Holymead Primary

Curriculum Overview

Nurture Inspire Achieve



At Holymead Primary School we want our pupils to achieve high quality outcomes, through a broad, balanced, inspiring (creative, fun and exciting) curriculum.

Our focus is on:

- Keeping children safe
- Good quality teaching focusing on skills and knowledge
- A well planned, coherent, varied and interesting curriculum
- High quality outcomes



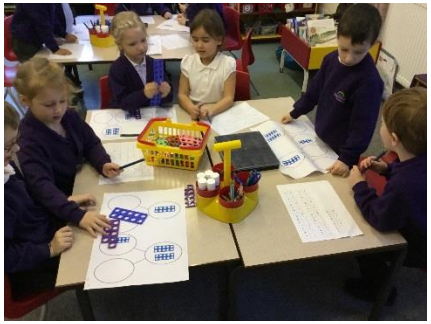














Art Curriculum Overview

Elements							
Skills	Space (perspective)	Colour	Line	Pattern	Texture	Tone	Shape & Form
Artists: Study, evaluation and reproduction							
	Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit 1:	Giuseppe Arcimboldo	Vincent Van Gogh Starry Night	Henri Matisse	Stone Age art	Aivazovsky (Seascapes) Nicola Bayley-illustrator	Amy O'Neill Photography unit based on National Geographic Magazine	
Unit 2:	Joan Miro	Piet Mondrian Eric Carle Wassily Kandinsky	Yvonne Coomber	Van Gogh	Rachel Drucker (Wire Sculpture)	Andy Warhol	Frieda Kahlo
Unit 3:	Romero Britto	Anish Kapoor	Traditional Kenyan African Art	Gaudi	Henri Matisse Emmeline Simpson	Banksy	Illustration Shackleton's Journey by William Grill
Trips and Events							
	Paintworks Cluster Exhibition (biennially) Christmas Art Designs Aardman Animations Trails	Paintworks Cluster Exhibition (biennially) Christmas Art Designs Aardman Animations Trails	Paintworks Cluster Exhibition (biennially) Christmas Art Designs Aardman Animations Trails	Paintworks Cluster Exhibition (biennially) Christmas Art Designs Aardman Animations Trails	Paintworks Cluster Exhibition (biennially) Christmas Art Designs Aardman Animations Trails	Paintworks Cluster Exhibition (biennially) Christmas Art Designs Aardman Animations Trails	Paintworks Cluster Exhibition (biennially) Christmas Art Designs Aardman Animations Trails

Computing Curriculum Overview

Using technology	**Programming**	**Multi-media**		**Creativity**	**Computer Networks**	**E-safety**	
To become skilful in using different tools to control technology.	*To begin to understand how a computer processes instructions and commands.*	*To understand ICT allows easy creation, manipulation and change.*		*To create and refine original content using digital tools across a range of media.*	*To use and understand the internet.*	*To equip children with the skills needed to keep safe online.*	
E-safety to be a continuous thread throughout Computing topics with a dedicated E-safety lesson each term. There should also be continuous conversations about E-safety outside of ICT lessons.							
	RECEPTION (YR)	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
Term 1/2	Taught throughout the year in line with EYFS curriculum. 1)Programming: Bee-Bots 2)Computer Networks: What is technology? 3)E-safety	1)Programming: Bee-Bots 2)Using technology: Computing skills	1)Multi-media: Animation – stop motion app (iPad)	1)Using technology: Blogging Skills 2)Programming: Scratch Junior -game creating	1)Programming: Sphero 2)Using technology / Creativity: PPT and Blogging Skills	1)Programming: Scratch – write and debug. 2)Using technology: Blogging Skills	1)Multi-media: Animation – Garage Band 2)Programming: Scratch – game creating / Makey-Makey 3)Multi-media: Animation - iMovie
Term 3/4		1)Programming: Multi-step inputs – A.L.E.X	1)Using technology: Blogging Skills 2)Programming: Coding & multi-step input	1)Using technology: 2D primary - DT focus 2)Using technology: 2D investigate - Databases	1)Multi-media: Animation – Pivot Stick 2)Using technology: Microsoft Word	1)Multi-media: Animation – iMovie 2)Computer Networks: Search engines	
Term 5/6		1)Multi-media: Animation – stop motion app (iPad) 2)Multi-media: Movie Maker	1)Programming: Scratch Junior	1)Multi-media: Animation – green screen. 2)Programming: Coding – Lego We Do.	1)Programming: Scratch	1)Programming: Scratch – write and debug 2)Using technology: Databases - Excel	

Cooking Curriculum Overview

Elements							
Skills	Peeling & Grating	Mixing & Kneading	Knife skills: bridge, claw and spreading	How to read a recipe	Measuring ingredients	Using a heat source safely: boiling, simmering	Chopping (Including cross chop technique)
Cooking Curriculum Guidelines	Use the basic principles of a healthy and varied diet to prepare dishes.	Understand where food comes from.	Understand and apply the principles of a healthy and varied	Prepare and cook a variety of predominantly	Understand seasonality, and know where and how a variety of ingredients are grown,		
Artists: Study, evaluation and reproduction							
	Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1/2	Bushcraft cooking (Veg soup & flatbreads) Christmas party cooking	Autumn Fruit crumble (Berries/apples) Christmas Party	Sour Dough Bread Christmas Party	Carrot & coriander soup With bread rolls (Carrots)	Vegetable chow mein (Carrots/courgettes)	Chickpea burgers & salad	Jamaican Patties
Term 3/4	Feta Cheese parcels with herbs	Samosa (Potatoes/carrots/garlic)	Cheese/Broccoli muffins (Broccoli)	Chocolate tart and sauce	Spring Pizza (Onions, peppers, mushrooms)	Cheesecake & apple compote	Apple Pie (Apples)
Term 5/6	Savoury Gruffalo Crumble (Potatoes/garlic/onions)	Falafels & Salad (Garlic/lettuce/cucumber)	Pirate fruit cups	Falafel & Tzatziki (Coriander & Parsley)	Scones & Jam (Strawberries/raspberries)	Macaroni Cheese	Quiche/Flan

Design Technology Curriculum Overview

Elements							
Skills	Designing: Planning and communicating ideas		Making: Working with tools and equipment		Evaluating: Reflecting on process and product		Technical knowledge: Understanding materials and components.
	Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1/2	Using scissors safely. Select appropriate materials and tools. Junk modelling vehicles. Clay pots for Diwali.	Sewing (The Queens Knickers by Nicholas Allan)	Textiles and sewing (Christmas decorations)	Shell structures *Data* Bronze/Iron Age homes	Design and build Roman Shields	Woodwork – Frame structures/ Christmas decorations	Woodwork/ frame structures Norman Trebuchets
Term 3/4	Using split pins to join paper and card. Explore using/ holding basic tools such as a saw or hammer. Junk modelling rockets- learn different joining techniques, e.g. flap.	Mechanisms *Data* Slides and levers	Wheels and axels *Data* Cars	CAD - 2D Primary	Engineering: building bridges (Lego and K'nex)	Design and build Viking Helmets	

Term 5/6	Start to talk about changes made during the making process. Design and make clay minibeasts. Junk modelling. Sewing.	Design and modelling (space junk)	Structures *Data* Bridges	Textiles *Data* Weather mobiles	CAD - 2D Primary	Textiles and sewing Space keyrings	
Trips and Events							
	Paintworks Cluster Exhibition (biennially)	Paintworks Cluster Exhibition (biennially)	Paintworks Cluster Exhibition (biennially) SS Great Britain & Brunel	Paintworks Cluster Exhibition (biennially) St Fagans	Paintworks Cluster Exhibition (biennially) St Fagan's Trip	Paintworks Cluster Exhibition (biennially)	Paintworks Cluster Exhibition (biennially)

Computing Curriculum Overview

Using technology	Programming	Multi-media	Creativity	Computer Networks	E-safety
To become skilful in using different tools to control technology.	*To begin to understand how a computer processes instructions and commands.*	*To understand ICT allows easy creation, manipulation and change.*	*To create and refine original content using digital tools across a range of media.*	*To use and understand the internet.*	*To equip children with the skills needed to keep safe online.*

E-safety to be a continuous thread throughout Computing topics with a dedicated E-safety lesson each term.
There should also be continuous conversations about E-safety outside of ICT lessons.

