



COVID Response Curriculum

Overview 2020-21 V3

Nurture Inspire Achieve



COVID Response Curriculum Overview 2020-21

We have reviewed our Curriculum Overview and identified areas of learning that may have been affected by the COVID-19 Lockdown during the academic year 2019-20. This COVID Response Curriculum Overview 2020-21 will feed into our Medium Term and Weekly Lesson plans. This may mean covering or revisiting knowledge and skills from the previous year group curriculum, adapting a current year group curriculum to address missed learning and gaps in knowledge and skills, or adding new content to address issues arising from lockdown.

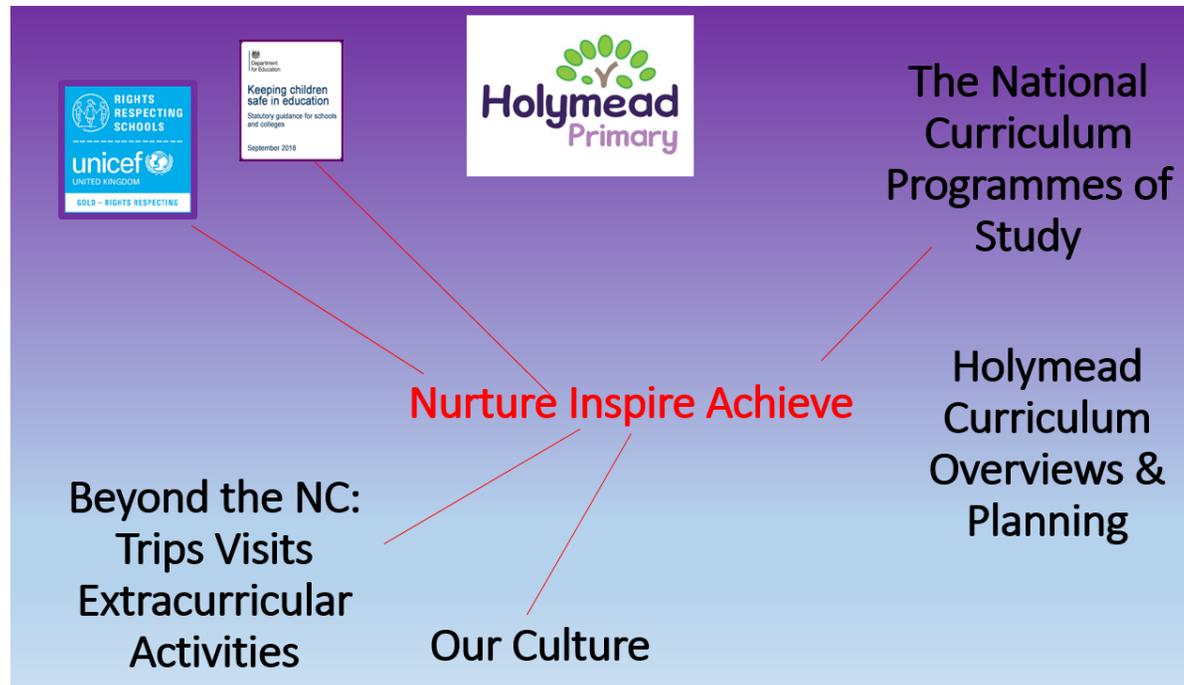
We have used the following Key to update our Whole School Curriculum Overview:

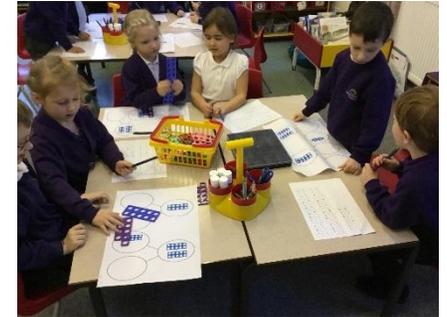
Highlight in yellow	Not covered in 2019-20
Highlight in Pink	Partially covered in 2019-20
Highlight in Orange/Red	Covered through Home Learning during lockdown 19-20
Annotations (write in red)	Additional notes and information
Highlight in Green	Not covered in 2020 - 21 T3
Highlight in Blue	Partially covered in 2020 - 21 T3
Highlight in Purple	Covered through Home Learning during lockdown T3

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

Skills	Space (perspective)	Colour	Line	Pattern	Texture	Tone	Shape & Form
	Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Mindfulness activities added in this year post Covid	Mindfulness activities added in this year post Covid	Mindfulness activities added in this year post Covid	Mindfulness activities added in this year post Covid	Mindfulness activities added in this year post Covid	Mindfulness activities added in this year post Covid	Mindfulness activities added in this year post Covid
Unit 1	Georges Seurat	Vincent Van Gogh Starry Night	Henri Matisse	Stone Age art	Aivazovsky (Seascapes) Nicola Bayley-illustrator	Andy Warhol Pop Art Ancient Greek Charcoal Pots	Tracing skills and block colours (covered in Frida Kahlo topic)
Unit 2	Joan Miro	Piet Mondrian Eric Carle Wassily Kandinsky	Yvonne Coomber (basic knowledge covered in home learning, children explored Coomber's art and created their own)	Jessica M Springman Pattern	Rachel Drucker (Wire Sculpture)	Anthony Browne Perspective Voices in the Park	Frieda Kahlo
Unit 3	Romero Britto Bitossi Clay Sculptures	Anish Kapoor (not covered during home learning)	Traditional Kenyan African Art (basic knowledge covered in home learning – children looked at African patterns and used this to created an African themed mask)	Gaudi Term 6	Henri Matisse Emmeline Simpson	Banksy (linked to Bristol topic)	Illustration Shackleton's Journey by William Grill

