



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, following the Fred Teaching guidance, 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.

Colour band	Emerging	Expected	Exceeding/ Confident	Super confident
Lime (NC spelling rules)	Y3, Y4		Y2	
Brown (NC spelling rules)	Y4, Y5	Y3	Y2	
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

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
LKS2	Myths/Legends; Adventure; Mystery; Modifying well-known stories; Dilemma stories; First person stories; Playscripts; Moral stories; Fantasy; Fables	Y3: Explanation, Instructions, Persuasive, Report, Recounts Y4: Discussion, Explanation, Instructions, Persuasive, Report, Recounts	Visual: Concrete poems Structured: Couplets; rap; Limerick; ballads; haiku/tanka/renga Free verse: monologue; conversation poem
Y4	Myths/Legends; Mystery; Play scripts; Moral stories; Fantasy; Fables	Discussion, Explanation, Instructions, Persuasive, Report, Recounts	Visual: Calligrams Structured: couplets; ballads; tanka/renga

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 4 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 FREE TRIAL VIEW				Number Addition and subtraction VIEW		Measurement Area VIEW		Number Multiplication and division A VIEW		Consolidation	
Spring	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions VIEW			Number Decimals A VIEW				
Summer	Number Decimals B VIEW		Measurement Money VIEW		Measurement Time VIEW		Consolidation	Geometry Shape VIEW		Statistics VIEW	Geometry Position and direction VIEW	

SCIENCE

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

The year overview for Year 4 can be viewed below.

Electricity It's Electric 1. Electrical fun! 2. Understanding electrical safety 3. Building a circuit 4. Good conductor, bad conductor? 5. Showing what you know! 6. It's electric! Suggested for Autumn 1	Sound Listen Up! 1. Sound walk 2. Good vibrations 3. Pitch and volume 4. Pardon? 5. Sssshhhhhh! 6. The rock star challenge Suggested for Spring 1	Animals Including Humans Are These Your Teeth? 1. Excuse me, are these your teeth? 2. What happens to my food? 3. What does the small intestine do? 4. What did this poo? 5. Who's the predator? 6. Did you know....? Suggested for Summer 1
States of Matter States of Matter Scientists 1. Solid or liquid? 2. It's a bit gassy! 3. Particle party - temperature taker 4. Evaporation and condensation 5. Make it rain! 6. Welcome to the science fair! Suggested for Autumn 2	Living Things and Their Habitats Name That Living Thing! 1. A living thing? 2. Local living things - what are they? 3. How are living things classified? 4. Closer inspection 5. Enormous insects 6. I'm thinking of a living thing... Suggested for Spring 2	Living Things and Their Habitats Help Our Habitats! 1. Our environment 2. Other changes 3. Climate change 4. Impact of change 5. Help our habitat 6. A positive impact! 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 4	Terms 1 and 2	Project title: Invasion
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Science	T1	States of Matter
	T2	Electricity
History	T1&2	End of Roman rule; Anglo-Saxons- Sutton Hoo, religion and monasteries, lifestyle, legacy; Vikings- raids, lifestyle, King Athelstan; Normans- invasion
Geography	T1&2	Interconnected World: Atlases and maps; 8 compass points; Four- and sixfigure grid references; Tropics of Cancer and Capricorn; Transport networks (rail and canals); North and South America; Climates.
Art	T1	Warm and Cool Colours: Artists' use of warm and cool colours; Aboriginal art; Vincent van Gogh; Compositions.
	T2	Mosaic Master: History of mosaics; Colour and pattern; Creating own border mosaic.
D&T	T1&2	Fresh Food, Good Food: Food decay and preserving food; Food packaging; Sustainable packaging; Use by dates; Best before dates; Healthy snacks; Food hygiene.
RE	T1	Hinduism: Janmashtami.
	T2	Buddhism: Kathina.
Music	T1	Pulse: Maintain pulse when playing and singing; Maintain part in a group; Compose pieces in 4/4 time; Basic notation; Evaluation.
	T2	Voice: Sing fluently in unison or parts; Multiple part songs; Graphic notation for melodies; Breathing and pronunciation.
Computing	T1	E-Safety: Cyberbullying; Safe online profile; Digital citizen; How to seek help.
	T2	Digital Literacy and ICT: Microsoft Word; Layout; Spellchess; Inserting tables.
PSHE	T1&2	Wellbeing: My Health. Physical health; Being active; Routines; Rest; Eating and hydration; Choices; Keeping healthy.
PE	T1	Football Netball
	T2	Dance Badminton
MFL: French	T1	Animals and classroom instructions revision; Using French dictionaries; Parts of the body; The negative; Phoneme ou.
	T2	Articles le, la, les and une, une, des; Je voudrais...; Phonemes on and r; Extending sentences using mais; Christmas.

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



Year 4	Terms 3 and 4	Project title: Misty Mountain, Winding River
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Science	T3	Living things and their habitats- Help our habitats!
	T4	Sound- Listen Up!
Geography	T3&4	Rivers; Landscape changes due to physical processes; Rivers of the world; Uses of rivers; Mountains; Water cycle; Habitats; Changing environments
Art	T3	Vista: Landscapes; Perspective; Techniques to create mood
	T4	Animal: Animals in existing art; Sketching, printmaking and clay modelling; Bankura horse sculptures
D&T	T3&4	Functional and Fancy Fabrics: Furnishings; Artist and designer William Morris; Decorating fabrics using block printing, hemming and embroidery
RE	T3	Sikhism: Vaisakhi
	T4	Christianity: Holy Week and Easter
Music	T3	Rhythm: Perform rhythmic phrases whilst maintaining the pulse; Compose own rhythms; Graphic and standard notation; Maintain own part in a group; Evaluation
	T4	Pitch: Compose simple melodies with rhythmic patterns; Pitch changes; Listen to and evaluate a range of recorded music; Evaluation
Computing	T3	Computer Science: Debugging (fixing programmes); Looking for issues and fixing them; Creating an animation on Scratch
	T4	Digital Literacy and ICT- Networks: Uploading images and videos; Internet connects people; How search results are ranked; Search tools
PSHE	T3&4	Wellbeing: My Mind. My Mind; Healthy body and mind; Mind training; Resilience; Determination; Feelings; Emotions; Mental Health; Positivity; Self awareness
PE	T3	Gymnastics Dodgeball
	T4	Tennis Cricket
MFL	T3	I would like (Je voudrais); Phonemes e and an; Numbers 1-31; Months; Division and multiplication; April Fool's Day
	T4	Dates and birthdays; Personal descriptions; Third person verbs (He and She has/is); Phonemes r and ch

