



## 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 [click here](#). 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 (NC spelling rules)	Y3, Y4		Y2	
Brown (NC spelling rules)	Y4, Y5	Y3	Y2	
Grey (NC spelling rules)	Y5, Y6	Y4	Y3	Y2

## 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.

	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	<div>Number</div> <div>Place value</div> <div>FREE TRIAL</div> <div>VIEW</div>			<div>Free trial</div>	<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>				<div>Geometry</div> <div>Shape</div> <div>VIEW</div>			
Spring	<div>Measurement</div> <div>Money</div> <div>VIEW</div>		<div>Number</div> <div>Multiplication and division</div> <div>VIEW</div>			<div>Measurement</div> <div>Length and height</div> <div>VIEW</div>		<div>Measurement</div> <div>Mass, capacity and temperature</div> <div>VIEW</div>				
Summer	<div>Number</div> <div>Fractions</div> <div>VIEW</div>		<div>Measurement</div> <div>Time</div> <div>VIEW</div>		<div>Statistics</div> <div>VIEW</div>		<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>		<div>Consolidation</div>			

## 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.

<b>Animals Including Humans</b>  <b>Healthy Animals</b> 1. Hatching eggs! 2. Babies! 3. Stranded! 4. Healthy hearts! 5. Deep inside my lunch box 6. Pack a healthy picnic! Suggested for Autumn 1	<b>Everyday Materials</b>  <b>Materials Matter</b> 1. Mopping up 2. Are bricks absorbent? 3. Waterproofing materials 4. Printing 5. Resist the wax! 6. Melting and moulding Suggested for Spring 1	<b>Plants</b>  <b>Ready, Steady, Grow!</b> 1. Spreading seeds part 1 2. Spreading seeds part 2 3. Hydroponics in the classroom 4. Growing cress 5. How has the bean grown? 6. Eating cress Suggested for Summer 1
<b>Living Things and Their Habitats</b>  <b>Habitats</b> 1. Dead or alive! 2. Microhabitats 3. Go large! 4. Food chains 5. Designing a bug hotel 6. Making a bug hotel Suggested for Autumn 2	<b>Everyday Materials</b>  <b>Squash, Bend, Twist, Stretch</b> 1. Which ball is the bounciest? 2. Which fabric is the stretchiest? 3. Testing rigidity 4. Tough and flexible 5. Which is the strongest paper? 6. Paper bridges Suggested for Spring 2	<b>Living Things and Their Habitats</b>  <b>Gardens and Allotments</b> 1. Making a playground allotment 2. Making a micro-habitat 3. Farming and food chains 4. Food chain game 5. Transfer of energy 6. Eating the spoils Suggested for Summer 2

## 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 2	Terms 1 and 2	Project title: Movers and Shakers
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Science	T1	Plants- Ready, Steady, Grow!
	T2	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	T1	Exploring Colours: Colour wheel and colour mixing; block printing; Mandrian and Kandinsky.
	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	T1	Hinduism: Navrati.
	T2	Christianity: Christmas.
Music	T1	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	T1	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	T1	Multiskills Games
	T2	Dance Outdoor Adventurous Activity

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



Year 2	Terms 3 and 4	Project title: Coastline
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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 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; Supporter 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 5 and 6	Project title: Magnificent Monarchs
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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	20 <sup>th</sup> Century Music: Different musical genres (film music, Beatles, modern bhangra); Evaluation
Computing	T5	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 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	T3	T4	T5	T6
EYFS	Our World					
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 5	<b>Sikhism</b> Guru Arjan Gurgurab	<b>Hinduism</b> Holi	<b>Judaism</b> Passover	<b>Christianity</b> Pentecost	<b>Islam</b> Ramadan and Eid al-Fitr	<b>Buddhism</b> Dharma Day
Year 6	<b>Judaism</b> Yom Kippur and Rosh Hashanah	<b>Sikhism</b> Bandi Chhor Divas	<b>Buddhism</b> Parinirvana	<b>Islam</b> Lailat al Miraj	<b>Hinduism</b> Kumbh Mela	<b>Christianity</b> Sundays

## 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:

Year 2

Differences

Key Stage 1

## Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Relationships Education Respectful relationships (3a,3g) Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body</p>	<p><b>Learning Intention</b> To introduce the concept of gender stereotypes To identify differences between males and females <b>Learning Outcomes</b> Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</p>	<p>Lesson 1 <a href="#">Differences</a></p>	<p><b>Resources</b> 2 large PE hoops <a href="#">Boy/Girl/Everyone labels</a> Bag of objects and clothing to explore male and female stereotypes or <a href="#">Pictures of objects and clothing</a> <a href="#">Clothed Babies picture cards</a> <a href="#">Clothed Babies whiteboard summary</a> <a href="#">Pictures of newborn babies</a> Suggested reading: <i>Pearl Power and the Toy Problem</i>, Mel Elliott <i>Julian is a Mermaid</i>, Jessica Love <i>Are you a boy or are you a girl</i>, Sarah Savage and Fox Fisher <i>Princess Smartypants</i>, Babette Cole <i>William's Doll</i>, Charlotte Zolotow <i>Amazing Grace</i>, Mary Hoffman and Caroline Binch</p>
<p>Relationships Education Respectful relationships (3a) Key Stage 1 Science - Notice that animals, including humans, have offspring that grow into adults</p>	<p><b>Learning Intention</b> To explore some of the differences between males and females and to understand how this is part of the lifecycle <b>Learning Outcomes</b> Describe some differences between male and female animals Understand that making a new life needs a male and a female</p>	<p>Lesson 2 <a href="#">Male and Female Animals</a></p>	<p>Talking object <a href="#">Pictures of male and female animals</a> <a href="#">Cats and Kittens worksheet</a> Anatomically correct toy farm animals</p>
<p>Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body</p>	<p><b>Learning Intention</b> To focus on sexual difference and name body parts <b>Learning Outcomes</b> Describe the physical differences between males and females Name the different body parts</p>	<p>Lesson 3 <a href="#">Naming Body Parts</a></p>	<p>2 large PE Hoops <a href="#">Hoop labels</a> <a href="#">Body Parts picture cards</a> <a href="#">Female x-ray picture</a> <a href="#">Body Parts worksheet</a> Suggested reading: <i>Shaperville</i>, Andy Mills <i>It's OK to be Different</i>, Todd Parr</p>

## MUSIC

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

Pulse	Voice	Rhythm	Pitch	Music technology	20 <sup>th</sup> Century Music
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## PE

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.