Computing Curriculum Overview

Using technology	Programming	Multi-media	Creativity	Computer Networks	E-safety		
<i>To become skilful in using different tools to control technology.</i>	<i>To begin to understand how a computer processes instructions and commands.</i>	<i>To understand ICT allows easy creation, manipulation and change.</i>	<i>To create and refine original content using digital tools across a range of media.</i>	<i>To use and understand the internet.</i>	<i>To equip children with the skills needed to keep safe online.</i>		
<i>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.</i>							
	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?	1) Using technology: SEESAW (new this year) 2) Programming: Bee-Bots	1) Using technology: SEESAW (new this year) 1) Multi-media: Animation – stop motion app (iPad)	1) Using technology: SEESAW (new this year) 2) Creativity: 2D primary - DT focus	1) Using technology: Google Classrooms (new this year) 2) Programming: Romos 2) Programming: Sphero (new)	1) Using technology: Google Classrooms (new this year) 2) Programming: Scratch – write and debug.	1) Using technology: Google Classrooms (new this year) 2) Multi-media: Animation – Garage Band 3) Programming: Scratch – Celery piano
Term 3/4	3) E-safety	1) Programming: Multi-step inputs – A.L.E.X Started teaching prior to lockdown using Ipad.	1) Using technology: Computing skills 2) Programming: Coding & multi-step input	1) Using technology: 2D investigate - Databases	1) Multi-media: Animation – Pivot Stick 2) Using technology / creativity: PPT/Microsoft Word	1) Multi-media: Animation – iMovie 2) Computer Networks: Search engines Taught in Year 6 (T1) through IT skills	4) Multi-media: Animation – iMovie
Term 5/6		1) Multi-media: Animation – stop motion app (iPad) 2) Multi-media: Movie Maker	1) Programming: Scratch Junior (not covered)	1) Multi-media: Animation – green screen. 2) Programming: Coding – Lego We Do. Also required to teach Google Classroom in preparation for Y4	1) Programming: Scratch	1) Using technology: Databases – Excel Covered in Year 6 through graphs in Science /IT (heart rate)	

<u>Trips and Events</u>							
	e-safety weeks	e-safety weeks	e-safety weeks	e-safety weeks	e-safety weeks	e-safety weeks	e-safety weeks
<u>Extracurricular Activities</u>							
				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

Cooking Curriculum Overview

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 diet.	Prepare and cook a variety of predominantly savoury dishes using a range of cookery techniques.	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		
	Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terms 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)	Christmas party food	Spicy lentil soup	Jamaican Patties
Terms 3&4	Pancakes Pizza	Samosa (Potatoes/carrots/garlic) Granola Yoghurts Home Learning	Cheese/Broccoli muffins (Broccoli) (in school - yoghurt jar and at home - fruit pizzas)	Chocolate tart and sauce	Spring Pizza (Onions, peppers, mushrooms)	Chickpea burgers & salad	Apple Pie (Apples)
Terms 5&6	Gingerbread men	Falafels & Salad (Garlic/lettuce/cucumber)	Pirate fruit cups (not done)	Falafel & Tzatziki (Coriander & Parsley)	Scones & Jam (Strawberries/raspberries)	Cheesecake & apple compote	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.	Mechanisms Slides and levers	Textiles Christmas decorations	Shell structures Gift boxes	Mechanisms Pop up cards	Frame structures Pots	Woodwork/Frame structures – Norman Trebuchets
Term 3/4	Using split pins to join paper and card. Explore using/ holding basic tools e.g. saw or hammer. Junk modelling: rockets - joining techniques	Textiles The Queen's Knickers by Nicholas Allan	Wheels and axels Cars (not covered)	CAD - 2D Primary	Electricity – Torches Woodwork/ Structures Roman shields	Textiles - Tapestry	
Term 5/6	Discuss changes made during the making process.	Design and modelling Space	Structures/ 3D models Kenyan masks	Textiles Weather mobiles		Electricity	

	Design and make: Clay minibeasts. Junk modelling: Sewing.	(Children built rockets during home learning and uploaded the photos to the Blog)	(children used experiences from art to create a kenyan mask)			Covered in Year 6 through 'Makey Makeys' - IT project (coding)	
Trips and Events							
	Paintworks Cluster Exhibition (biennially)	Paintworks Cluster Exhibition (biennially)	Paintworks Cluster Exhibition (biennially)	Paintworks Cluster Exhibition (biennially)	Paintworks Cluster Exhibition (biennially)	Paintworks Cluster Exhibition (biennially)	Paintworks Cluster Exhibition (biennially)
Extracurricular Activities							
			Woodwork Club Mindfulness Sewing				