	RECEPTION (YR)	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
Term 1/2	Remote control toys Ipads Light boards Technology questionnaire for parents	1)Programming: Bee-Bots 2)Programming: Multi-step inputs – A.L.E.X	1)Multi-media: Animation – stop motion app (iPad) 2)Creativity: Music app (rhythm) 3)Using technology: Blogging Skills	1)Programming: Scratch Junior - game creating 2)Using technology: Blogging Skills	1) Programming: Romos 2)Using technology: Blogging Skills	1)Programming: Scratch – write and debug. 2)Using technology: Blogging Skills	1)Multi-media: Animation – Garage Band 2)Using technology: Blogging Skills 3)Programming: Scratch – game creating/ investigating shapes 4)Multi-media: Animation - iMovie
Term 3/4	Programming toys-Bee bots Ipads Sound buttons What is technology?	1)Multi-media: Animation – stop motion app (iPad) 2)Multi-media: Movie Maker	1)Programming: Coding & multi-step input	1)Using technology/ Creativity: 2D primary - Databases/ DT Link	1)Multi-media: Animation – Pivot Stick 2)Computer Networks: Search engines	1)Multi-media: Animation – iMovie 2)Computer Networks: Search engines	
Term 5/6	E-safety	1)Using technology: Computing skills	1)Programming: Scratch Junior	1)Multi-media: Animation – green screen. 2)Programming: Coding – Lego We Do.	1)Programming: Scratch 2) 2)Using technology/ Creativity: PPT	1)Using technology/ Creativity: PPT / Publisher 1)Using technology: Databases - Excel	
Trips and Events							
	e-safety weeks	e-safety weeks	e-safety weeks	e-safety weeks	e-safety weeks	e-safety weeks	e-safety weeks
Extracurricular Activities							
				Lunch time use of the ICT suite	Lunch time use of the ICT suite	Lunch time use of the ICT suite	Lunch time use of the ICT suite

English Curriculum Overview

Skills	Reading Decoding and Comprehension	Handwriting and Presentation	Spelling	Grammar and Punctuation	Composition	Exploring Text Type and Genre	Editing
Writing Text Type and Genre (see KS2 appendices at the end of this document for more detail)							
	Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Name writing Pencil grip Initial sounds CVC words Segmenting Blending What is a word What is a sentence Capital letters, full stops, finger spaces Story maps Non-fiction writing-fact books Writing clues Writing instructions Writing letters Rewriting stories Recounts Innovating stories	Books providing cc focus for PSHC RR. Sequencing sentences to form a short narrative. Character description.	<u>Fiction</u> <u>sequencing</u> Diary entry Descriptions Newspaper report Rhyme Story writing Poems Non- Fiction Non-chronological Report writing	<u>Fiction</u> Diary entry Character descriptions Writing traditional tales	Character descriptions Setting descriptions Song writing Diary entry Narrative	<u>Fiction - Journey</u> Persuasive Text Diary Entry Suspense/Dramatic story	Argument text Diary (ship's log) Instruction and explanation Persuasive writing Fiction writing (scene)
Term 2		Sequencing sentences to form a narrative. Descriptive writing Non-fiction fact file Poetry – Colour & Michael Rosen Rap Descriptive writing Poetry	Non-Fiction Recipes Instructions Chronological report writing <u>Fiction</u> Characters Description Story writing	<u>Non-Fiction – The Emperor's Egg</u> Newspapers Persuasive writing Non-chronological reports	Non-chronological report	<u>AMND and UP</u> Play script Newspaper Report Change of mood piece	Informal letter Recount Fiction Diary Fiction Direct speech Play scripts Explanations
Term 3		<u>Fiction</u> Traditional tale writing Character description Setting description Story sequencing and re-writing. NF Non chronological report writing of trip Instruction writing	<u>Fiction</u> Character Story writing Description. Poems <u>Non- fiction</u> Non-chronological report writing.	<u>Fiction – Nim's Island</u> Descriptive writing techniques Note taking & fact files Instruction writing	Diary entry Newspaper report Character descriptions Non-chronological report Poem	<u>Beowulf</u> Myth and Legends Persuasive Advert Adventure Story Biography	Formal letters Non chon. Reports Persuasive (adverts) Informal letters Romance fiction Persuasion – WW2
Term 4		Character description Letter writing Information poster Labelling Report writing Re-write of story	<u>Authors study</u> Book reviews Story writing Poems <u>Factual writing</u> Brunel	<u>Fiction – Spiderwick</u> Character investigations& descriptions Persuasive letters Film reviews	Character description Diary entry Newspaper report Narrative	<u>A River Sea</u> Formal and explanation writing (letter) Non-chronological Report Information Text	Persuasion/ explanation Suspense writing Diary writing Creating tension
Term 5		Non chronological report Non Fiction writing instructions	Fiction Character Description Historical writing Letters	<u>Non-fiction</u> Note taking & documentary scripts	Recipe / instructions Narrative Character description Setting description	<u>Warhorse</u> Story with historical setting Story in the style of a significant author Recount	Character description Character perspective Inference and fact retrieval Symbolism in creative writing

			Persuasion Diary entry				
Term 6		Re- write of story Persuasion Writing Book review Scene description Character description NF non chronological report	Non- chronological report Instructions Story invention Description	<u>Fiction – Iron Man</u>	Narrative Menu Playscript Character description Newspaper article	<u>Harry Potter</u> Story set in an imaginary world	Scripts Creative writing Play scripts Motivational speeches
Book Study							
Term 1/2	Topic-All about me • This is our house • Clever sticks • Dentist non fiction book • Friendship big books- e.g. Honesty Topic-People who help us • Story-The Bad Bread Adventure • Non-fiction books about Firefighters, Doctors, vets and Police officers • The birthday cake mistake (E book) • Happy families series	• The Smartest Giant In Town • Clever Sticks • Peace at Last • Our House • Jack and the Beanstalk • Aaaargh Spider • The Seasons of Arnolds Apple Tree • Poetry: Michael Rosen Colours • Stick Man	• The snail and the whale • The storm whale N/F and Poems • Dragon Post • *The story of Guy Fawkes* • Bog Baby • Christmas stoies	Stone Age Boy by Satoshi Kitamura A Sailing Boat by Quentinn Blake The Emperor's Egg by Martin Jenkins	The Mousehole Cat by Antonia Barber The BFG by Roald Dahl	Journey by Aaron Becker A Midsummer Night's Dream by William Shakespeare (retold by Helen Street)	Kensuke's Kingdom By Michael Morpurgo

