



CURRICULUM

FNGLISH

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 <u>click here</u>. 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	Reception			
(Phase 1)				
Pink A & B		Reception		
(Phase 2)				
Red A & B	Y1	Reception		
(Phase 3)				
Yellow	Y1	Reception		
(Phase 4)				
Blue		Y1	Reception	
(Phase 4)				
Green	Y2	Y1	Reception	
(Phase 5)			·	
Orange	Y2	Y1		Reception

(Phase 5)				
Turquoise		Y2	Y1	
(Phase 5 & 6)				
Purple		Y2	Y1	
(NC spelling rules)				
Gold		Y2	Y1	
(NC spelling rules)				
White	Y3	Y2	Y2	Y1
(NC spelling rules)				

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.

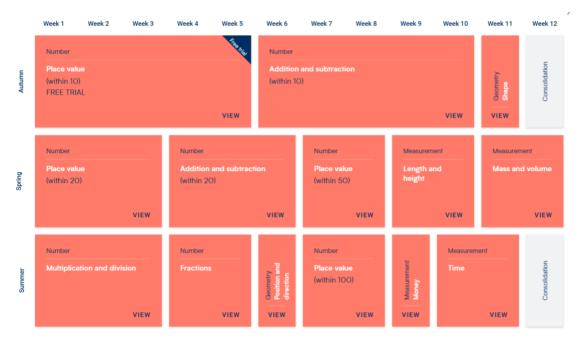
Exciting and engaging stimuli are chosen for writing, often linked to the termly wider curriculum topics. This provides pupils with an enthusiasm to write and an opportunity to deepen and apply their learning from across the curriculum.

Genre coverage:

		Fictional narrative	Non-fiction	Poetry
Υ	1	Traditional Tales and Fairy Tales; Play scripts; Adventure; Fantasy	Recount; Explanatory; Discussion; Instructional	Structured: Acrostic, Question and Answer; Visual poems

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.

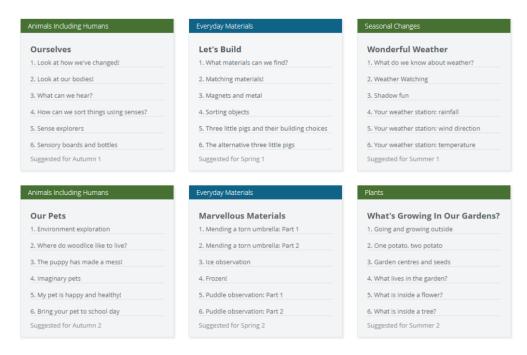
The year overview for Year 1 can be viewed below.



SCIENCE

The School 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.



FOUNDATION SUBJECTS

The School follows Maestro 22 for History, Geography, Art, DT and RE, 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	Project title:
	1 and 2	Childhood



Science	Tl	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	Tl	Mixing Colours: 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	Tl	Christianity: Harvest
	T2	Hinduism: Diwali
Music	Tl	Pulse: Long and short sounds; Keeping a steady pulse; Group
		performance; Evaluation.
	T2	Voice: Singing and performing; Following musical directions;
		Pitch; Dynamics; Evaluation.
Computing	Tl	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	Tl	Wellbeing: The Hugasaurus.
		Feelings; Starting school; Making friends; Hurtful comments; Dealing with
		anger; Kindness.
	T2	Wellbeing: The Worrysaurus.
DE	T1	Feelings and emotions; Dealing with worry; Helping others; Happy things.
PE	T1	Multiskills
	TO	Games
	T2	Dance
		Outdoor Adventurous Activity

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



Year 1	Terms	Project title:
	3 and 4	Bright Lights, Big City



Science	Т3	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	Rhythm: Play along to the pulse; Steady tempo; Copy rhythms;	
		Difference between pulse and rhythm; Play in a group; Graphic	
		notation; Evaluation	
	T4	Production rehearsal and performance	
Computing	T3	Computer Science: Beebots; Inputting instructions	
	T4	Digital Literacy and ICT- Networks: Use of ICT in everyday life	
PSHE	T3&4	Wellbeing: My Life. Family and friends; Personal safety;	
		Impressions; Being proud; Responsibility; Choices and	
		consequences; Character traits; Hobbies and clubs	
PE	T3	Gymnastics	
	T4	Multiskills	
		Games	