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	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	Writing clues Writing instructions Writing letters Rewriting stories Recounts Innovating stories	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 Non- fiction Non-chronological report writing.	<u>Fiction – Nim’s Island</u> Descriptive writing techniques Note taking & fact files Instruction writing	<u>Diary entry</u> Newspaper report Character descriptions Non-chronological report Poem	<u>Beowulf</u> Myth and Legends Persuasive Advert Adventure Story Biography <i>(continued on return to school)</i>	Formal letters Non chon. Reports Persuasive (adverts) Informal letters Romance fiction Persuasion
Term 4		Character description <u>Letter writing</u> Information poster	<u>Author study</u> Book reviews Story writing	<u>Fiction – Spiderwick</u> Character investigations & descriptions	<u>Character description</u> Diary entry <u>Newspaper report</u>	<u>A River Sea</u> <u>Formal and explanation writing (letter)</u> - Covered	Persuasion/ explanation Suspense writing Diary writing

		<p>Labelling Report writing Re-write of story</p>	<p><u>Poems</u></p> <p><u>Factual writing</u> Brunel (children learnt about Brunel and wrote some facts about him, trip (SS GB) helped to embed the information)</p>	<p>Persuasive letters Film reviews</p>	<p><u>Narrative</u></p>	<p>in Year 6 (Killer Whale text)</p> <p><u>Non-chronological Report</u> Covered in Year 6 in Whale topic and Skellig (Tawny Owl report) <u>Information Text</u> Year 6 – survival guided (T1)</p>	<p>Creating tension</p>
Term 5		<p><u>Non chronological report</u> <u>Non Fiction writing</u> <u>Instructions</u></p>	<p><u>Fiction</u> <u>Character Description</u> Historical writing (Term 4 covered in history in school) <u>Letters</u> <u>Persuasion</u> <u>Diary entry</u></p>	<p><u>Non-fiction</u> Note taking & documentary scripts</p>	<p><u>Recipe / instructions</u> <u>Narrative</u> <u>Character description</u> <u>Setting description</u></p>	<p><u>Warhorse</u> <u>Story with historical setting</u> Year 6 – Macbeth (T2)</p> <p><u>Story in the style of a significant author</u> Year 6 – Shakespeare (T2)</p> <p><u>Recount</u> Year 6 – The Normans (Domesday Book)</p>	<p>Character description Character perspective Inference and fact retrieval Symbolism in creative writing</p>
Term 6		<p><u>Re- write of story</u> <u>Persuasion</u> <u>Writing</u> <u>Book review</u> <u>Scene description</u> <u>Character description</u> <u>NF non chronological report</u></p>	<p>Non- chronological report <u>Instructions</u> <u>Story invention</u> <u>Description</u></p>	<p><u>Weslandia by Paul Fleischman</u></p>	<p><u>Narrative</u> <u>Menu</u> <u>Playscript</u> <u>Character description</u> <u>Newspaper article</u></p>	<p><u>Harry Potter</u> <u>Story set in an imaginary world</u></p>	<p>Scripts Creative writing Play scripts Motivational speeches</p>
Book Study							

