

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

Lime	Y3, Y4		Y2	
(NC spelling rules)				
Brown	Y4, Y5	Y3	Y2	
(NC spelling rules)				
Grey	Y5, Y6	Y4	Y3	Y2
(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 Letters and Sounds 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.

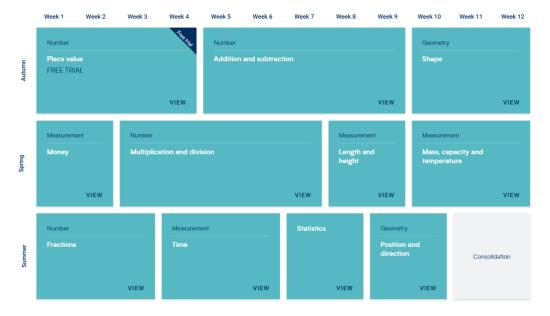
Genre coverage:

	Fictional narrative	Non-fiction	Poetry
KS1	Adventure stories, Fantasy stories	Explanation, Instructions, Persuasive, Report, Recounts	Structured: cinquain/ quatrain; kenning; questions and answer

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.

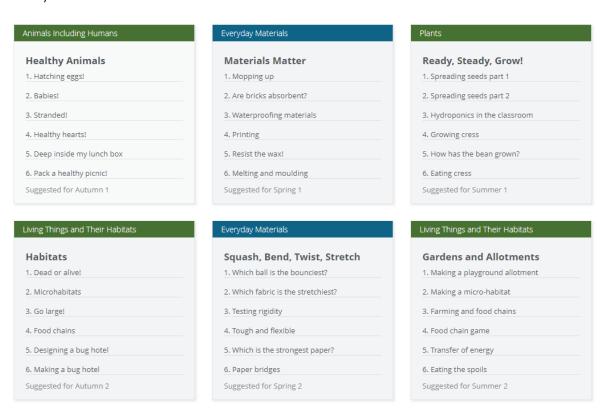
The year overview for Year 2 can be viewed below.



SCIENCE

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

The year overview for Year 2 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.



	Terms	Project title:	
Year 2	1 and 2	Movers and Shakers	



Science	T1	Plants-Ready, Steady, Grow!
Science	T2	
11.		Everyday materials: Materials Matters
History	T1&2	Movers and Shakers: Timelines; Significant individuals in history
		and their achievements (explorers and activists); Monument.
Geography	T1&2	Let's Explore the World: Atlases and maps; UK; Climates
		around the world; Comparing UK with Somalia.
Art	Tl	Exploring Colours: Colour wheel and colour mixing; block
		printing; Mondrian and Kandinksy.
	T2	Still Life: Drawing; Still life art and artists; Composition; Vincent
		van Gogh.
D&T	T1&2	Remarkable Recipes: Food preparation; Cooking methods;
		Recipes; Hygiene.
RE	Tl	Hinduism: Navrati.
	T2	Christianity: Christmas.
Music	Tl	Pulse: Chant with pulse; Follow graphic notation; Stick notation
		(crotchet, paired quavers, crotchet rest); Performance;
		Evaluation.
	T2	Voice: Singing; Follow musical instructions; Pitch and graphic
	-	notation; Evaluation.
Computing	Tl	E-Safety: Digital footprints; Appropriate websites; Fake
, ,		information; Being kind; Seeking help.
	T2	Digital Literacy and ICT: Paint; Resizing, rotating and colouring
		shapes; Retrieving a file.
PSHE	T1&2	Wellbeing: My Health. Keeping healthy; Exercise; Sleeping;
		Resting; Eating and hydration; Personal hygiene; Healthy
		behaviours.
PE	Tl	Multiskills
		Games
	T2	Dance
		Outdoor Adventurous Activity
		Oddoor / Idvorilo1000 / Idilvily

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



Year 2	Terms	Project title:	
	3 and 4	Coastline	



Science	T3	Animals including Humans- Healthy Animals		
	T4	Everyday materials- Squish, bend, twist, stretch		
History	T3&4	Significant people: Captain James Cook; Grace Darling		
Geography	T3&4	Continents, Oceans, The UK and seas; Features of coastlines;		
		Map reading; Erosion; Whitby; Tourism		
Art	T3&4	Flower Head: Visual elements (shape, texture, colour, pattern,		
		form); Drawing; Printmaking; 3D forms using paper and clay		
D&T	T3	Beach Hut: Making and strengthening structures; Joining		
		materials		
	T4	Push and Pull: Mechanisms (sliders, levers and linkages);		
		Making a greetings card with a mechanism		
RE	T3	Judaism: Hanukkah		
	T4	Buddhism: Losar		
Music T3 Rhythm: Perform with pulse and rhythm; Rhythmic		Rhythm: Perform with pulse and rhythm; Rhythmic patterns in		
		speech and song; Difference between pulse and rhythm; Stick		
		notation; Evaluation		
	T4	Production rehearsal		
Computing	T3	Computer Science: Algorithms; Beebot instructions		
	T4	Digital Literacy and ICT- Networks: Websites and their		
		purposes; Saving and retrieving work; Computer folders		
PSHE	T3&4	Wellbeing: My Mind. Being healthy; Feelings and emotions;		
		Suppoer Network; Happiness; Challenge; Resilience;		
		Determination; Self-awareness; Keeping Cool; Being positive		
PE	T3	Gymnastics		
	T4	Multiskills		
		Games		

