p>Marvellous Materials</p> <ol style="list-style-type: none"> 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 <p>Suggested for Spring 2</p>	Plants <p>What's Growing In Our Gardens?</p> <ol style="list-style-type: none"> 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? <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.

The overview for Terms 1 and 2 can be found below.



Year 1	Terms 1 and 2	Project title: Childhood
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Science	T1	Animals including humans- Ourselves
	T2	Everyday materials- Let's Build
History	T1&2	Childhood: Timelines; Change over time; Comparing life in the 1950s and now; Coronation of Elizabeth II.
Geography	T1&2	Our Wonderful World: The World; Maps and keys; Settlements; Human and physical features; Compass (NESW).
Art	T1	Mix It: Primary colours; Colour wheel; Colour mixing; Printing.
	T2	Funny Faces and Fabulous Features: Drawing and painting. Portraits.
D&T	T1&2	Shade and Shelter: Design criteria. Different types of shelters. Best materials for a shelter. Building a play den.
RE	T1	Christianity: Harvest
	T2	Hinduism: Diwali
Music	T1&2	Performing and singing: Sharing opinions of music; Pulse/beat; Can change pitch when singing; Perform and keep to rhythms.
Computing	T1	E-Safety: Having a balance between screen time and non-screen time; What to do if we see something online that worries us.
	T2	Digital literacy and ICT: Parts of a computer (mouse, keyboard, screen); Logging on and off; Paint; Typing.
PSHE	T1	Be Yourself: What makes us unique; Different feelings; Who to ask for help; Strategies to cope with feelings.
	T2	Safety First: Age restrictions; Jobs that keep us safe; Fire safety; Keeping safe in familiar settings; Stranger danger; What to do if they are worried.
PE	T1	Multiskills Games
	T2	Dance Outdoor Adventurous Activity

The overview for Terms 3 and 4 can be found below.



Year 1	Terms 3 and 4	Project title: Bright Lights, Big City
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Science	T3	Everyday materials- Marvellous materials
	T4	Animals including ourselves- Our Pets
History	T3&4	Significant event: Great Fire of London
Geography	T3&4	Characteristics of the UK; Capital cities; London; Landmarks; Aerial photographs; Comparing London and Kuala Lumpur
Art	T3&4	Street View: Artwork depicting streets and buildings; Looking at the artwork of James Rizzi; Murals
D&T	T3&4	Taxi!: Moving machines; Wheels, axles and chassis
RE	T3	Islam: Milad un Nabi
	T4	Judaism: Purim
Music	T3&4	Musicianship: Copying simple rhythms by clapping or using percussion; Representing sounds with drawings
Computing	T3	Computer Science: Beebots; Inputting instructions
	T4	Digital Literacy and ICT- Networks: Use of ICT in everyday life
PSHE	T3	Aiming High: Know what you're good at; Strengths; How to manage when finding things difficult; Sharing opinions
	T4	One World: Families; Rules; Looking after our environments
PE	T3	Gymnastics
	T4	Multiskills Games

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. Comparisons are drawn between key religious celebrations and events with the practices of humanist beliefs.

	T1	T2	T3	T4	T5	T6
EYFS	Our World					
Year 1	Christianity Harvest	Hinduism Diwali	Islam Milad un Nabi	Judaism Purim	Sikhism Naam Karan	Buddhism Esala Perahera
Year 2	Hinduism Navrati	Christianity Christmas	Judaism Hannukah	Buddhism Losar	Sikhism Anand Karaj	Islam Jumu'ah
Year 3	Hinduism Ganesh Chaturthi	Sikhism Guru Nanak Gurburab	Islam The Hajj	Christianity Lent	Buddhism Vesak	Judaism Shavuot
Year 4	Hinduism Janmashtami	Buddhism Kathina	Sikhism Vaisakhi	Christianity Holy Week and Easter	Islam Eid ul-Adha	Judaism Shabbat
Year 5	Sikhism Guru Arjan Gurburab	Hinduism Holi	Judaism Passover	Christianity Easter (resurrection)	Islam Ramadan	Buddhism Dharma Day
Year 6	Judaism Yom Kippur and Rosh Hashanah	Sikhism Bandi Chhor Divas	Buddhism Parinirvana	Islam Lailat al Miraj	Hinduism Kumbh Mela	Christianity Pentecost

PSHE

We follow the Twinkl PSHE whole school planning along with CWP for relationships education.

The themes taught and revisited during PSHE sessions are:

Health and Wellbeing	Safety First It's my body Think Positive
Living in the Wider World	Aiming High One World Money Matters Diverse Britain
Relationships	Be Yourself TEAM VIPs

The link to the relationships curriculum is [Year 1 - Scheme of work.pdf \(catmosecollege.com\)](http://catmosecollege.com/Year%201-Scheme%20of%20work.pdf)

Year 1

Growing & Caring For Ourselves

Key Stage 1

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 Different Friends	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 Growing and Changing	Talking object Story bag containing Pictures of newborn babies , Lifecycle picture cards , Lifecycle word cards , Lifecycle whiteboard summary
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 Families and Care	Talking object Story bag - containing a ball and a school jumper Families pictures <i>The Family Book</i> , Todd Parr

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