



CURRICULUM

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.

Pupils in Y6 are able to choose their own books from home, as long as they provide appropriate challenge. This is checked by the class teachers.

| Colour band | Emerging | Expected | Exceeding/ Confident | Super confident |
|-----------------------------------|----------|----------|-------------------------|-----------------|
| 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 |
| Black (NC spelling rules) | | | Y6 | Y5 |
| Black Plus (NC spelling rules) | | | | Y6 |

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.

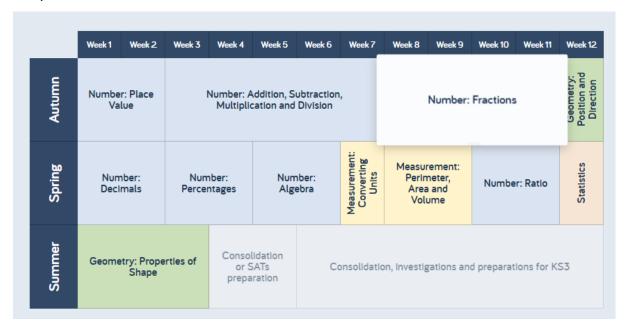
Genre coverage:

| | Fictional narrative | Non-fiction | Poetry |
|------|---|--|--|
| UKS2 | Historical context; Flashbacks; Film narrative; Different cultures; Dilemma stories; First person story; Fantasy; Contemporary; Science fiction; Narratives from different perspectives; Factual narrative; Short stories; Extended narrative | Y5 and 6: Discussion, Explanation, Instructions, Persuasive, Report, Recounts | Visual: Concrete poems Structured: Couplets; rap; Limmerick; ballads; haiku/tanka/renga Free verse: monologue; conversation poem |
| Y6 | Historical fiction, Fantasy, Traditional tales, Mystery, Film narrative, Narratives from different perspectives, factual narrative, Extended narrative | Instructional, Non- chronological report, Persuasive text, Recount, Explanatory, Discussion | Free verse Visual poems Structured 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.

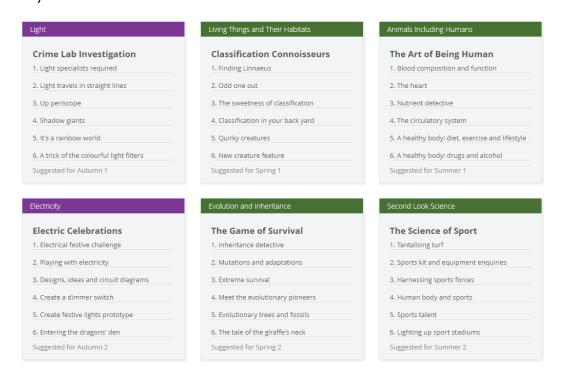
The year overview for Year 6 can be viewed below.



SCIENCE

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

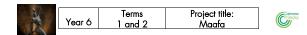
The year overview for Year 6 can be viewed below.



FOUNDATION SUBJECTS

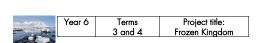
The School follows Cornerstones for Foundation Stage subjects, which has been personalised to meet the needs of our learners.

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



| Science | Tl | Living things and their habitats- Classification | |
|-----------|------|---|--|
| | T2 | Electricity | |
| History | T1&2 | Maafa: Ancient African Kingdoms; Kingdom of Benin; | |
| | | European colonisation of Africa; Transatlantic slave trade; | |
| | | Abolition of slavery; Significant black Britons. | |
| Geography | T1&2 | Our Changing World: Time zones; Longitude and latitude; Grid | |
| | | references, contour lines and map scales; Climate change and | |
| | | global warming; Extreme weather; Settlement patterns. | |
| Art | T1 | Tints, Tones and Shades: Colour wheel; Tints, tones and | |
| | | shades; Creating light and shadow; Landscapes. | |
| | T2 | Trailblazers. Barrier Breakers: Significant black artists and their | |
| | | work; Creating artwork inspired by artists. | |
| D&T | T1&2 | Food for Life: Processed food; Additives; Whole foods; Bread | |
| | | making. | |
| RE | Tl | Judaism: Rosh Hashanah and Yom Kippur. | |
| | T2 | Sikhism: Bandi Chhor Divas. | |
| Music | T1&2 | Performing and singing: Relationships between sounds and | |
| | | meanings; Comment on work of musicians and composers; | |
| | | Taking lead in performances; Combined and layering sounds; | |
| | | Singing with others. | |
| Computing | T1 | E-Safety: Being safe online; Age certificates; Where to get | |
| | | support and advice; Responding to scenarios; Media | |
| | | stereotypes. | |
| | T2 | Digital Literacy and ICT: Evaluating the effectiveness of | |
| | | websites; Microsoft Publisher; Adobe Photoshop. | |
| PSHE | T1 | VIPs: Caring relationships; Different family structures; How to | |
| | | seek help and advice; How to disagree with others; Secrets; | |
| | | Permission. | |
| | T2 | Think Positive: Mental health; Expressing feelings; Responding to | |
| | | feelings; Coping with change; How our behaviour can affect | |
| | | others; Re-framing unhelpful thinking. | |
| PE | T1 | Football | |
| | | Netball | |
| | T2 | Dance | |
| | | Badminton | |
| MFL: | T1 | Opinions revision; Sports vocabulary; Sports clothing; Verb | |
| French | | avoir; Phonemes j, a, è/ai; Masculine and feminine nouns; | |
| | T.O. | Dictionary skills. | |
| | T2 | Weather; Hobbies; Opinions with double verbs; Pets; | |
| | | Phonemes qu and oi; French story; Christmas. | |