<p>Term 1/2</p>	<p>Topic-All about me</p> <ul style="list-style-type: none"> ● Clever sticks ● Friendship big books-e.g. Honesty ● The family book ● The colour monster ● While we can't hug <p>Supertato</p> <p>Topic-People who help us</p> <ul style="list-style-type: none"> ● Story-The Bad Bread Adventure ● Non-fiction books about Firefighters, Doctors, vets and Police officers ● The birthday cake mistake (E book) 	<ul style="list-style-type: none"> ● 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 ● The Tiger Who Came To Tea ● Stick Man ● Little Robin Red Vest 	<ul style="list-style-type: none"> ● The snail and the whale ● The storm whale N/F and Poems ● Dragon Post ● <i>The story of Guy Fawkes</i> ● Bog Baby ● Christmas stoies 	<p>Stone Age Boy by Satoshi Kitamura</p> <p>The Emperor's Egg by Martin Jenkins</p>	<p>The Mousehole Cat by Antonia Barber</p> <p>The Villians</p>	<p>Journey by Aaron Becker</p> <p>A Midsummer Night's Dream by William Shakespeare (retold by Helen Street)</p>	<p>Kensuke's Kingdom By Michael Morpurgo</p>
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<p>Term 3/4</p>	<p><i>Topic-Space</i></p> <ul style="list-style-type: none"> • Story -Whatever Next-Jilly Murphy • Aliens love underpants • Non-fiction books related to space • Man on the moon • Zoom rocket zoom • How to catch a star <p><i>Topic-Animals</i></p> <ul style="list-style-type: none"> • Story- Dear Zoo • Handa's Surprise • Animal non-fiction book 	<p>CURRENT TEXTS</p> <ul style="list-style-type: none"> • Little Red Hen • Non-fiction Animal facts (frogs) • Traditional Tales- Little Red Riding Hood • The Queen Knickers • Lost and Found • Poetry – Brown Bear <p>(OLD TEXTS)</p> <ul style="list-style-type: none"> • Traditional Tales- Stone soup • Jack and the Beanstalk • Jim and the Beanstalk 	<ul style="list-style-type: none"> • Stلالuna • N/F bats • The disgusting sandwich • The bear and the Piano and • The bear, the piano, the dog and the fiddle <p>Mostly done during home learning</p>	<p>Nim's Island By Wendy Orr</p> <p>The Spiderwick Chronicles By Holly Black & Tony DiTerlizzi</p>	<p>The Lost Thing by Shaun Tan</p> <p>Poetry by Michael Rosen</p> <p>Thieves of Ostia by Caroline Lawrence</p>	<p>Beowulf by Michael Morpurgo</p> <p>Journey to the River Sea by Eva Ibbotson</p>	<p>Macbeth By William Shakespeare</p>
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Term 5/6	<p>Traditional tales</p> <ul style="list-style-type: none"> Jack and the beanstalk The Three Little pigs The gingerbread man <p>The Gruffalo</p> <p>Minibeasts</p> <ul style="list-style-type: none"> Non fiction bug books Superworm The very hungry caterpillar 	<p>Current Texts</p> <ul style="list-style-type: none"> The perfect present The Tiny Seed Man on the Moon Traction man <p>Poetry</p> <p>Old Texts</p> <ul style="list-style-type: none"> The First Moon Landing 	<ul style="list-style-type: none"> Florence Nightingale Mary Seacole (chose not to cover due to sensitive nature of the topic) Meerkat Mail Meerkats (non-fiction) Bringing the Rain to the Kapiti Plain (book was deemed too challenging to leave children to do them at home) 	<p>Natural curriculum</p> <p>Weslandia by Paul Fleischman</p>	<p>Firework Maker's Daughter by Phillip Pullman</p> <p>Why the Whales Came</p> <p>New tightrope walking text</p>	<p>War Horse By Michael Morpurgo</p> <p>Man on the Moon by Simon Bartram</p>	<p>Skellig/Hamlet By David Almond</p>
Trips and Events							
<ul style="list-style-type: none"> Christmas Production 	<ul style="list-style-type: none"> Christmas Productions KS1 Pantomime Y1-4 In School Theatre Visit T4 	<ul style="list-style-type: none"> Christmas Productions KS1 Pantomime Y1-4 Christmas Production In School Theatre Visit T4 	<ul style="list-style-type: none"> Spelling Bee Pantomime Y1-4 In School Theatre Visit T4 	<ul style="list-style-type: none"> Y4 Christmas Production Pantomime Y1-4 In school theatre visit T4 	<ul style="list-style-type: none"> Harry Potter World: Visit and Workshop Tobacco Factory Visit In School Theatre Visit T4 	<ul style="list-style-type: none"> 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

<p>Term 1/2</p>	<p>All about me</p> <ul style="list-style-type: none"> • Where do I live? • Seasons <p>People who help us</p> <ul style="list-style-type: none"> • Different Police uniforms around the world 	<p>Seasons (Did not cover Summer in school, but covered in home learning)</p>	<ul style="list-style-type: none"> • Map Makers • Physical and human features of places. 		<p>Mapping</p> <ul style="list-style-type: none"> • Name and locate countries in the UK. • UK - physical and human features. <p>Human Impact, Ecology and Sustainability</p> <ul style="list-style-type: none"> • Endangered animals. <p>Recycling and renewable energy.</p>	<p>Map Skills</p> <ul style="list-style-type: none"> -atlas skills -points of a compass -ordnance survey <p>Recognise cities and countries of the UK.</p> <p>Identify position of latitude and longitude</p> <p>Compare the physical features of a region of the UK and a region of America</p>	<p>Local area study of Somerset</p> <ul style="list-style-type: none"> • 6 figure grid references. • Human impact of the environment <p>Comparing Somerset and Normandy</p> <ul style="list-style-type: none"> • 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
<p>Term 3/4</p>	<p>Space</p> <ul style="list-style-type: none"> • 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') <p>Animals</p> <ul style="list-style-type: none"> • Handa's Surprise story • Where is Africa? 	<p>Move It</p> <ul style="list-style-type: none"> • Maps • Directions 	<p>Locations</p> <ul style="list-style-type: none"> • Countries • Capitals • Oceans <p>Continents</p>	<p>Countries of the world</p> <ul style="list-style-type: none"> • Continents • Countries • Capital cities • Landmarks <p>Contrasting countries: UK and European</p> <p>Our food and where it comes from</p>		<p>Amazon Rainforest</p> <ul style="list-style-type: none"> • Deforestation 	<p>Natural Hazards</p> <ul style="list-style-type: none"> • Volcanoes • Earthquakes • Tsunamis • Tornadoes

	<ul style="list-style-type: none"> Comparing schools and clothes in Africa Where some animals live Different habitats around the world 						
Term 5/6	<p>Traditional tales</p> <p>The Gruffalo</p>	<p>Map Skills</p> <p>Our Local Area (children did map of their house for home learning)</p>	<p>Contrasting UK with non – European country (Kenya)</p> <p>(not done in much detail)</p>	<p>Weather</p> <p>Conditions and patterns within the UK.</p> <p>Weather types</p> <p>The water cycle</p>	<p>Local Area Study (Brislington)</p> <ul style="list-style-type: none"> Changes over time – maps and photos. Physical and human features. 	<p>Voyages of Discovery -Trade</p> <p>(linked to Bristol topic in home learning)</p> <p>Year 6 T1 – PSHC (fair trade)</p>	<ul style="list-style-type: none">
Trips and Events							
	<p>Local park</p> <p>Library</p> <p>Farm</p> <p>Autumn walk</p>	<p>Local area walk T5</p> <p>Ashton Court Trip T6</p>	<p>Tyntsefield</p> <p>Local walk</p>	<p>Agricultural Show</p> <p>Tesco: where food comes from</p>	<p>Folly Farm T2</p>		<p>Glastonbury T1</p>