Term 3/4	*Topic-Space* • *Story -Whatever Next- Jilly Murphy* • *Aliens love underpants* • *Non-fiction books related to space* • *Man on the moon* • *But Martin* • *Zoom rocket zoom* • *How to catch a star* *Topic-Animals* • Story- Dear Zoo • Handa's Surprise • Animal non-fiction book	• Little Red Hen • Traditional Tales- Stone soup • Jack and the Bean Stalk • Jim and the bean Stalk • The Queen Knickers • Poetry- Brown bear	• Stellaluna • N/F bats • The disgusting sandwich • The bear and the Piano and • The bear, the piano the dog and the fiddle	Nim's Island By Wendy Orr The Spiderwick Chronicles By Holly Black & Tony DiTerlizzi	The Lost Thing by Shaun Tan Poetry by Michael Rosen Thieves of Ostia by Caroline Lawrence	Beowulf by Michael Morpurgo Journey to the River Sea by Eva Ibbotson	Macbeth By William Shakespeare
Term 5/6	Topic-Traditional tales • The three little pigs • Three Billy goats gruff • Goldilocks and the three bears • *Gingerbread man* *Topic-If you go down to the woods* • *Story-The Gruffalo* • *Non fiction about bugs and trees* • *The Gruffalo's child* • *Percy the Park Keeper* • Other Julia Donaldson books	• The perfect present • The Tiny Seed • The First Moon Landing • Traction man • Poetry	• Florence Nightingale • Mary Seacole • Meerkat Mail • Meerkats (non-fiction) • Bringing the Rain to the Kapiti Plain	The Iron Man By Ted Hughes	Inside the Villains by Clotilde Perrin Firework Maker's Daughter by Phillip Pullman The Clown by Quentin Blake Electricity	War Horse By Michael Morpurgo Man on the Moon by Simon Bartram	Skellig/ Hamlet By David Almond
Trips and Events							
	• Christmas Production	• Christmas Productions KS1 • Pantomime Y1-4 • In School Theatre Visit T4	• Christmas Productions KS1 • Pantomime Y1-4 • Christmas Production • In School Theatre Visit T4	• Spelling Bee • Pantomime Y1-4 • In School Theatre Visit T4 •	• Y4 Christmas Production • Pantomime Y1-4 • In school theatre *visit T4*	• Harry Potter World: Visit and Workshop • Tobacco Factory Visit • In School Theatre Visit T4	• Spelling Bee • Theatre Visit T4 • Term 2 • Harry Potter World: Visit and Workshop • In School Theatre Visit T4

Geography Curriculum Overview

Elements							
Skills	Locational Knowledge		Place Knowledge		Human and Physical Geography	Geographical skills and fieldwork	
	Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1/2	All about me • Where do I live? • Seasons People who help us • Different Police uniforms around the world	Seasons	Locations • Countries • Capitals • Oceans • Continents		Mapping • Name and locate countries in the UK. • UK - physical and human features. Human Impact, Ecology and Sustainability • Endangered animals. Recycling and renewable energy.	Voyages of Discovery • John Cabot • Trade	Local area study of Somerset • 6 figure grid references. • Human impact of the environment Comparing Somerset and Normandy • Human and physical features • Counties and regions of the UK and an European country • How maps relate to the physical and human features of the land

Term 3/4	Space • The planets • Planet earth • Looking after our planet • Recycling • Where on our planet do we live? • Where are our friends and family from? • Making imaginary maps of how to get to the moon (Read ' The moon map') Animals • Handa's Surprise story • Where is Africa? • Comparing schools and clothes in Africa	Move It	Map Makers • Physical and human features of places.	Countries of the world • Continents • Countries • Capital cities • Landmarks Our food and where it comes from		Amazon Rainforest • Deforestation	
Term 5/6	Traditional tales The Gruffalo	Map Skills Our Local Area	Contrasting UK with non – European country (Kenya)	Weather • Conditions and patterns within the UK. • Weather types • The water cycle	Local Area Study (Brislington) • Changes over time – maps and photos. • Physical and human features.	Map Skills • Atlas skills. • 8 point compass – coordinates. Ordinance survey.	Natural Hazards • Volcanoes • Earth quakes • Tsunamis • Tornadoes
Trips and Events							
	Local park Library Farm Autumn walk	Local area walk T5 Ashton Court Trip T6	Tyntsefield Local walk	Agricultural Show Tesco: where food comes from	Folly Farm T2		Glastonbury T1

History Curriculum Overview

Skills:	Chronology	Knowledge and Understanding	Interpretation	Enquiry	Organisation	Communication

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1/2	How I have changed. (My personal history) Treasure Box How have Police/firefighter uniforms changed Remembrance Day	Changes within living memory: Toys	Significant event beyond living memory: Guy Fawkes and the Gunpowder Plot	Chronological Unit: Stone Age		Chronological Unit: The Ancient Greeks	Chronological Unit: Medieval Britain (The Normans)
Term 3/4	Firsts in space. First Rocket. First Man on the moon	Comparing lives of significant individuals: Queen Victoria and Queen Elizabeth II	Significant individual within locality: Brunel	Chronological Unit: Bronze and Iron Age	Chronological Unit: The Celts The Romans	Chronological Unit: Vikings and Saxons	
Term 5/6	Heritage day	Significant event beyond living memory: The first man on the moon	Comparing individuals who have national or international achievement: Florence Nightingale	Ancient World: Egyptians	Non-European History: The Maya Civilisation	Local History: Bristol	History Beyond the chronology of 1066: World War II
Trips and Events:	Tyntesfield Space Dome	T1 Bring to school an old and new toy.	SS Great Britain Term 3 STEM Bridge Building Workshop Term 4	St Fagans (Term 1) Caerleon Term 4 Egyptian Day (Term 6)	Roman Day Term 4 Caerleon Trip Term ***4***		World War 2 Day ***(Term 5/6)***

Maths Curriculum Overview

National Curriculum Strands

Fluency	Reasoning	Problem Solving
• become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately	• reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language	• can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Topics in the National Curriculum (all year groups) – see skills sheets & maths across the curriculum

Number – number and place value	Number – addition and subtraction	Number – multiplication and division	Number – fractions (including percentages and decimals from Y5)	Measurement	Geometry – properties of shapes	Geometry – position and direction	Statistics
Additional topics in Y5: Percentages and Decimals				*Additional Topics in Y6: Ratio and Proportion, Algebra*			

Multiplication Tables Expectations

YR	Y1	Y2	Y3	Y4	Y5	Y6
Pupils solve problems, including doubling, halving and sharing.	Counting in 2,5,10	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, and counting in 3s.	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Recall multiplication and division facts for multiplication tables up to 12 × 12 [Recall and use 6,7,9,12 multiplication tables]	Pupils use and understand the terms factor, multiple and prime, square and cube numbers.	Pupils continue to use all the multiplication tables to calculate mathematical statements in order to maintain their fluency.
Events						
Problem Solver of the Term Number Day	Problem Solver of the Term Number Day	Problem Solver of the Term Number Day TT Rockstars Contest	Problem Solver of the Term Number Day TT Rockstars Contest	Problem Solver of the Term Number Day TT Rockstars Contest Year 4 Maths Workshop with Cluster	Problem Solver of the Term Number Day TT Rockstars Contest Year 5 Bristol Grammar School Maths Challenge	Problem Solver of the Term Number Day TT Rockstars Contest Year 6 Red Maids' High School Maths Challenge event

