



## 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; Playscripts; 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.

<b>Electricity</b>  <b>It's Electric</b> <ol style="list-style-type: none"> <li>1. Electrical fun!</li> <li>2. Understanding electrical safety</li> <li>3. Building a circuit</li> <li>4. Good conductor, bad conductor?</li> <li>5. Showing what you know!</li> <li>6. It's electric!</li> </ol> Suggested for Autumn 1	<b>Sound</b>  <b>Listen Up!</b> <ol style="list-style-type: none"> <li>1. Sound walk</li> <li>2. Good vibrations</li> <li>3. Pitch and volume</li> <li>4. Pardon?</li> <li>5. Sssshhhhhh!</li> <li>6. The rock star challenge</li> </ol> Suggested for Spring 1	<b>Animals Including Humans</b>  <b>Are These Your Teeth?</b> <ol style="list-style-type: none"> <li>1. Excuse me, are these your teeth?</li> <li>2. What happens to my food?</li> <li>3. What does the small intestine do?</li> <li>4. What did this poo?</li> <li>5. Who's the predator?</li> <li>6. Did you know....?</li> </ol> Suggested for Summer 1
<b>States of Matter</b>  <b>States of Matter Scientists</b> <ol style="list-style-type: none"> <li>1. Solid or liquid?</li> <li>2. It's a bit gassy!</li> <li>3. Particle party - temperature taker</li> <li>4. Evaporation and condensation</li> <li>5. Make it rain!</li> <li>6. Welcome to the science fair!</li> </ol> Suggested for Autumn 2	<b>Living Things and Their Habitats</b>  <b>Name That Living Thing!</b> <ol style="list-style-type: none"> <li>1. A living thing?</li> <li>2. Local living things - what are they?</li> <li>3. How are living things classified?</li> <li>4. Closer inspection</li> <li>5. Enormous insects</li> <li>6. I'm thinking of a living thing...</li> </ol> Suggested for Spring 2	<b>Living Things and Their Habitats</b>  <b>Help Our Habitats!</b> <ol style="list-style-type: none"> <li>1. Our environment</li> <li>2. Other changes</li> <li>3. Climate change</li> <li>4. Impact of change</li> <li>5. Help our habitat</li> <li>6. A positive impact!</li> </ol> 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.

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



<b>Year 4</b>	<b>Terms 1 and 2</b>	<b>Project title: Emperors and Empires</b>
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<b>Science</b>	T1	States of Matter
	T2	Electricity
<b>History</b>	T1&2	Emperors and Empires Chronology and timelines; Ancient Rome; Roman Empire; Roman invasion of Britain; Roman Britain.
<b>Geography</b>	T1&2	Interconnected World: Atlases and maps; 8 compass points; Four- and six-figure grid references; Tropics of Cancer and Capricorn; Transport networks (rail and canals); North and South America; Climates.
<b>Art</b>	T1	Contrast and Complement: Colour wheel; Primary, secondary and tertiary colours; Complementary colours; Cool and warm colours.
	T2	Mosaic Master: History of mosaics; Colour and pattern; Creating own border mosaic.
<b>D&amp;T</b>	T1&2	Fresh Food, Good Food: Food decay and preserving food; Food packaging; Sustainable packaging; Use by dates; Best before dates; Healthy snacks; Food hygiene.
<b>RE</b>	T1	Hinduism: Janmashtami.
	T2	Buddhism: Kathina.
<b>Music</b>	T1&2	Performing and singing: Pitch, timbre, dynamics and tempo; Performing in an ensemble; Solo and group singing.
<b>Computing</b>	T1	E-Safety: False information; Social networking; Digital footprint; How to seek help.
	T2	Digital literacy and ICT: Saving and editing images; Word; Adapting search to get different results; Animations on Powerpoint.
<b>PSHE</b>	T1	VIPs: Types of relationships; Positive friendships; Privacy and personal boundaries; Bullying; How to seek help.
	T2	Think Positive: Physical and mental health; Emotions; Talking about feelings; What can affect our emotions; Managing setbacks.
<b>PE</b>	T1	Football Netball
	T2	Dance Badminton
<b>MFL: French</b>	T1	Animals and classroom instructions revision; Using French dictionaries; Parts of the body; The negative; Phoneme ou.
	T2	Articles le, la, les and une, une, des; Je voudrais...; Phonemes on and r; Extending sentences using mais; Christmas.