Grammar Overview

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Punctuation</u>	<u>Punctuation</u>	<u>Punctuation</u>	<u>Punctuation</u>	<u>Punctuation</u>	<u>Punctuation</u>	<u>Punctuation</u>
Finger space	Finger space	Capital letters	Capital letters	Full stops	Full stops	Full stops
Sentence	Sentence	Full stops	Full stops	Exclamation marks	Exclamation marks	Exclamation marks
Capital letters	Capital letters	Exclamation marks	Exclamation marks	Question marks	Question marks	Question marks
Capital letter for their name	Capital letters for names	Question marks	Question marks	Inverted commas	Inverted commas	Inverted commas
	Full stops	Commas in lists				

Full stops	Question mark Exclamation mark Plurals and singular	Apostrophe for possessions	Inverted commas	Commas Semi colons	Commas Semi colons Colons Apostrophes Brackets Ellipsis Dashes (as parenthesis)	Commas Semi colons Colons Apostrophes Brackets Ellipsis Dashes (as parenthesis)
<u>Word Types</u>	<u>Word Types</u> Nouns Verbs Adjectives	<u>Word Types</u> Nouns Noun phrase Adjectives Verbs Adverbs	<u>Word Types</u> Nouns Adjectives Verbs Adverbs Pronouns Conjunctions	<u>Word Types</u> Nouns Adjectives Verbs Adverbs Pronouns Conjunctions Preposition Homophones	<u>Word Types</u> Nouns Adjectives Verbs Adverbs Pronouns Conjunctions Preposition Homophones Common nouns Proper nouns Collective nouns Verbal nouns Compound nouns Articles	<u>Word Types</u> Nouns Adjectives Verbs Adverbs Pronouns Conjunctions Preposition Homophones Common nouns Proper nouns Collective nouns Verbal nouns Compound nouns Articles
<u>Types of sentences</u>	<u>Types of sentences</u> Statements Questions Simple sentence Compound sentence	<u>Types of sentences</u> Statements Questions Simple sentence Command	<u>Types of sentences</u> Statements Questions Commands Simple sentence	<u>Types of sentences</u> Statements Questions Commands Simple sentence	<u>Types of sentences</u> Statements Questions Commands Simple sentence	<u>Types of sentences</u> Statements Questions Commands Simple sentence

		Exclamatory sentence Compound sentence	Complex sentence Compound sentence	Complex sentence Compound sentence	Complex sentence Compound sentence	Complex sentence Compound sentence
Grammar	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	Morphology Vowels	Morphology vowels	Morphology	Morphology	Morphology	Morphology

	Syllables	Suffix homophones	Vowels Consonants Syllables homophones	Vowels Consonants Syllables Suffix Prefix homophones	Vowels Consonants Syllables Suffix Prefix Homophones All Year 5 learning will be covered in Year 6 with a particular attention paid to the areas not covered or partially covered from T1 onwards.	Vowels Consonants Syllables Suffix Prefix Homophones
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History Curriculum Overview

<u>Skills:</u>	Chronology	Knowledge and Understanding	Interpretation	Enquiry	Organisation	Communication	
	<u>Year R</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Term 1/2	How I have changed. (My personal history) Treasure Box How have Police/firefighter uniforms changed	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)

	Remembrance Day						
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 (started in home learning, continued on return to school)	
Term 5/6	Heritage day	Significant event beyond living memory: The first man on the moon (All covered in home learning)	Comparing individuals who have national or international achievement: Florence Nightingale (did not cover due to sensitive nature of the topic)	Ancient World: Egyptians Comparing Individuals: Cleopatra & Tutankhamun	Non-European History: The Maya Civilisation	Local History: Bristol	History Beyond the chronology of 1066: World War II Year 6 - coverage through Arnos Vale visit and local studies of Bristol during WW2
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

See Medium Term Plans Below

National Curriculum Strands

Fluency	Reasoning	Problem Solving
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language 	<ul style="list-style-type: none"> 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
<i>Additional topics in Y5: Percentages and Decimals</i>				<i>Additional Topics in Y6: Ratio and Proportion, Algebra</i>			
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							
Mathematician of the Term Number Day	Mathematician of the Term Number Day	Mathematician of the Term Number Day TT Rockstars Contest	Mathematician of the Term Number Day TT Rockstars Contest	Mathematician of the Term Number Day TT Rockstars Contest Year 4 Maths Workshop with Cluster	Mathematician of the Term Number Day TT Rockstars Contest Year 5 Bristol Grammar School Maths Challenge	Mathematician of the Term Number Day TT Rockstars Contest Year 6 Red Maids' High School Maths Challenge event	