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





| | T3 | | | | |
|---------------------|---------------------------------|---|--|--|--|
| Science | Light: Crime lab investigations | | | | |
| | T4 | Animals including humans: The Art of being Human | | | |
| History | T3&4 | Polar expeditions; Significant people: Robert Scott, Ernest | | | |
| | | Shackleton; Significant event: Titanic disaster | | | |
| Geography | T3&4 | Arctic and Antarctica; Polar climates; Polar oceans and | | | |
| • | | landscapes; Climate change; Indigenous people; Tourism | | | |
| Art T3 Inuit: Inuit | | Inuit: Inuit art; work of Inuit artists; Printing | | | |
| | T4 | Environmental Artists: Artwork with a message; Making art from | | | |
| | | recycled materials; Ocean art | | | |
| D&T | T3&4 | Engineer: Engineers; Bridges; Strengthening; Use of triangles for | | | |
| | | strength; Prototypes; Testing and evaluation | | | |
| RE | T3 | Buddhism: Parinirvana | | | |
| | T4 | Islam: Lailat al Miraj | | | |
| Music | T3&4 | Notation: Semibreves; minims; crotchets; quavers; semiquavers | | | |
| | | and their equivalent rests; Pitch in an octave; Rhythmic phrases | | | |
| Computing | T3 | Computer Science: Flowcharts and algorithms; Animations on | | | |
| | | Scratch; Debugging and fixing algorithms | | | |
| | T4 | Digital Literacy and ICT- Networks: Networks and how they are | | | |
| | | used; Using programme for a specific task | | | |
| PSHE | T3 | Money Matters: Saving and spending money; How to pay for | | | |
| | | things; Good value for money; Spending decisions; Ethical | | | |
| | | spending; Budgeting; Gambling | | | |
| | T4 | It's My Body: Balanced, healthy lifestyles; Physical and mental | | | |
| | | health; Life choices; Legal and illegal drugs; Organisations that | | | |
| | | can help; Individuality | | | |
| PE | T3 | Gymnastics | | | |
| | | Dodgeball | | | |
| | T4 | Tennis | | | |
| | TO | Cricket | | | |
| MFL | T3 | Verb être (to be); Dictionary skills; Revise dates; Numbers 32- | | | |
| | | 60; School subjects | | | |
| | T4 | Phonene silent h; Primary school in France; Opinions and | | | |
| | | preferences; Giving reasons; Verb aller (to go); Transport; | | | |
| | | Easter-Mardi gras | | | |

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 | <u>Judasim</u> — Purim | Sikhism - Naam Karan | Buddhism – Esala Perahera |
| Cedar Year Two | <u> Hindusim</u> – <u>Navrati</u> | Christianity - Christmas | <u>Judasim</u> - <u>Hannukah</u> | Buddhism – Losar | Sikhism - Anand Karaj | Islam — Jumu'ah |
| Oak Year Three | Hinduism – Ganesh Chaturthi | Sikhism – Guru Nanak <u>Gurpurab</u> | Islam – The Hajj | Christianity – Lent | Buddhism – Vesak | Judaism —Shavuot |
| Redwood Year Four | Hinduism — Janmashtami | Buddhism – <u>Kathina</u> | Sikhism — Vaisakhi | Christianity – Holy Week and Easter | Islam — Eid ul - <u>Adha</u> | Judaism - Shabbat |
| Silver Birch Year Five | Christianity - Sunday | Sikhism – Guru Arjan <u>Gurpurab</u> | Hinduism — Holi | Judaism – Passover | Islam – Ramadan | Buddhism – Dharma Day |
| Willow Year Six | <u>Judasim</u> – Yom Kippur | Sikhism – <u>Bandi</u> <u>Chor</u> Divas | Buddhism — <u>Pariniryana</u> | Islam – <u>Lailat</u> al Miraj | Hinduism – <u>Kumbh</u> Mela | Christianity – <u>Pentencost</u> |

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 |



| Scheme of Work Word Box: Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy,communication, personal/private information, internet safety | | | | | |
|---|---|--|--|--|--|
| Statutory Guidance Health Education Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b) | Learning Intentions and Learning Outcomes Learning Intention To consider puberty and reproduction Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence | Lesson Title Lesson 1 Puberty and Reproduction | Resources Puberty Changes Teacher Guide Puberty Body Part cards Reproduction questions sheet Reproduction answer cards Reproduction whiteboard summary Additional Activities Year 6 Puberty Problem Page. Year 6 Puberty Problem Page Cut-outs Year 6 Puberty Problem Page Teacher Guide | | |
| Relationships Education Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e) | Learning Intention Exploring the importance of commmunication and respect in relationships Learning Outcomes Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important | Lesson 2 Communication in Relationships | Communication and Touch cards Pupil Questions template | | |
| Relationships Education Families and people who care for us (1c,1d,1e) Key Stage 2 Science - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents | Learning Intention To consider different ways people might start a family Learning Outcomes Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy | Lesson 3 Families. Conception and Pregnancy | Couple pictures How does a baby start? cards (one set per group) How does a baby start? whiteboard summary Pupil Questions from previous lesson - typed Additional Activities Conception and Pregnancy statements Conception and Pregnancy Quiz Conception and Pregnancy Quiz Answers Reproductive System slides | | |
| Relationships Education Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i) | Learning Intention To explore positive and negative ways of communicating in a relationship Learning Outcomes To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong | Lesson 4 Online Relationships | Relationship Question cards Communication Scenario cards Communication Scenarios answers Communication Scenarios whiteboard summary Additional Activities Film clip from www.thinkuknow.co.uk | | |