Music Curriculum Overview

Elements							
Skills	Rhythm beat Repetition evaluation of music	Pulse, rhythm, pitch, beat, composition	pulse, rhythm, pitch singing and playing instruments	Note reading, Pitch tone	Pitch, performance, reading music notation	sing, play, improvise and compose with this song,	Improvise, appraise, tone, pitch, volume, structure of songs
Songs and topic							
	Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1 and 2	Learn to sing nursery rhymes and action songs Exploring the sounds of different instruments Learning Christmas songs and playing instruments to the beat	Hey You! As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other old school hip hop tunes	Hands, Feet, Heart. As well as learning to sing, play, improvise and compose with this song, South African music.	Recorders note b	Mama Mia – learning about pop songs – structure and playing instruments with song	Living on a Prayer Three Note Bossa and Five Note Swing Improvisation	Happy- Pharrell You've Got a Friend in Me – Carole King
Term 3 and 4	Handa's Surprise song Chinese New Year song and playing instruments	Blues, Baroque, Latin, Bhangra, Folk and Funk. **In The Groove.**	I Wanna Play In A Band – evaluating rock songs Zoo time – mixing genres of music	Recorders notes b and a	Learning about the different parts of an orchestra Practice for BSO concert	Make you feel my love – pop ballads Fresh Prince – learning to rap	
Term 5 and 6	Goldilocks song Gruffalo song	Listen and Appraise Classical music Singing Play instruments within the song Improvisation using voices and instruments	Friendship songs – composition Classical music appraisal	Recorder notes b, a, g and c	BlackBird – Beetles – playing glockenspiels and recorders along with Song	Learning to appraise classical music Music games	Year 6 production
Trips and Events							
	Christmas Concert Christmas Production Chinese New Year Music workshop	Christmas Concert Christmas Production	Christmas Concert Christmas Production	Recorder concert	Colston Hall Year 4 Christmas production Bournemouth Symphony Orchestra visit Christmas Concert Summer Concert Choir visit St Anne's	Christmas Concert Summer Concert Choir visit St Anne's	St Paul's Carnival Christmas Concert Summer Concert Year 6 Summer Production Choir visit – St Anne's

PE Curriculum Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**Year 1 Gym** Unit D Flight Bouncing Jumping and landing Unit E Points and patches	**Year 1 Dance** UNIT 1 -Streamers -Conkers -Playing with a ball	**Year 1 Games** Unit 1 Large Ball skills and games	**Year 1 Gym** Unit F Rocking and Rolling	**Year 1 Games** Unit 3 Bat and ball skills and games	**Year 1 Dance** Unit 2 -March March March -Jack and the beanstalk
Year 2	**Year 2 Gym** Unit H Parts High and Parts Low Unit I Pathways Striaght,zig-zag, curving Year 2 Gymnastics Resource weekly planning	**Year 2 Dance** Unit 1 -The cat -Balloons -Reach for the stars	**Year 2 Games** Unit 1 Throwing and catching Inventing individual games Unit 2 Making up games with a partner Aiming, hitting and kicking **or** Energy Cards	**Year 2 Gym** **Unit J** **Spinning, twisting and turning** **Unit K** **Linking Movements together** **Or** **Spinning turning and twisting weekly planning**	**Year 2 Games** **Unit 3** **Dribbling, kicking and hitting** **Unit 4** **Group Games and Inventing rules** **or** **Energy Cards** **Year 2 Dribbling**	**Year 2 Dance** Unit 2 -Friends -Bubbles -Shadows
Y3	**Games** Creative games making	**Gym** Travelling with change of face and direction	**Swimming**	**Games** Ball skills – invasion focus Swimming	**Athletics** Relays	**Games** Striking and fielding
Y4	**Swimming**	**Swimming**	**Dance** Snooker/Record and remember	**Ball skills** Handling	**Athletics** Relays	**Ball skills** kicking
Y5	**Games** Striking and fielding	**Gym** Functional use of limbs	**Dance** Volcanoes punch and wrestle	**Athletics** Relays	**Swimming**	**Swimming**
Y6	**Games** Implement and kicking	**Dance** Hakka	**Gym** Turning and spinning	**Games** Ball handling	**SATs**	**Games** Striking and fielding

Holymead Primary School
PSHC Curriculum Overview

Elements				
UNICEF Rights Respecting School	**British Values**	**Jigsaw Scheme of Work**	**Mental Health and Wellbeing**	**Sustainable Global Development Goals**

Whole School Units	Term 1 – Being Me in my World	Term 2 – Celebrating Difference	Term 3 – Dreams and Goals	Term 4 – Healthy Me	Term 5 - Relationships	Term 6 – Changing Me	Mental Health and Wellbeing
Year R	Create RRS charter. Learning how to be a good friend. Naming emotions	What makes us special. Sharing our achievements. Similarities and differences in our homes and families.	Perseverance, resilience and having a positive attitude. Challenging ourselves, setting goals. Celebrating our achievements.	How to stay heathy. Learning about the importance of sleep, healthy food and keeping clean. Identifying what mental wellbeing is	How to resolve conflicts with others? What is bullying? Recognising when they or others are feeling upset or hurt and how to help. Learning how to express our emotions Learning about the impact of bullying on wellbeing	Thinking about how we change as we grow. Learn to express how they feel when things change. Label different body parts. Understanding the role of mental wellbeing in our lives Learning self-care techniques and strategies	Well-being is threaded through the PSHC curriculum as highlighted: Identifying what mental wellbeing is Understanding the role of mental wellbeing in our lives Naming emotions Identifying the degrees of emotions Identifying things that can impact our mental wellbeing Learning how to express our emotions Learning how to behave and respond appropriately and proportionately Exploring how physical and social activity can affect our wellbeing Identifying isolation and loneliness and how to seek support Learning about the impact of bullying on wellbeing Recognising when our wellbeing is deteriorating and where and how to seek support Learning how to support the wellbeing of others Understanding the role of mental wellbeing in our lives Learning self-care techniques and strategies
Year 1	Create class RRS charters Decision making Rewards and consequences Naming emotions	Identifying how we are different Understanding what makes us unique	Identifying how we feel when we succeed in a new challenge Learning how to express our emotions	Understanding what makes our bodies amazing Learning how to keep our bodies healthy Identifying what mental wellbeing is	Appreciating someone special to us	Identifying how our bodies parts are different. Understanding that some body parts are private Looking back and moving forward Understanding the role of mental wellbeing in our lives Learning self-care techniques and strategies	
Year 2	Create class RRS charters Decision making Rewards and consequences Identifying the degrees of emotions Identifying what mental wellbeing is	Identifying how we are different Learning to value our differences	Working cooperatively as part of a group Learning how to express our emotions	Learning how to keep our bodies healthy Exploring healthy food and snacks Exploring how physical and social activity can affect our wellbeing	Recognising things that cause conflict between me and my friends Learning how to resolve conflicts Learning how to behave and respond appropriately and proportionately	RSE - Identifying how our bodies parts are different. Looking back and moving forward Understanding the role of mental wellbeing in our lives Learning self-care techniques and strategies	
Year 3	Create class RRS charters Decision making Rewards and consequences Identifying things that can impact our mental wellbeing Learning how to support the wellbeing of others	Understanding the impact of words Learning how to give and receive compliments Learning about the impact of bullying on wellbeing	Evaluating our learning process Identifying steps to improve our learning processes	Expressing how being safe or unsafe feels Identifying things, people and places that make me feel safe Identifying what mental wellbeing is	Exploring how the work of people help and influence lives Understanding how influence could affect me	RSE - Naming body parts scientifically Looking back and moving forward Understanding the role of mental wellbeing in our lives Learning self-care techniques and strategies	