Maths Medium Term Plan: Year 1

	1	2	3	4	5	6	7	8
Term 1	Number: Place Value, Comparing, Counting				Addition, Number Bonds and Subtraction			
Ongoing Skills	Counting backwards and forwards up to 100 One more and one less Number formation				Recall of single digit number facts, part part whole, number bonds to ten, number formation.			
Term 2	Subtraction		Geometry Shape	Consolidation / Shape	Assessment	Place Value (within 20)		

Ongoing Skills	Single digit number facts / part part whole Counting Backwards and Forwards				Counting backwards and forwards, One more and one less Counting in tens, money			
Term 3	Addition and Subtraction, Number Bonds, Consolidation				Place Value (within 50)			
Ongoing Skills	Counting forwards, counting backwards, recognising numbers and amounts, using Numicon, daily morning starters for fluency							
Term 4	Consolidation, Review & Counting in 2s	Length & Height		Weight and Volume Done as home learning. Need more practise.		Consolidation (Place Value, Number facts)		
Ongoing Skills	Counting on and back, place value, number facts, counting in 10s, adding and subtracting							
Term 5	Multiplication and Division			Fractions Done as home learning. Need more practise.				
Ongoing Skills	Place value, money, coin recognition, shape and basic properties, counting, number facts and missing number (Need more shape practise, and missing number)							
Term 6	Division Taught through sharing and grouping. Need more practise.	Money		Time Taught when returned to school. Need more practise.		Place Value		Geometry

Ongoing Skills	<p>Counting on and back, place value, number facts, adding and subtracting, counting in 2s, 5s and 10s</p> <p>July 2020 notes for Y2: Place value/tens/ones and counting in 2,5,10 revisited during Term 6. Pupils were becoming more confident with missing number calculations e.g. $7+? = 9$, but balanced equations such as $3+5=?+4$ were not covered. Basic money skills were explored e.g. value of coins and making quantities: further work required on finding change, making amounts in different ways. Time, Fractions, word problems (Term 6) content partially covered/in home learning.</p>	

Maths Medium Term Plan: Year 2

	1	2	3	4	5	6	7	8
Term 1	Number facts & bonds	Place Value			Addition and Subtraction			
Ongoing Skills	10 x table, Counting in steps of 2 5 and 10, Number facts and bonds to 10, bonds to 20 Doubles and halves				2 and 5 x tables, adding and subtracting multiples of 10			
Term 2	Review	Money		Multiplication and Division				

Ongoing Skills	Addition and Subtraction arithmetic, Place Value, 10 x table				2,5,10 times tables, counting in threes, division.			
Term 3	Review of Multiplication	Division using grouping	Fractions		Assessment	Review and Consolidation		
Ongoing Skills	Division using grouping / repeated addition / skip counting, place value, missing number problems, addition and subtraction of 2 digit numbers, bridging ten mentally							
Term 4	Review: Measure, turning, routes, scales	Time & Multiplication Word Problems	Addition and Subtraction Problems	Arithmetic Review and Assessment	Grouping/Sharin g Problems, Two step problems, Number bonds	Review: Coins, change missing number problems		
Ongoing Skills	Arithmetic all 4 operations, fractions, reasoning / missing number problems							
Term 5	Review: Consolidation and Gaps			SATS Administration				
Ongoing Skills	Gaps identified from Term 4 assessments							
Term 6	Problem Solving	Position and Direction		Time O'clock, half past, 5 past, nearest 5 minutes			Times Tables Review	
Ongoing Skills	Mental calculation - four operations, Mental addition/subtraction, Number bonds Counting on to find difference, Multiplication tables: 2 5 and 10, counting in threes							
<p>July 2020 notes for Y2: Shape objectives introduced in starters, but main objectives not covered in Term 6. In calculation work further exploration of strategies e.g. $28 + 4$ as $28 + 2 + 2$ to build number sense. Pupils confidence was growing with bridging with small numbers, now apply to $32 - 26$ and see the visual representation on a number line. Pupils were starting to explore division and making links with multiplication, further work to explore</p>								

	representations and identify both operations from an image. Simple unit fractions of amounts introduced in arithmetic with bar model sharing diagram, now move to more complex fractions, and ones to calculate mentally.	

Maths Medium Term Plan: Year 3

			1	2	3	4	5	6	7	8
Term 1	Arithmetic Skills			Place Value, Ordering, Comparing, Rounding			Addition			
	Number bonds Partitioning Adding & subtracting multiples of 10						(mental, informal and formal method) Subtraction (counting on), routine problems, change			

	Missing number calculations							
Ongoing Skills	2x table sheet	5x table sheet	10x table sheet	Adding and subtracting single digits, missing numbers & values of digits	2, 5, 10x tables mixed			Column addition & subtraction, missing numbers & adding 3 numbers
Term 2	Multiplying and dividing by 10	Multiplication & Division (informal arrays, linked facts)			Assessments	Multiplication and Division (mental recall, problem solving)		
Ongoing Skills	Times tables 2, 5, 10, 3, 4, 8 & 11 Multiplying and dividing by 10 & 100 Mental Calculations subtraction and addition Formal addition and subtraction Missing numbers				Multiplying by multiples of 10 Multiplying by partitioning Times tables 2, 5, 10, 3, 4, 8 & 11			
Term 3	Multiplication and Division (mental recall, problem solving)		Measurements (money)	Statistics		Measurement (length and perimeter)		
Ongoing Skills	Dividing and multiplying by 10 & 100 Multiplying by multiples of 10		Adding and subtracting money Missing numbers - division Column addition and subtraction Times tables 2, 5, 10, 3, 4, 8 & 11					
Term 4	Fractions				Assessment	Multi-step problems		