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



Year 2	Terms	Project title:
	5 and 6	Magnificent Monarchs



Science	T5	Living things and their habitats: Habitats		
	T6	Plants: Gardens and allotments		
History	T5&6	Chronology and timelines; Monarchy; Significant monarchs: Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Victoria, Queen Elizabeth II; Hierarchy		
Geography	T5&6	Revision and consolidation of learning		
Art	T5&6	Portraits and Poses: Portraiture; work of Han Holbein the Younger; Drawing; Digital drawing; Creating own portraits		
D&T	T5&6	Cut, Stitch and Join: Fabric products; work of designer Cath Kidston; Running stitches; Embellishments; Making a bag tag		
RE	T5	Sikhism: Anand Karaj		
	T6	Islam: Jumu'ah		
Music	T5	Music technology: Experiment with making sounds using technology; Simple rhythms; Listen to live and recorded music; Evaluation		
	T6	20th Century Music: Different musical genres (film music, Beatles, modern bhangra); Evaluation		
Computing T5 Digital Literacy and ICT: Wider use		Digital Literacy and ICT: Wider uses of ICT; Microsoft Word; Saving and retrieving work on Word; Copy and paste an image		
	T6	Digital Literacy and ICT- Data: Branching trees; Using images to show data (eg pictograms)		
PSHE T5 Financial education: How money		Financial education: How money makes us feel; Wants vs Needs; Keeping money safe		
	T6	SRE: Some differences between males and females; Body parts; Stereotypes about boys and girls		
PE	T5	Dance May Dance		
	T6	Athletics		

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.

	T1	T2	Т3	T4	T5	T6
EYFS			Our W	orld		
Year 1	Christianity Harvest	Hinduism Diwali	Islam Milad un Nabi	Judaism Purim	Sikhism Naam Karan (Naming ceremony)	Buddhism Esala Perahera
Year 2	Hinduism Navrati	Christianity Christmas	Judaism Hanukkah	Buddhism Losar	Sikhism Anand Karaj (wedding)	Islam Jumu'ah- Friday prayers
Year 3	Hinduism Ganesh Chaturthi	Sikhism Guru Nanak Gurpurab	Islam The Hajj	Christianity Lent	Buddhism Vesak	Judaism Shavuot
Year 4	Hinduism Janmashtami	Buddhism Kathina	Sikhism Vaisakhi	Christianity Holy Week and Easter	Islam Eid ul- Adha	Judaism Shabbat- Friday to Saturday

Year	Sikhism	Hinduism	Judaism	Christianity	Islam	Buddhism
5	Guru Arjan	Holi	Passover	Pentecost	Ramadan	Dharma
	Gurpurab				and Eid al-	Day
					Fitr	
Year	Judaism	Sikhism	Buddhism	Islam	Hinduism	Christianity
6	Yom Kippur	Bandi	Parinirvana	Lailat al	Kumbh	Sundays
	and Rosh	Chhor		Miraj	Mela	
	Hashanah	Divas				

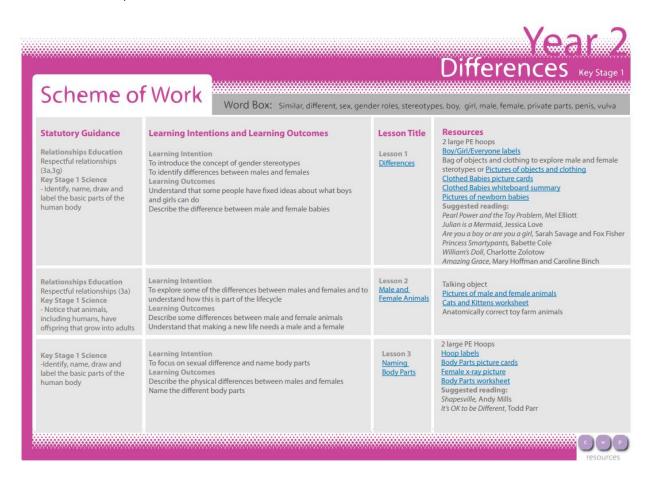
PSHF

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	20th 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.