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



Year 1	Terms	Project title:
	5 and 6	School Days



Science	T5	Plants: What's growing in our gardens
	T6	Revisit and consolidate learning
History	T5&6	The past; Significant events (our school opening); Life and schooling in the Victorian era; Historical artefacts; Significant person (Samuel Wilderspin)
Geography	T5&6	Fieldwork in our school groups; Our locality; Changes in our locality; Revision and consolidation of learning
Art	T5&6	Rain and Sunrays: Motifs; Exploring line and shape using pencil; Texture; Printing (collagraphy)
D&T	T5&6	Chop, Slice and Mash: Food sources; Ways of preparing fruit and vegetables; Salads; Designing and making a supermarket sandwich
RE	T5	Sikhism: Naam Karan
	T6	Buddhism: Esala Perahera
Music	T5	Pitch: High and low pitch; Recognise changes in pitch; Compose with pitch and timbre; Graphic notation; Evaluation
	T6	20th Century Music: Different musical genres (fold, experimental, disco); Evaluation
Computing	T5	Digital Literacy and ICT: Parts of a computer; Switching on and off; Logging on and off; Opening programmes; Paint; Typing
	T6	Digital Literacy and ICT- Data: Pictograms; Moving images to show data
PSHE	T5	Diverse Britain
	T6	SRE: Being friends; Older children are more independent; Different types of families; Who to ask for help
PE	T5	Dance May Dance
	T6	Athletics

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	Christianity	Hinduism	Islam	Judaism	Sikhism	Buddhism
1	Harvest	Diwali	Milad un	Purim	Naam	Esala
			Nabi		Karan	Perahera
					(Naming	
					ceremony)	
Year	Hinduism	Christianity	Judaism	Buddhism	Sikhism	Islam
2	Navrati	Christmas	Hanukkah	Losar	Anand	Jumu'ah-
					Karaj	Friday
					(wedding)	prayers
Year	Hinduism	Sikhism	_lslam	Christianity	Buddhism	Judaism
3	Ganesh	Guru	The Hajj	Lent	Vesak	Shavuot
	Chaturthi	Nanak				
Vacur	I the abotence	Gurpurab	Cildeiene	Claudali analik	Inlama.	les el este de
Year 4	Hinduism	Buddhism	Sikhism	Christianity	Islam	Judaism
4	Janmashtami	Kathina	Vaisakhi	Holy Week and Easter	Eid ul- Adha	Shabbat-
				and Easter	Adrid	Friday to
Year	Sikhism	Hinduism	Judaism	Christianity	Islam	Saturday Buddhism
5	Guru Arjan	Holi	Passover	Pentecost	Ramadan	Dharma
	Gurpurab	11011	1 0330 4 61	i eniecosi	and Eid al-	Day
	Corporab				Fitr	Day
Year	Judaism	Sikhism	Buddhism	Islam	Hinduism	Christianity
6	Yom Kippur	Bandi	Parinirvana	Lailat al	Kumbh	Sundays
	and Rosh	Chhor		Miraj	Mela	,
	Hashanah	Divas				

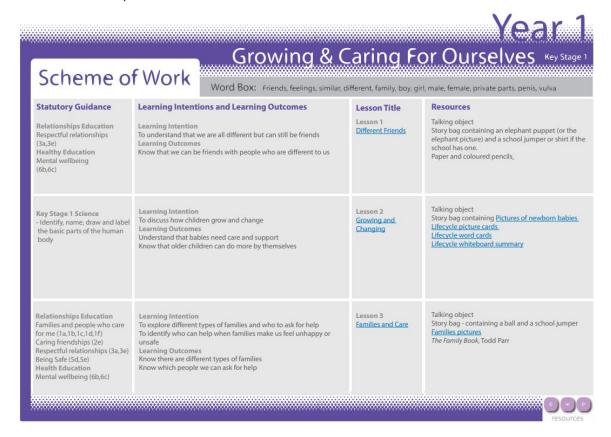
PSHE

We use PiXL planning and resources to deliver our PSHE curriculum, along with CWP for relationships education.

The themes taught and revisited during PSHE sessions are:

Wellbeing: My Health; My Mind; My Life	Character and Culture
Financial Education	Futures

The relationships curriculum is as follows:



MUSIC

We follow the Leicestershire Music Hub planning for Music, which teaches and revisits the following areas:

Pulse	Voice	Rhythm	Pitch	Music	20 th Century
				technology	Music

PΕ

In PE, we follow the Cambridgeshire Scheme of Work which teaches a wide range of physical skills and provides opportunities to apply these in specific sports.