Ongoing Skills	Adding and subtracting fractions with the same denominator 2 step addition and subtraction 2 step multiplication			Times tables 2, 5,10, 3, 4,8 & 11				
Term 5	Formal methods division		Time					
Ongoing Skills	Equivalent calculations Equivalent fractions 2 step missing number problems - linked to dividing & multiplying by 10			Unit and non-unit fractions of amounts Long division Equivalent calculations				
Term 6	Measurement (mass and capacity)			Assessment	Geometry (properties of shape)		Multiplication (formal methods)	
Skills	Adding fractions and whole numbers Multiplying by partitioning Fractions smaller and bigger than Decimals e.g. number between 36.0 and 37.0				Ordering fractions Fractions of amounts Fractions bigger and smaller Decimals e.g. number between 36.0 and 37.0			

Maths Medium Term Plan: Year 4

	1	2	3	4	5	6	7	8
Term 1	Year 3 Revision		Place Value			Addition	Subtraction	
	<ul style="list-style-type: none"> •Addition. •Subtraction. •Multiplication. •Division. •Mental Strategies. •Fractions. •Guided Problem Solving. 		<ul style="list-style-type: none"> •Represent numbers using different representations. •Recognise the place value of digits. •Order and compare numbers beyond 1,000. •Round any number to the nearest 10, 100 or 1,000. •Find 1,000 more or less than a given number. •Count backwards through 0. 			<ul style="list-style-type: none"> •Add numbers with up to 4 digits using column addition. •Solve addition two-step problems in contexts. •Estimate and use inverse to check answers to calculations. 	<ul style="list-style-type: none"> •Subtract numbers with up to 4 digits using column addition. •Solve subtraction two-step problems in contexts. •Estimate and use inverse to check answers to calculations. 	

Arithmetic				<ul style="list-style-type: none"> • 2 digit column addition and subtraction. • Missing number sentences • Mental calculations 				<ul style="list-style-type: none"> • 2 digit column addition and subtraction. • Missing number sentences • Mental calculations
X Tables	10 X Tables	5 X Tables	2 X Tables		3 X Tables	4 X Tables	8 X Tables	
Term 2	<p style="text-align: center;">Multiplication</p> <ul style="list-style-type: none"> • Use known facts to multiply numbers mentally. • To multiply numbers by 0 and 1. • Multiply 3 numbers together. • Recognise and use factor pairs. • Multiply two-digit and three-digit numbers by a one-digit number. • Solve problems involving multiplying and adding, including integer scaling problems. 			<i>Assessment Week</i>	<p style="text-align: center;">Division</p> <ul style="list-style-type: none"> • Use known facts to divide numbers mentally. • To divide numbers by 0. • To divide using the compact division method. 			
Arithmetic	<ul style="list-style-type: none"> • Column addition and subtraction up to 4 digits. • Using the inverse to solve missing number problems. • Round any number to the nearest 10, 100 and 1000. 				<ul style="list-style-type: none"> • Column multiplication. • Multiply numbers by 0 and 1. • Multiply 3 numbers together. 			
X Tables	3 X Tables	4 X Tables	8 X Tables		11 X Tables	9 X Tables	6 X Tables	
Term 3	<p style="text-align: center;">Fractions</p> <ul style="list-style-type: none"> • To understand and identify fractions. 				<p style="text-align: center;">Time</p> <ul style="list-style-type: none"> • Solve problems involving converting units of time. 			

	<ul style="list-style-type: none"> Count up and down in tenths and hundredths. Recognise and show families of common equivalent fractions. Add and subtract fractions with the same denominator. Solve problems to calculate quantities of amount. 				<ul style="list-style-type: none"> Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving calculating lengths of time. 		
Arithmetic	<ul style="list-style-type: none"> Compact division method. Divide using mental strategies. Using the inverse to solve missing number problems. 				<ul style="list-style-type: none"> Adding and subtracting fractions. Fractions of amounts. Round any number to the nearest 10, 100 and 1000. 		
X Tables	11 X Tables	9 X Tables	6 X Tables	7 X Tables	7 X Tables	7 X Tables	
Term 4	<p style="text-align: center;">Decimals</p> <ul style="list-style-type: none"> Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one- or two-digit number by 10 and 100. Round decimals with 1 decimal place to the nearest whole number. Order and compare numbers with the same number of decimal places up to 2 decimal places. 			<i>Assessment Week</i>	<p style="text-align: center;">Money</p> <ul style="list-style-type: none"> Estimate, compare and calculate money in pounds and pence. Solve simple money problems. 	<p style="text-align: center;">Roman Numerals</p> <ul style="list-style-type: none"> Read Roman numerals to 100 (I to C). 	
Arithmetic	<ul style="list-style-type: none"> Column addition and subtraction up to 4 digits. Multiply 3 numbers together. Compact division method. 				<ul style="list-style-type: none"> Multiplying and dividing by 10 and 100. Rounding decimals. Greater than and less than signs. 		
X Tables	12 X Tables	12 X Tables	12 X Tables		Mixed Tables	Mixed Tables	