Year 4	Create class RRS charters Decision making Rewards and consequences Identifying what mental wellbeing is Learning how to support the wellbeing of others	Exploring how our impressions of people can change Learning about acceptance	Learning how to set goals and plans to achieve them Building resilience	Identifying peer pressure and ways to help myself make my own choices Learning how to behave and respond appropriately and proportionately Identifying things that can impact our mental wellbeing	Recognising and explaining different points of view (animals rights issue) Expressing my own opinion	RSE - Identifying how our bodies can change Looking back and moving forward Understanding the role of mental wellbeing in our lives Learning self-care techniques and strategies	
Year 5	Create class RRS charters Decision making Rewards and consequences Identifying what mental wellbeing is Learning how to support the wellbeing of others	Explaining the difference between direct and indirect bullying Identifying isolation and loneliness and how to seek support Learning about the impact of bullying on wellbeing	Describing the dreams and goals of a young person from a different culture	Exploring the important role of food Identifying issues around body image Identifying things that can impact our mental wellbeing	E-safety – Learning how to use technology safely to communicate with friends	RSE - Identifying changes through puberty Looking back and moving forward Understanding the role of mental wellbeing in our lives Learning self-care techniques and strategies	
Year 6	Create class RRS charters Decision making Rewards and consequences Identifying what mental wellbeing is Learning how to support the wellbeing of others	Explaining how difference can be a source of conflict or a cause for celebration Showing empathy Identifying isolation and loneliness and how to seek support Learning about the impact of bullying on wellbeing	Identifying how I can work with other people make the world a better place	Evaluating when alcohol is being used responsibly, antisocially or being misused Recognising when our wellbeing is deteriorating and where and how to seek support Exploring how physical and social activity can affect our wellbeing	Recognising when others are trying to gain control or power Learning how to stand up for myself Learning how to behave and respond appropriately and proportionately	RSE - Describing how a baby develops from conception Recognising the impact of body image Looking back and moving forward Understanding the role of mental wellbeing in our lives Learning self-care techniques and strategies	

Events, Trips and Visits						
	Peer mediator applications and training New RAG applications Forum meeting	Anti – Bullying Week Aspiration Day Film Night Bedtime Stories	Sikh visitor Y5 Forum meeting John Wesley visitor Y3	Y6 Camp St John's ambulance First Aid Training Year 6 Play Leaders (KS1 site)	SDGS poster competition Heritage Day Forum meeting	Year 4 Camp T6 Y6/7 Transition Days Sports Days Lifeskills trip

RE Curriculum Overview

Elements							
Skills These skills go across all year groups. Please see each individual unit for the skills that are covered		Beliefs, teachings and sources	Practices and ways of life	Forms of expressing meaning	Identity, diversity and belonging	Meaning, purpose and truth	Values and commitments
	Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terms 1/2	Who are we? • Christianity • Islam	Why are some places special? • Hinduism	Where do we belong? • Judaism	What is important to me? • Christianity • Judaism	What does it mean to belong to a religion? • Judaism	Why do religious books and teachings matter? • Christianity • Sikhism	What does it mean to belong to a religion? • Christianity
Terms 3/4	Why is Jesus important? • Christianity	Why is our world special? • Christianity • Hinduism	Why are some stories special? • Christianity • Islam • Judaism	What can we learn from the life and teaching of Jesus? • Christianity	How should we live and who can inspire us? • Christianity – John Wesley and George Muller	Why are some journeys and places special? • Christianity • Islam	What do people believe about life? • Christianity • Islam
Terms 5/6	Why are some times special? • Christianity • Judaism	How do we celebrate our journey through life? • Christianity • Hinduism • Islam • Judaism	How should we live our lives? • Judaism	How do people express their beliefs, identity and experience? • Christianity • Hinduism	What does it mean to belong to a religion? • Hinduism	How do we make moral choices? • Christianity • Hinduism • Humanism	What does it mean to belong to a religion? • Islam
Trips and Events							
	Whole school RE art competition Whole School Christmas Service	Whole school RE art competition Whole School Christmas Service St Luke's Church visit Barnabas RE Day	Whole school RE art competition Whole School Christmas Service Church visit Barnabas RE Day	Whole school RE art competition Whole School Christmas Service Visit to Hindu Temple	Whole school RE art competition Whole School Christmas Service Visitor from New Rooms (John Wesley)	Whole school RE art competition Whole School Christmas Service Sikh visitor and workshop	Whole school RE art competition Whole School Christmas Service Visit to Arnos Vale

Science Curriculum Overview

Working Scientifically							
Skills	Understanding the World (The World), Characteristics of Learning (Creative & Critical Thinking)	Look, Book, Sort, Test		Observing over time, Identifying, classifying & grouping, Pattern seeking, Comparative & fair testing, Researching using secondary sources			
Units							
	Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	***Our Body*** (inc. healthy eating)	***Seasons*** (describe)	***Living Things*** (living or dead & food chains)	***Rocks*** (physical properties & fossils)	***Living Things and their Habitats*** (grouping, classification & environmental factors)	***Earth and Space*** (day/night, relationship of sun, moon & earth)	
Term 2	***Materials*** (reflective & waterproof)	***Materials*** (name, group & describe) **Seasons** (winter)	***Animals (Including Humans)*** (how humans survive & live)	***Animals (Including Humans)*** (skeletons, muscle & nutrition)	***Electricity*** (circuits, conductors & insulators)	***Forces*** (gravity, mechanisms, naming forces)	***Evolution and Inheritance*** (adaptation, inheriting characteristics) ***Animals including Humans*** (circulatory system, impact of lifestyle)
Term 3	***Space*** (light and dark) & ***Ice*** (solid, liquids, gases & melting)	***Animals (Including Humans)*** (types of animals & human body parts) **Seasons** (spring – T4)		***Plants*** (function of parts of plants and life cycle)		***Properties and Changes of Materials*** (comparing materials, reversible & irreversible changes)	***Light*** (how light travels)
Term 4	***Animals*** (characteristics & habitats)		***Materials*** (suitability of materials)		***Sound*** (vibrations, pitch & volume)	***Living things and their Habitats*** (life cycles & reproduction in animals & plants)	
Term 5	***Chicks*** (lifecycles inc. butterfly, chickens, frog)	***Plants*** (types of plants & basic structure) **Seasons** (summer; weather and temperature changes, charting movement of the sun - T6)	***Plants*** (what they need & how they grow)	***Light*** (vision, reflections & shadows)	***Animals (Including Humans)*** (digestive system, teeth & food chains)	***Electricity*** (symbols, changing circuits)	
Term 6	**Minibeasts**		***Habitats*** (suitability of habitats)	***Forces and Magnets*** (repel & attract, movement)	***States of Matter*** (solids, liquids & gases and changes)		***Living Things and their Habitats*** (classification) ***Animals (Including Humans)*** (changes in humans)
Trips and Events							
	Science Days (Space Dome &	Science Days	Science Day (electricity,	Science Days	Science Days	Science Days	Science Days

	rockets) Chew Valley Farm Trip Chicken Eggs Tyntesfield Trip	Court Farm Trip Hedgehog Visitor Ashton Court Trip Local Nature Walk	magnets & chemical reactions (volcanos)) STEM Bridge Workshop Visit to SS Great Britain RSPB Workshop	Little Zoo Visit North Somerset Agricultural Show	Infant Garden Folly Farm Visit Chem Labs Visit		

Spanish Curriculum Overview

Elements	Speaking Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
	Listening Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
	Writing Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. Discover and develop an appreciation of a range of writing in the language studied.

