



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.

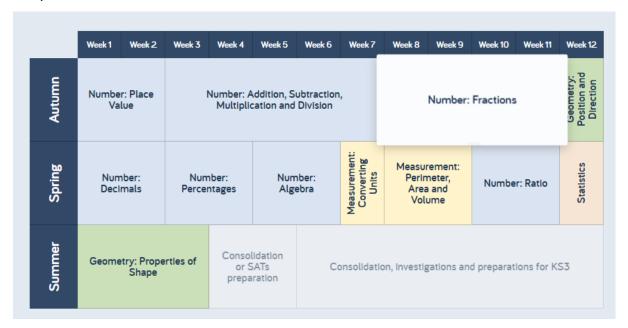
Genre coverage:

	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.

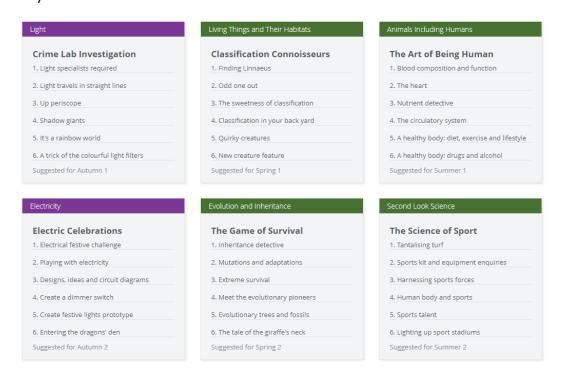
The year overview for Year 6 can be viewed below.



SCIENCE

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

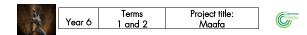
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FOUNDATION SUBJECTS

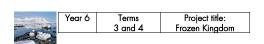
The School follows Cornerstones for Foundation Stage subjects, which has been personalised to meet the needs of our learners.

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	
	T-0	Netball	
	T2	Dance	
1.151		Badminton	
MFL: French	T1	Opinions revision; Sports vocabulary; Sports clothing; Verb	
French		avoir; Phonemes j, a, è/ai; Masculine and feminine nouns;	
	TO	Dictionary skills.	
	T2	Weather; Hobbies; Opinions with double verbs; Pets;	
	l	Phonemes qu and oi; French story; Christmas.	

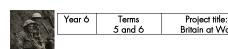
The overview for Terms 3 and 4 can be found below.





Science	T3	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 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 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 <i>aller</i> (to go); Transport; Easter-Mardi gras		

The overview for Terms 5 and 6 can be found below.





Science	T5	Evolution and inheritance- The game of survival	
	T6	Second look science- consolidation of knowledge and skills	
History	T5&6	WWI: Causes, Warfare, Key events, End of the war.	
		WWII: Causes, Warfare, Battle of Britain, Anne Frank and	
		persecution of Jews, End of war	
		Remembrance	
Geography	T5&6	Revision and consolidation of learning	
Art	T5	Distortion and Abstraction: Abstract art; Guernica by Pablo Picasso; Orphism	
	T6	Bees, Beetles and Butterflies: Mood boards; Art inspired by nature; artwork by Lucy Arnold; Observational drawings; Mixed media collage; Pop Art	
D&T	T5&6	Make do and Mend: Wartime campaign; Sewing stitches; Repurposing old clothes and materials into something new	
RE	T5	Hinduism: Kumbh Mela	
	T6	Christianity: Sundays	
Music	T5&6	Composition: Compose a piece of music based on a theme; Chord changes; Melodies using the pentatonic scale	
Computing	T5	Digital Literacy and ICT: Evaluating the effectiveness of websites; Microsoft Publisher; Photo editing	
	T6	Digital Literacy and ICT- Data: Microsoft Excel; Formulae for two-step calculations; Sort and filter tools	
PSHE	T5	Diverse Britain: Personal identify; Community groups; Diverse communities; Rules and laws; Prejudice; Local and national governments	
	T6	SRE: Body changes during puberty; Healthy and unhealthy relationships; Permission and consent; Positive relationships; Basic facts about contraception and pregnancy; How to get help or support	
PE	T5	Outdoor Adventurous Activity May Dance	
	T6	Athletics	
MFL	T5	Items in a classroom; Possessive adjectives; Prepositions; Pronunciation (silent letters at the end of words)	
	T6	Revise the verb <i>aller</i> (to go); Simple future tense; Numbers 61- 100; Revision	

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 — <u>Esala</u> 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 – Pariniryana	Islam — <u>Lailat</u> al Miraj	Hinduism – <u>Kumbh</u> Mela	Christianity – Pentencost

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

Scheme of Work Puberty, Relationships and Reproduction Key Stace 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 communication 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 amilies and people who care or us (1c,1d,1e) (sey Stage 2 Science recognise that living things produce offspring of the same tind, 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		
telationships Education Online relationships 4a,4b,4c,4d,4e) Jeing 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		