



## 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; Limerick; 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.

	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, Subtraction, Multiplication and Division					Number: Fractions				Geometry: Position and Direction
Spring	Number: Decimals	Number: Percentages		Number: Algebra		Measurement: Converting Units	Measurement: Perimeter, Area and Volume		Number: Ratio		Statistics	
Summer	Geometry: Properties of Shape			Consolidation or SATs preparation		Consolidation, investigations and preparations for KS3						

## 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.

<b>Light</b> <p><b>Crime Lab Investigation</b></p> <ol style="list-style-type: none"> <li>1. Light specialists required</li> <li>2. Light travels in straight lines</li> <li>3. Up periscope</li> <li>4. Shadow giants</li> <li>5. It's a rainbow world</li> <li>6. A trick of the colourful light filters</li> </ol> <p>Suggested for Autumn 1</p>	<b>Living Things and Their Habitats</b> <p><b>Classification Connoisseurs</b></p> <ol style="list-style-type: none"> <li>1. Finding Linnaeus</li> <li>2. Odd one out</li> <li>3. The sweetness of classification</li> <li>4. Classification in your back yard</li> <li>5. Quirky creatures</li> <li>6. New creature feature</li> </ol> <p>Suggested for Spring 1</p>	<b>Animals Including Humans</b> <p><b>The Art of Being Human</b></p> <ol style="list-style-type: none"> <li>1. Blood composition and function</li> <li>2. The heart</li> <li>3. Nutrient detective</li> <li>4. The circulatory system</li> <li>5. A healthy body: diet, exercise and lifestyle</li> <li>6. A healthy body: drugs and alcohol</li> </ol> <p>Suggested for Summer 1</p>
<b>Electricity</b> <p><b>Electric Celebrations</b></p> <ol style="list-style-type: none"> <li>1. Electrical festive challenge</li> <li>2. Playing with electricity</li> <li>3. Designs, ideas and circuit diagrams</li> <li>4. Create a dimmer switch</li> <li>5. Create festive lights prototype</li> <li>6. Entering the dragons' den</li> </ol> <p>Suggested for Autumn 2</p>	<b>Evolution and Inheritance</b> <p><b>The Game of Survival</b></p> <ol style="list-style-type: none"> <li>1. Inheritance detective</li> <li>2. Mutations and adaptations</li> <li>3. Extreme survival</li> <li>4. Meet the evolutionary pioneers</li> <li>5. Evolutionary trees and fossils</li> <li>6. The tale of the giraffe's neck</li> </ol> <p>Suggested for Spring 2</p>	<b>Second Look Science</b> <p><b>The Science of Sport</b></p> <ol style="list-style-type: none"> <li>1. Tantalising turf</li> <li>2. Sports kit and equipment enquiries</li> <li>3. Harnessing sports forces</li> <li>4. Human body and sports</li> <li>5. Sports talent</li> <li>6. Lighting up sport stadiums</li> </ol> <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.



<b>Year 6</b>	<b>Terms 1 and 2</b>	<b>Project title: Maafa</b>
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<b>Science</b>	T1	Living things and their habitats- Classification
	T2	Electricity
<b>History</b>	T1&2	Maafa: Ancient African Kingdoms; Kingdom of Benin; European colonisation of Africa; Transatlantic slave trade; Abolition of slavery; Significant black Britons.
<b>Geography</b>	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.
<b>Art</b>	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.
<b>D&amp;T</b>	T1&2	Food for Life: Processed food; Additives; Whole foods; Bread making.
<b>RE</b>	T1	Judaism: Rosh Hashanah and Yom Kippur.
	T2	Sikhism: Bandi Chhor Divas.
<b>Music</b>	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.
<b>Computing</b>	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.
<b>PSHE</b>	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.
<b>PE</b>	T1	Football Netball
	T2	Dance Badminton
<b>MFL: French</b>	T1	Opinions revision; Sports vocabulary; Sports clothing; Verb avoir; Phonemes j, a, è/ai; Masculine and feminine nouns; 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.



<b>Year 6</b>	<b>Terms 3 and 4</b>	<b>Project title: Frozen Kingdom</b>
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<b>Science</b>	T3	Light: Crime lab investigations
	T4	Animals including humans: The Art of being Human
<b>History</b>	T3&4	Polar expeditions; Significant people: Robert Scott, Ernest Shackleton; Significant event: Titanic disaster
<b>Geography</b>	T3&4	Arctic and Antarctica; Polar climates; Polar oceans and landscapes; Climate change; Indigenous people; Tourism
<b>Art</b>	T3	Inuit; Inuit art; work of Inuit artists; Printing
	T4	Environmental Artists: Artwork with a message; Making art from recycled materials; Ocean art
<b>D&amp;T</b>	T3&4	Engineer: Engineers; Bridges; Strengthening; Use of triangles for strength; Prototypes; Testing and evaluation
<b>RE</b>	T3	Buddhism: Parinirvana
	T4	Islam: Lailat al Miraj
<b>Music</b>	T3&4	Notation: Semibreves; minims; crotchets; quavers; semiquavers and their equivalent rests; Pitch in an octave; Rhythmic phrases
<b>Computing</b>	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
<b>PSHE</b>	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
<b>PE</b>	T3	Gymnastics Dodgeball
	T4	Tennis Cricket
<b>MFL</b>	T3	Verb être (to be); Dictionary skills; Revise dates; Numbers 32-60; School subjects
	T4	Phoneme 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	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 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

<div> <div>Year 6</div> <div>Puberty, Relationships and Reproduction <small>Key Stage 2</small></div> </div>			
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	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Health Education Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b)	<b>Learning Intention</b> To consider puberty and reproduction <b>Learning Outcomes</b> Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence	Lesson 1 <a href="#">Puberty and Reproduction</a>	<b>Resources</b> <a href="#">Puberty Changes Teacher Guide</a> <a href="#">Puberty Body Part cards</a> <a href="#">Reproduction questions sheet</a> <a href="#">Reproduction answer cards</a> <a href="#">Reproduction whiteboard summary</a> <b>Additional Activities</b> <a href="#">Year 6 Puberty Problem Page</a> <a href="#">Year 6 Puberty Problem Page Cut-outs</a> <a href="#">Year 6 Puberty Problem Page Teacher Guide</a>
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)	<b>Learning Intention</b> Exploring the importance of communication and respect in relationships <b>Learning Outcomes</b> Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important	Lesson 2 <a href="#">Communication in Relationships</a>	<a href="#">Communication and Touch cards</a> <a href="#">Pupil Questions template</a>
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	<b>Learning Intention</b> To consider different ways people might start a family <b>Learning Outcomes</b> Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy	Lesson 3 <a href="#">Families, Conception and Pregnancy</a>	<a href="#">Couple pictures</a> <a href="#">How does a baby start? cards</a> (one set per group) <a href="#">How does a baby start? whiteboard summary</a> Pupil Questions from previous lesson - typed <b>Additional Activities</b> <a href="#">Conception and Pregnancy statements</a> <a href="#">Conception and Pregnancy Quiz</a> <a href="#">Conception and Pregnancy Quiz Answers</a> <a href="#">Reproductive System slides</a>
Relationships Education Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)	<b>Learning Intention</b> To explore positive and negative ways of communicating in a relationship <b>Learning Outcomes</b> 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 <a href="#">Online Relationships</a>	<a href="#">Relationship Question cards</a> <a href="#">Communication Scenario cards</a> <a href="#">Communication Scenarios answers</a> <a href="#">Communication Scenarios whiteboard summary</a> <b>Additional Activities</b> Film clip from <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>