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Year 3	- Introduction to Spain - Names - Greetings - Numbers	- Days of the week - Months of the year - Christmas Activities	- Birthday and age - Colours - Instructions	- Fruit - Farm animals - Spring time & Easter	- Parts of the head - School subjects - School in Spain	- Toys - Weather - Flamenco
Year 4	- Spanish- speaking countries - Parts of the body - Descriptions - Zoo animals	- Family members - Ask and answer questions about family members - Christmas Activities	- Pets - Animals and food - Listening skills	- Using a dictionary - Numbers 13-30 - Easter	- Hobbies - Opinions on hobbies + conjunctions, simple negative	- Means of transport - Weather - Festivals in Spain (San Fermin and La Tomatina Tomato)
Year 5	- Geographical features of Spain - Buildings on the high street - Asking location - Giving directions	- Revision of days of the week and months of the year - Times of the day - Christmas Activities	- Numbers recap and 10s numbers - Hobbies - Reading comprehension & short sentence writing	- Revision of fruit and introduce other foods - Revision of conjunctions with breakfast - Easter food	- Climate in Spain - Weather reporter, stating date and weather - Seasons	- Where you live using compass direction - Types of music - Musical instruments
Year 6	- History of Spain - Classroom objects & subjects - Instructions - Occupations	- Day of the Dead - Clothing - Christmas Activities	- Revision of vocab - Family members with adjectives - About me	- Rooms of a house - Furniture - Easter	- Places in town - Shops in town - Design a map with Spanish vocab	- Types of accommodation - Types of transport - Holiday brochure
Trips and events						Spanish Day

Holymead Primary School
Clubs and After School Activities Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Zumba	Zumba	Zumba	Zumba	Zumba	Gardening
Year 1	Zumba	Zumba	Zumba Futsal	Zumba Futsal	Zumba Futsal Mad Science	Gardening Futsal
Year 2	Zumba	Zumba	Zumba Gardening Woodwork Wellbeing Animal Club Cookery Construction Reading Café Futsal	Zumba Gardening Woodwork Wellbeing Animal Club Cookery Futsal	Zumba Gardening Futsal Mad Science	Gardening Futsal
Year 3	KS2 Football Club KS2 Multisports Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba	KS2 Football Club KS2 Multisports Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba	KS2 Football Club KS2 Multisports Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba	KS2 Football Club KS2 Multisports Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba Mad Science	KS2 Football Club KS2 Multisports Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba Swimming Club	KS2 Football Club KS2 Multisports Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba Swimming Club
Year 4	KS2 Football Club KS2 Multisports Swimming Club Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	KS2 Football Club KS2 Multisports Swimming Club Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	KS2 Football Club KS2 Multisports Swimming Club Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	KS2 Football Club KS2 Multisports Swimming Club Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club Mad Science	KS2 Football Club KS2 Multisports Swimming Club Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	KS2 Football Club KS2 Multisports Swimming Club Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club
Year 5	Boys' Football Team Training Girls' Football Team Training KS2 Football Club	Boys' Football Team Training Girls' Football Team Training KS2 Football Club	KS2 Football Club KS2 Multisports Swimming Club	Reading Cafe Girls' Dodgeball Club KS2 Football Club	Reading Cafe KS2 Football Club KS2 Multisports	KS2 Football Club KS2 Multisports Swimming Club

Year 5 (continued)	KS2 Multisports Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	KS2 Multisports Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	KS2 Multisports Swimming Club Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	Swimming Club Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club
Year 6	Boys' Football Team Training Girls' Football Team Training KS2 Football Club KS2 Multisports Swimming Club Cricket Club Choir Drama Club Netball Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	Boys' Football Team Training Girls' Football Team Training KS2 Football Club KS2 Multisports Swimming Club Cricket Club Choir Drama Club Netball Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	Boys' Football Team Training Girls' Football Team Training KS2 Football Club KS2 Multisports Swimming Club Cricket Club Choir Drama Club Netball Club Go Sketch (Art) Club Zumba Maths Club Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	Boys' Football Team Training Girls' Football Team Training KS2 Football Club KS2 Multisports Swimming Club Cricket Club Choir Drama Club Netball Club Go Sketch (Art) Club Zumba Maths Club Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	Boys' Football Team Training Girls' Football Team Training KS2 Football Club KS2 Multisports Swimming Club Cricket Club Choir Drama Club Netball Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	Boys' Football Team Training Girls' Football Team Training KS2 Football Club KS2 Multisports Swimming Club Cricket Club Choir Drama Club Netball Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club

Holymead Primary School
Educational Trips and Visits Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Walk to Victory park- Autumn walk Baby to visit	Police officer Community nurse Radiographer Manager from the BRISTOL Arc Firefighter	Space dome Chinese new Year music workshop	Chew Valley Farm	Living eggs Story drama workshop Walk to the library	Tynesfield
Year 1	RE Workshop Autumnal Art Bristol Downs	NSPCC Assembly Mad Science Assembly Pantomime in school (English) St Luke's Church Visit (RE))		The Hobbit theatre (English) Farm visit (Science)	Local Brislington walk (Geography) Firemen visit (PSHC)	Ashton Court trip (Geography/Science)
Year 2	PDSA Workshop RE Workshop	Pantomime in school (English) St Luke's Church Visit (RE)		The Hobbit theatre (English) SS Great Britain (History) STEM Bridge Building Workshop (science, DT & history)	Firefighters Workshop (PSHC) Asda Planting Workshop (science)	Tyntesfield (Science)
Year 3		Pantomime in school (English) St Fagans (History/DT) Little Zoo visit (Science)		The Hobbit theatre (English)	Hindu Temple visit (RE)	Agricultural Show (Geography/Science)
Year 4	Infant garden (Science)	Pantomime in school (English) Folly Farm (Science)	John Wesley visitor (RE)	The Hobbit theatre (English) Caerleon (History) Bournemouth Symphony Orchestra (Music)		Chem Labs visit (Science) Residential Camp: PGL Brecon
Year 5		Pantomime – Tobacco Factory (English)		The Hobbit theatre (English) First Aid Courses (PSHC) Sikh visitor (RE)	Mental Health visitor (PSHC)	
Year 6	Glastonbury Tor, Highstreet and Abbey (Geography)	Pantomime – Tobacco Factory (English)	Arnos Vale Cemetery (RE) WW2 Day (History)	The Hobbit theatre (English)		Brean Leisure Park: End of Year 6 Celebration Trip

		Paintwork Visit (Art)		Residential Camp: Red Ridge Life Skills (PSHC)		

