



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.

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; Limerick; 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.

	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	Free trial	Number Addition, subtraction, multiplication and division VIEW					Number Fractions A VIEW		Number Fractions B VIEW		Measurement Converting units VIEW
Spring	Number Ratio VIEW		Number Algebra VIEW		Number Decimals VIEW		Number Fractions, decimals and percentages VIEW		Measurement Area, perimeter and volume VIEW		Statistics VIEW	
Summer			Geometry Shape VIEW	Geometry Position and direction VIEW								Themed projects, consolidation and problem solving 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 6 can be viewed below.

Light Crime Lab Investigation 1. Light specialists required 2. Light travels in straight lines 3. Up periscope 4. Shadow giants 5. It's a rainbow world 6. A trick of the colourful light filters Suggested for Autumn 1	Living Things and Their Habitats Classification Connoisseurs 1. Finding Linnaeus 2. Odd one out 3. The sweetness of classification 4. Classification in your back yard 5. Quirky creatures 6. New creature feature Suggested for Spring 1	Animals Including Humans The Art of Being Human 1. Blood composition and function 2. The heart 3. Nutrient detective 4. The circulatory system 5. A healthy body: diet, exercise and lifestyle 6. A healthy body: drugs and alcohol Suggested for Summer 1
Electricity Electric Celebrations 1. Electrical festive challenge 2. Playing with electricity 3. Designs, ideas and circuit diagrams 4. Create a dimmer switch 5. Create festive lights prototype 6. Entering the dragons' den Suggested for Autumn 2	Evolution and Inheritance The Game of Survival 1. Inheritance detective 2. Mutations and adaptations 3. Extreme survival 4. Meet the evolutionary pioneers 5. Evolutionary trees and fossils 6. The tale of the giraffe's neck Suggested for Spring 2	Second Look Science The Science of Sport 1. Tantalising turf 2. Sports kit and equipment enquiries 3. Harnessing sports forces 4. Human body and sports 5. Sports talent 6. Lighting up sport stadiums 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 6	Terms 1 and 2	Project title: Maafa
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Science	T1	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	Colour and style: Colour theory (primary, secondary and tertiary colours; contrasting; warm and cool colours; tints, tones and shades); Art movements and their colour palettes.
	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	T1	Judaism: Rosh Hashanah and Yom Kippur.
	T2	Sikhism: Bandi Chhor Divas.
Music	T1	Pulse: Sing and play maintaining the pulse; Regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4) timings; Staff and other notation; Evaluation.
	T2	Production rehearsal
Computing	T1	E-Safety: Cyberbullying; Secure Websites; Private information; Media stereotypes; Social media; Gaming; How to seek help.
	T2	Digital Literacy and ICT: Search engines; Reliable websites for research; Posters on Word; Photo editing- Photoshop and removebg.
PSHE	T1&2	Wellbeing: My Health. Body Health; Fitness; Rest and recovery; Mindful; Nutrition; Energy levels; Food habits; Health risks and attitudes (incl drugs and alcohol). Future skills: Compassion; Organisation; Resilience.
PE	T1	Football Netball
	T2	Dance Badminton
MFL: French	T1	Opinions revision; Sports vocabulary; Sports clothing; Verb <i>avoir</i> ; Phonemes j, a, è/ai; Masculine and feminine nouns; Dictionary skills.
	T2	Weather; Hobbies; Opinions with double verbs; Pets; Phonemes qu and oi; French story; Christmas.

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



Year 6	Terms 3 and 4	Project title: Frozen Kingdom
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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	Rhythm: Use a variety of musical devices such as contrasting timbres and texture; Maintain part in group performances; Read and play standard notation; Graphic scores; Evaluation
	T4	Pitch: Taking difference roles in performance; Compose demonstrating understanding of basic structure, contrasting pitches and melodies; Use musical devices such as timbre, texture, dynamics and tempo; Listen to a range of recorded music; Evaluation
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	Wellbeing: My Mind. Focus; Aspirations; Life journey; Belief; Motivation
	T4	Futures: Teamwork, Fairness, Independence
PE	T3	Gymnastics Dodgeball
	T4	Tennis Cricket
MFL	T3	Verb <i>être</i> (to be); Dictionary skills; Revise dates; Numbers 32-60; School subjects
	T4	Phoneme 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.



Year 6	Terms 5 and 6	Project title: Britain at War
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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	Music technology: Use voice, sounds, technology and instruments to create music; Listen to music from different genres, cultures and times; Evaluation
	T6	20 th Century Music: Different musical genres (Jazz, Expressionism, Film music); Evaluation
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	Futures: Leadership; Maths; Science
	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 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 6: SCHEME OF WORK - PUBERTY, RELATIONSHIPS AND REPRODUCTION

Teach
SRE

Key Vocabulary: puberty, reproduction, sexual intercourse, uterus, pregnancy, adoption, fostering, IVF, consent, communication, boundaries, respect, privacy, appropriate, inappropriate, pressure, assertive, permission, online, offline, bullying, harassment, discrimination, sexuality, safety, report, trusted adult, empathy, responsibility

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Puberty and reproduction	Learning Intention To understand how the body changes during puberty in preparation for reproduction. Learning Outcomes I can describe some changes that happen during puberty. I can explain why these changes prepare the body for reproduction. I can use the correct scientific words for body parts and processes. I can talk about puberty and reproduction with confidence.	Puberty Changes Teacher Guide Puberty Body Part slides Reproduction question sheet Reproduction answer cards Reproduction whiteboard summary Pupil question template	Health Education Developing bodies (DB 1, 2, 3) Science curriculum (S1, 2, 3, 4) <i>Contains non-statutory Sex Education. Parents have the right to withdraw</i>
Lesson 2 Communication and consent in relationships	Learning Intention To understand why communication is important in relationships and why consent matters before any kind of physical touch. Learning Outcomes I can describe why communication is important in friendships and relationships, especially before physical touch is involved. I can explain what consent means. I can recognise when consent is given, not given, or withdrawn. I can explain how both words and body language can show consent.	Communication and Touch cards	Relationships Education Caring friendships (CF4) Respectful Kind relationships (RR 1, 2, 3, 4) Being safe (BS 3)
Lesson 3 Families, conception and pregnancy	Learning Intention To understand how families can be formed and how a baby is conceived and begins to grow. Learning Outcomes I can describe the decisions that have to be made before having children I can describe how a baby is conceived and begins to grow. I can use the correct scientific words when talking about conception and pregnancy. I can explain why consent is important in sexual relationships.	Couple pictures How does a baby start? cards How does a baby start? whiteboard summary	Relationships education Families and people who care for me (F 1, 2, 3, 4, 5) Science curriculum (S2, S3, S5) <i>Contains non-statutory Sex Education. Parents have the right to withdraw</i>
Lesson 4 Communication and respect in relationships and online	Learning Intention To understand what is appropriate and inappropriate to share, and to know what to do if something makes us feel unsafe or uncomfortable. Learning Outcomes I can explain why some things are safe, positive and appropriate to share, and others are not I can recognise when online behaviour (like editing photos, sharing adult content, or using sexualised language) is harmful. I can describe how harmful content or bullying online can make someone feel. I can explain what steps I can take if I feel pressured, bullied, or shown something inappropriate	Communication Scenario cards Advising a friend - Teacher guide	Relationships education Respectful relationships (RR9, RR11) Online safety and awareness (OS 1, 2, 3, 4, 5, 6) Being safe (BS 1, 2, 4, 5, 6, 7) Health Education General wellbeing (GW7) Wellbeing Online (WO 1, 4, 5, 7, 8, 10, 11)

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.