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



Year 4	Terms 5 and 6	Project title: Ancient Civilisations
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Science	T5	Animals including humans- Are those your teeth?
	T6	Living things and their habitats- Help our Habitats!
History	T5&6	Ancient Civilisations: Chronology and timeline; Ancient Sumer; Ancient Egypt; Indus Valley; Civilisations
Geography	T5&6	Revision and consolidation of learning
Art	T5	Statues, Statuettes and Figurines: Figure drawing; ancient sculpture; Making clay figurines
	T6	Warp and Weft: Weaving; Yarn; Weaving on a mini loom; Making and evaluating wall hangings
D&T	T5&6	Tomb Builders: Machines (wheels, axles, inclined planes, pulleys and levers); Machine prototypes
RE	T5	Islam: Eid ul-Adha
	T6	Judaism: Shabbat
Music	T5	20 th Century Music: Different genres (Minimalism; Musicals; Pop); Evaluation
	T6	Production rehearsal
Computing	T5	Digital Literacy and ICT: Saving images and editing them; Microsoft Word; Adapting searches for specific information; Adding animations on Microsoft PowerPoint
	T6	Digital Literacy and ICT- Data: Microsoft Excel; Creating a table of data; Changing cell sizes
PSHE	T5	Financial education: Keeping money safe; Making confident choices with money; Saving vs spending
	T6	SRE: Human lifecycle; Changes as we grow older; Respect is important in all relationships; What to do is friendships make people feel unhappy or uncomfortable
PE	T5	Outdoor Adventurous Activity May Dance
	T6	Athletics
MFL	T5	Family; Possessive adjectives; Phoneme eu; Dictionary skills; Clothing
	T6	Revise food, opinions, months, numbers and personal descriptions; French food project

MODERN FOREIGN LANGUAGES

After liaison with our Federated Secondary College, French has been chosen as our main focus in MFL lessons. We follow iLanguages 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.

	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	Sikhism Guru Arjan Gurpurab	Hinduism Holi	Judaism Passover	Christianity Pentecost	Islam Ramadan and Eid al-Fitr	Buddhism Dharma Day
Year 6	Judaism Yom Kippur and Rosh Hashanah	Sikhism Bandi Chhor Divas	Buddhism Parinirvana	Islam Lailat al Miraj	Hinduism Kumbh Mela	Christianity 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 4: SCHEME OF WORK - GROWING UP WITH RESPECT



Key Vocabulary: puberty, private parts, lifecycle, emotions, reproduction, periods, sperm, penis, vulva, testicles, scrotum, uterus, nipples, respect, fairness, feelings, friendship, kind, honest, boundaries, personal space, stereotype, difference, unique, upstander, trust, support, identity, confident

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Changes	Learning Intention To understand that puberty is an important stage in the human lifecycle Learning Outcomes I can name stages in the human lifecycle. I can describe some physical changes that happen during puberty. I can use agreed words to name male and female body parts.	Whiteboard slides – Lifecycle Whiteboard slides – Bingo images Whiteboard slides - Lifecycle quiz Body Part Bingo cards Body Changes pictures Lifecycle Quiz answers	Health Education Developing bodies (DB 1, 3) Science curriculum (S1, S4)
Lesson 2 What is puberty?	Learning Intention To learn about the emotional and physical changes of puberty, including how the body prepares for reproduction. Learning Outcomes I can describe some physical and emotional changes that happen during puberty. I can explain that these changes help the body get ready for having a baby in the future (if someone chooses to). I know that puberty starts at different times for different people.	Puberty Card Sort Puberty Card Sort whiteboard summary Body Changes worksheet Puberty Changes Teacher Guide	Health Education Developing bodies (DB 1, 2, 3) Science curriculum (S1, S4)
Lesson 3 Healthy Friendships	Learning Intention To explore healthy and unhealthy friendships and how to balance our own needs with the needs of others. Learning Outcomes I can describe what makes a friendship feel respectful and fair. I can explain how to be kind while still speaking up about my own feelings.	Healthy Friendships cards Freeze frame scenario cards Relationship pictures	Relationships education Caring friendships (CF1, 2, 4, 5, 6, 7) Respectful, Kind relationships (RR 3, 4, 5, 6)
Lesson 4 Valuing Difference	Learning Intention To explore what makes people unique and how to show respect for those who are different from us. Learning Outcomes I can describe what makes me unique I can explain what a stereotype is and why it can be unfair. I can think of kind ways to respond when someone is treated unfairly.	Circle talk object Sorting labels and statements Stereotype scenario cards	Relationships education Families and people who care for me (F3) Caring friendships (CF1, 2, 4, 5, 6, 7) Respectful, Kind relationships (RR 5, 8, 10) Health Education General wellbeing (GW 4, 7)

MUSIC

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

Pulse	Voice	Rhythm	Pitch	Music technology	20 th 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.