Holymead Primary School
Phonics Curriculum Overview

Programmes of study: Jolly phonics, Letters and Sounds and No Nonsense Spelling.						
EYFS/YR	Year 1	Year2	Year 3	Year 4	Year 5	Year 6
Daily phonics (x5 30 min sessions) A – Z Jolly Phonics Letters and Sounds: Phase 1 Phase 2 Phase 3 Understanding of grapheme and phoneme correspondence **focused phonic interventions*	Daily phonics (x5 30 min sessions) Recap phase 3 Phase 4 Phase 5 Phase 5 Introduce some alternative sounds grapheme and phoneme correspondence digraphs trigraphs split digraphs Programme of tricky words/HFW Phonic Check **focused phonic interventions*	Daily phonics (x5 30 min sessions) Revisit Phase 5 Letters and Sounds Alternative sounds Phase 6 No nonsense Spellings Y2 programme Programme of tricky words/HFW **Those that did not pass the phonic check receive interventions and resit it in Y2*	X2 pw phonics teaching. Letters and Sounds Phase 6 No Nonsense Spellings Y3 programme Programme of tricky words/HFW **focused phonic interventions*	X1 pw Letters and Sounds Phase 6 Programme of tricky words/HFW **focused phonic interventions*	X1 pw Letters and Sounds Phase 6 Programme of tricky words/HFW **focused phonic interventions*	X1 pw Letters and Sounds Phase 6 Programme of tricky words/HFW **focused phonic interventions*

Holymead Primary School

Grammar and Punctuation Overview

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation Capital letters Full stops Question marks	**Punctuation** Capital letters Full stops Exclamation marks Question marks Commas in lists Apostrophe for possessions Inverted commas (awareness of)	**Punctuation** Capital letters Full stops Exclamation marks Question marks Inverted commas	**Punctuation** Full stops Exclamation marks Question marks Inverted commas Commas Semi colons	**Punctuation** Full stops Exclamation marks Question marks Inverted commas Commas Semi colons Colons Apostrophes Brackets Ellipsis Dashes (as parenthesis)	**Punctuation** Full stops Exclamation marks Question marks Inverted commas Commas Semi colons Colons Apostrophes Brackets Ellipsis Dashes (as parenthesis)
Word Types Nouns Verbs Adjectives (awareness) Plurals	**Word Types** Nouns Adjectives Verbs Adverbs Noun phrase Conjunctions Plurals Contracted words	**Word Types** Nouns Adjectives Verbs Adverbs Pronouns Conjunctions	**Word Types** Nouns Adjectives Verbs Adverbs Pronouns Conjunctions Preposition Homophones	**Word Types** Nouns Adjectives Verbs Adverbs Pronouns Conjunctions Preposition Homophones Common nouns Proper nouns Collective nouns Verbal nouns Compound nouns Articles	**Word Types** Nouns Adjectives Verbs Adverbs Pronouns Conjunctions Preposition Homophones Common nouns Proper nouns Collective nouns Verbal nouns Compound nouns Articles
Types of sentences Statements Questions Simple sentence Compound sentence	**Types of sentences** Statements Questions Simple sentence Command Exclamatory sentence Compound sentence	**Types of sentences** Statements Questions Commands Simple sentence Complex sentence Compound sentence	**Types of sentences** Statements Questions Commands Simple sentence Complex sentence Compound sentence	**Types of sentences** Statements Questions Commands Simple sentence Complex sentence Compound sentence	**Types of sentences** Statements Questions Commands Simple sentence Complex sentence Compound sentence

Grammar Past tense (awareness) Present tense (awareness) Future tense (awareness)	**Grammar** Using conjunctions Past tense Present tense Future tense	**Grammar** Connectives Past tense Present tense Future tense	**Grammar** Clauses Phrases Connectives Past tense Present tense Future tense Subordinate clauses Main clauses Contractions	**Grammar** Clauses Phrases Connectives Past tense Present tense Future tense Subordinate clauses Main clauses Contractions Active voice Passive voice Predicate Subject Object Adverbial Fronted adverbial Subjunctive mood Subjunctive Past progressive Perfect verb form Noun phrase Relative clause	**Grammar** Clauses Phrases Connectives Past tense Present tense Future tense Subordinate clauses Main clauses Contractions Active voice Passive voice Predicate Subject Object Adverbial Fronted adverbial Subjunctive mood Subjunctive Past progressive Perfect verb form Noun phrase Relative clause
Morphology Vowels Syllables	**Morphology** **vowels** Suffix homophones	**Morphology** Vowels Consonants Syllables homophones	**Morphology** Vowels Consonants Syllables Suffix Prefix homophones	**Morphology** Vowels Consonants Syllables Suffix Prefix Homophones	**Morphology** Vowels Consonants Syllables Suffix Prefix Homophones

Holymead Primary School
Spelling Overview

Year Group	Weekly Teaching	Assessment Overview		
R	Letters and Sounds Phases 1, 2 & 3. Phases 1 & 2 taught in conjunction with Jolly Phonics.	Letters and Sounds decodable & tricky words are taught and assessed throughout the FS. In term 3 tricky words from phase 2, 3 and 4 are sent home according to ability. Children learn to read the tricky words and then spellings are assessed through writing activities in class. At the end of FS phase 2 decodable & tricky words from phase 2 are sent home as spellings to learn. Children are then assessed at the beginning of year 1.		
Year Group	**Weekly Teaching**	**Marking**	**Weekly Tests**	**Termly Tests**
1	Letters and Sounds Phases 2, 3, 4 & 5 (up to alternative pronunciations).	Marking of writing will identify up to three spelling errors. Children will write out each word correctly three times in their books and record the word in their vocabulary book.	Weekly spelling tests (based on Phases 2-5) consisting of between 3-5 words. Where appropriate spellings are linked to the Pen Pals handwriting scheme. Tests are differentiated by number of spellings or words to be learnt.	Group assessments
2	Letters and Sounds Phases 5 & 6.	Marking of writing will identify up to three spelling errors. Children will write out each word correctly three times in their books and record the word in their vocabulary book.	Weekly spelling tests (based on Phases 3-6) consisting of between 6-8 words. Where appropriate spellings are linked to the Penpals handwriting scheme. Tests are differentiated by number of spellings or words to be learnt. *In term 3 and 4 children are introduced to dictation.* *Key words spelt incorrectly are sent home to be revisited*	Group assessments
3	Letters and Sounds Phases 5 & 6. Support for Spelling.	Marking of writing will identify up to three spelling errors. Children will write out each word correctly three times in their books and record the word in their vocabulary book. Writing for the Big Write will identify five spelling errors to be addressed as outlined above.	Weekly tests consist of 10 spellings linked to the teaching focus for that week. Tests are differentiated by number of spellings or words to be learnt. Spelling practice activities are planned as one of the five weekly guided reading activities.	At the end of each term children are given a Year group word list taken from the new English programme of study to learn. Children are tested on these words at the beginning of the following term. Parents are informed of the words their child spelt correctly/incorrectly and asked to support their child in learning these words. This process is repeated at the end of the next term.
4	Letters and Sounds Phases 5 & 6. Support for Spelling. *Children are set in ability groups across the year group for spelling sessions.			
5	Letters and Sounds Phases 5 & 6. Support for Spelling. *Children are set in ability groups across the year group for spelling sessions.			
6	Support for Spelling.			

Holymead Primary School
Editing Overview

Year Group	Editing Activities
R	Modelled by adults through speaking and listening activities as well as recording activities.
1	Use sticky coloured dots to add full stops. Underline spelling errors: children to correct and record (see spelling overview). Hoppy the frog.
2	Use sticky coloured dots to add full stops. Underline spelling errors: children to correct and record (see spelling overview). Use editing pen to add full stops and capital letters. Self-review: WWW (what went well) and EBI (even better if). Correct sentences with deliberate errors.
3	Underline spelling errors: children to correct and record (see spelling overview). Use editing pen to add full stops and capital letters. Display examples of children's work (with their consent) and edit as a class. Self-review: WWW (what went well) and EBI (even better if). Correct sentences with deliberate errors. Additional text to be added/corrected using asterix system.
4	Underline spelling errors: children to correct and record (see spelling overview). Display examples of children's work (with their consent) and edit as a class. Children identify 2/3 sentences that they could improve and highlight. Sentences are rewritten (up levelled) in follow up lesson. Editing checklists displayed/provided. Self-review: WWW (what went well) and EBI (even better if). Peer-review: WWW (what went well) and EBI (even better if). Correct sentences with deliberate errors. Additional text to be added/corrected using asterix system.