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



<b>Year 4</b>	<b>Terms 3 and 4</b>	<b>Project title: Misty Mountain, Winding River</b>
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<b>Science</b>	T3	Living things and their habitats- Help our habitats!
	T4	Sound- Listen Up!
<b>Geography</b>	T3&4	Rivers; Landscape changes due to physical processes; Rivers of the world; Uses of rivers; Mountains; Water cycle; Habitats; Changing environments
<b>Art</b>	T3	Vista: Landscapes; Perspective; Techniques to create mood
	T4	Animal: Animals in existing art; Sketching, printmaking and clay modelling; Bankura horse sculptures
<b>D&amp;T</b>	T3&4	Functional and Fancy Fabrics: Furnishings; Artist and designer William Morris; Decorating fabrics using block printing, hemming and embroidery
<b>RE</b>	T3	Sikhism: Vaisakhi
	T4	Christianity: Holy Week and Easter
<b>Music</b>	T3&4	Notation: Minim, crotchet, paired quavers and rests; Creating and repeating rhythmic patterns; Pitch
<b>Computing</b>	T3	Computer Science: Debugging (fixing programmes); Looking for issues and fixing them; Creating an animation on Scratch
	T4	Digital literacy and ICT- Networks: Uploading images and videos; Internet connects people; How search results are ranked; Search tools
<b>PSHE</b>	T3	Diverse Britain: Personal identity; Community and community groups; Diversity; Rules, laws and consequences; Discrimination
	T4	It's My Body: Balanced, healthy lifestyle; Oral hygiene; Sleep; Hygiene; Medicines; Sun safety; Seeking help
<b>PE</b>	T3	Gymnastics Dodgeball
	T4	Tennis Cricket
<b>MFL</b>	T3	I would like (Je voudrais); Phonemes e and an; Numbers 1-31; Months; Division and multiplication; April Fool's Day
	T4	Dates and birthdays; Personal descriptions; Third person verbs (He and She has/is); Phonemes r and ch

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

# Year 4

## Growing Up

Key Stage 2

### Scheme of Work

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

<p><b>Statutory Guidance</b></p> <p>Health Education Changing adolescent body (8a) Key Stage 2 Science - describe the life process of reproduction in some plants and animals</p>	<p><b>Learning Intentions and Learning Outcomes</b></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><b>Lesson Title</b></p> <p>Lesson 1 <a href="#">Changes</a></p>	<p><b>Resources</b></p> <p><a href="#">Lifecycle whiteboard summary</a> <a href="#">Body Parts Bingo cards</a> <a href="#">Bingo Flash cards</a> <a href="#">Body Changes pictures</a> <a href="#">Lifecycle Quiz slides</a> <a href="#">Lifecycle Quiz answers</a> Additional Activities <a href="#">Babies and Children worksheet</a></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 <a href="#">What is Puberty?</a></p>	<p>Bag containing spot cream, deodorant, shaving foam, menstrual pads/tampon, a love heart <a href="#">Puberty Card Sort</a> <a href="#">Puberty Card Sort whiteboard summary</a> <a href="#">Body Changes worksheet</a> <a href="#">Puberty Changes Teacher Guide</a></p> <p><b>Suggested Reading</b> <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 <a href="#">Healthy Relationships</a></p>	<p><a href="#">Healthy Friendships cards</a> <a href="#">Relationship pictures</a> Online Respect and Self-Respect video <a href="https://www.youtube.com/watch?v=mZtXwLzIipk">https://www.youtube.com/watch?v=mZtXwLzIipk</a></p>

C

W

P

resources