	Big Write – 5 minutes editing time at the end of each Big Write. Discrete editing lessons (once a term following a Big Write).
5	Underline spelling errors: children to correct and record (see spelling overview). Display examples of children's work (with their consent) and edit as a class. Children identify 2/3 sentences that they could improve and highlight. Sentences are rewritten (up levelled) in follow up lesson. Editing checklists displayed/provided. Self-review: WWW (what went well) and EBI (even better if). Peer-review: WWW (what went well) and EBI (even better if). Correct sentences with deliberate errors. Additional text to be added/corrected using asterix system. Big Write – 5 minutes editing time at the end of each Big Write. Discrete editing lessons (once a term following a Big Write). Publishing work using ICT.
6	Underline spelling errors: children to correct and record (see spelling overview). Display examples of children's work (with their consent) and edit as a class. Children identify 2/3 sentences that they could improve and highlight. Sentences are rewritten (up levelled) in follow up lesson. Editing checklists displayed/provided. Self-review: WWW (what went well) and EBI (even better if). Peer-review: WWW (what went well) and EBI (even better if). Correct sentences with deliberate errors. Additional text to be added/corrected using asterix system. Big Write – 5 minutes editing time at the end of each Big Write. Discrete editing lessons (once a term following a Big Write). Publishing work using ICT. Read out loud to a partner. Change sentence structures e.g. The vicious dog barked wildly – Wildly the vicious dog barked.

Holymead Primary School
Sentence Structure Overview

Year Group	Sentence Structure
R	What is a sentence? Spaces between words. Noticing punctuation. Saying a sentence (use talking tins). Developing vocabulary.
1	Simple Sentence. Compound sentence. Complex sentences (using but, because). B.O.Y.S sentences – but, or, yet, so. 2Ad sentences – two adjectives before the first noun.
2	2Ad sentences - two adjectives before the first noun and two adjectives before the second noun. Simile sentence. NOUN, which, who, where sentence - use commas to embed a clause in a sentence and start the clause with which, who or where. 'ly' ending sentence – sentence ends with and adverb. List sentence – use three or four adjectives before the noun.
3	3_ed sentence – starts with three adjectives that end in 'ed' and describe emotions. Pair sentence – begins with two related adjectives. Emotion word, (comma) – begins with an emotion followed by the actions that caused the emotion. Many Questions – Start with a question and ? followed by further words or phrases which pose linked questions. Ad, same ad sentence – same adjective used twice. Short sentence – 1-3 word sentences possibly with an exclamation mark. ----ing, ----ed sentence – begin with an adjective ending in 'ing'.

4	2 Pair sentence – begins with two related adjectives. De:De sentence – compound sentence where two independent clauses are separated by a colon, the first clause is descriptive, the second adds further detail. Verb, person – begin with a verb followed by a comma an a noun or personal pronoun. The more, the more sentence – the first more should be followed by an emotive word and the second more should be followed by a related action. Personification of weather. Outside (In) sentence – the first sentence describes a character's outward action and the second, written in brackets, reveals their true feelings. If, if, if then sentence.
5	Double 'ly' ending – the sentence must end with two adverbs which add detail to the verb within the sentence. All the W's – a short sentence starting with one of the following W words: Who? What? When? Why? Would? Was? Will? Where? What if?
6	3 bad – (dash) question? – three negative adjectives followed by a dash and then a question which relates to the three adjectives. Some; others sentence – semi colon used to replace the word 'but'. Irony sentence – deliberately overstates how good or bad something is. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth. Imagine 3 examples – begins with the word 'Imagine' then describes three parts of something.

Holymead Primary School
Handwriting Overview

Holymead Primary School

Interim Progression of handwriting skills September 2019 – July 2020

Introduction of cursive handwriting through
letter-join handwriting scheme

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6 Expectation
EYFS	Introduction to printed letters: Ladder letters l i t u j y	Introduction to printed letters: Curly caterpillar c d e a g s o q f	Introduction to printed letters: Robot family r h b m p n k and zig –zag family v w x z	Introduction to cursive letters: Module 1 Ladder letters Using lead in and lead out letter join air **l i t u j y**	Introduction to cursive letters: Curly caterpillar **c d e a g s o q f** Using lead in and lead out	Introduction to cursive letters: Robot family **r h b m p n k** **and zig zag letters** **v w x z** **Expectation** **Letters formed in cursive script**
Year 1	**Letter-join** Introduction to individual cursive letters Easy letters Harder letter Joining short words	**Letter-join** Capital letters module 2	**Letter-join** Capital letters module 2	Embedding cursive writing through letter families and words using horizontal and diagonal joins using **EYFS -letter -join** module 1	Embedding cursive writing through letter families and words using horizontal and diagonal joins using **EYFS -letter -join** module 1	**Expectation** Joining some letters in words and cursive formation of short words
Year 2	Introduction to cursive letters: Letter-join: module 3 Letter families, joining of words including	Letter-join: module 3 Letter families, joining and HFW	Module 3 Revisit of harder letters **r h b m p n k** **b d w ss z**	Module 3	Module 3	Module 3

	HFW		**Dictation**			**Expectation:** Most letters and words joined.
Year 3 Module 4 60 lessons	Introduction to letter-join Easy letters Harder letter Using interactive Use of smart note book and lined handwriting books	Letter-join Easy letters Harder letter Joining words Use of smart note book and lined handwriting books	Introduction of Module 4 Double letters and dictation	Module 4	Module 4	Module 4 **Expectation:** Most letters and words joined.
Year 4 Module 5 60 lessons	Introduction to Letter-join Easy letters Harder letter Joining words Letter-join cursive letters Easy letters Harder letter Using interactive scheme Joining words Use of lined handwriting books	Letter-join Easy letters Harder letter Joining words Use of lined handwriting books Joining words related to topics taught. Intervention groups set up	Introduction of Module 5 Using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency	Module 5	Module 5	Module 5 Expectation: Most letters and words joined fluently and consistently
Year 5	Lessons will build on children's precursive knowledge and exciting cursive handwriting. Teachers will knowledge existing joining and develop a consistent style.	Lessons will building on children's cursive knowledge and development.	Lessons will continue to build on combining fluent handwriting in a range of subjects across the curriculum. Focus on consistency and stamina			Expectation: Most letters and words joined fluently and consistently with increasing speed and stamina
Year 6	Lessons will build on children's precursive	Lessons will building on children's cursive	Lessons will continue to build on combining	Lessons will continue to build on combining	Lessons will continue to build on combining fluent	Expectation:

	knowledge and exciting cursive handwriting. Teachers will knowledge existing joining and develop a consistent style.	knowledge and development.	fluent handwriting in a range of subjects across the curriculum. Focussing on consistency, fluency and speed	fluent handwriting in a range of subjects across the curriculum. Focussing on consistency, fluency and speed	handwriting in a range of subjects across the curriculum. Focussing on consistency, fluency and speed	Learners will be presented with a range of tasks where they have to decide on an appropriate style of writing.