Term 5	Measurement <ul style="list-style-type: none"> •Estimate, compare and calculate different measures. •Convert between different units of measure. •Solve problems involving converting between different units of measure. 		Area and Perimeter <ul style="list-style-type: none"> •Measure and calculate the perimeter of a rectilinear figure in cm and m. •Find the area of rectilinear shapes by counting squares. 			
Arithmetic	<ul style="list-style-type: none"> •Adding and subtracting money. •Missing number sentences. •Fractions of amounts 		<ul style="list-style-type: none"> •Multiplying and dividing by 10 and 100. •Multiply 3 numbers together. •Adding and subtracting fractions. 			
X Tables	Mixed Tables	Mixed Tables	Mixed Tables	Mixed Tables	Mixed Tables	
Term 6	Geometry – Position and Direction <ul style="list-style-type: none"> •Describe positions on a 2-D grid as coordinates in the first quadrant. •Describe movements between positions as translations. •Plot specified points and draw sides to complete a given polygon. 		<i>Assessment Week</i>	Geometry – Properties of shape <ul style="list-style-type: none"> •Compare and classify geometric shapes. •Identify acute and obtuse angles and compare and order angles up to 2 right angles by size. •Identify lines of symmetry in 2-D shapes. •Complete a simple symmetric figure with respect to a specific line of symmetry. 		Statistics <ul style="list-style-type: none"> •Interpret and present discrete and continuous data using appropriate graphical methods. •Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
Arithmetic	<ul style="list-style-type: none"> •Rounding decimals. •Multiply by 1 and 0. •Greater than and less than signs. 			<ul style="list-style-type: none"> •Adding and subtracting money. •Column multiplication. •Round any numbe to the nearest 10, 100 and 1000. 		

X Tables	Mixed Tables	Mixed Tables		Mixed Tables	Mixed Tables	Mixed Tables	Mixed Tables	

Maths Medium Term Plan: Year 5

			1	2	3	4	5	6	7	8
Term 1	Addition, Subtraction, multiplication, division, Mental strategies, Fractions		Place Value Read and write numbers (1m) Value of digits Rounding Negative numbers			Calculations Addition, subtraction Formal, mental and estimation			Multiplying and dividing by 10, 100 and 1000	

Skills	<p>4x tables</p> <p>Arithmetic year 4 review</p> <p>8x tables</p> <p>Addition/subtraction /place value</p>						
Term 2	Factors, multiples, prime, square and cube numbers	Multiplication Mental, formal, problem solving			Assessments	Division Mental formal, problem solving	
Skills	<p>6x, 7x table</p> <p>Place value</p> <p>Addition and subtraction</p> <p>Multiplying by 10/100/1000</p>						
Term 3	Fractions, decimals and percentages Simplifying, compare and order, add and subtract, multiple and divide, improper and mixed numbers, fractions of a number, percentage of a number, equivalent						
Skills	<p>9x,12x tables</p> <p>X/10,100,1000</p> <p>Arithmetic</p> <p>Negative numbers</p> <p>Mixed times tables</p>						
Term 4	Shape and geometry			Assessments	Time		

	Area and perimeter, 2D and 3D properties nets, angles (used for home learning - switched with fractions)				
Skills	Addition and subtraction of fractions Equivalent fractions FDP Mixed times tables				
Term 5	Statistics Reading and constructing graphs including: bar charts, line graphs and pictograms with different scales	Area and perimeter Converting measure	Shape translation, reflection, coordinates rotation		
Skills	Mixed times tables Multiplying and dividing fractions Place value Multiplying by 10,100 and 1000				
Term 6	Calculation and problem solving 4 operations	Assessment	Ratio and proportion Scaling problems		
Skills	Mixed times tables Multiplying and dividing fractions				

	Place value Multiplying by 10,100 and 1000		

Maths Medium Term Plan: Year 6

			1	2	3	4	5	6	7	8
Term 1	Addition, Subtraction, multiplication, division, Mental strategies, Fractions and 2 other sessions Guided reasoning session (Y5)		Place Value Read and write numbers (10m) Value of digits Rounding Negative numbers				Calculations Addition, subtraction	Assessments Arithmetic test Problem solving test review sessions	Calc Multi- plicatio n	

Skills	Mixed times table sheet	Mixed Times tables	Arithmetic Column addition and subtraction	Mixed times tables			4 digit by 1 X
Term 2	Calculations Division, factors, multiples, prime	Fractions, decimals and percentages Simplifying, compare and order, add and subtract, multiple and divide, improper and mixed numbers, % and fractions of amounts, equivalent		Assessments Arithmetic test Problem solving test review sessions	FDP		
Skills	Mixed Times tables	Arithmetic Short division, addition and subtraction		Mixed Times tables		Arithmetic Prime, factors, multiples	
Term 3	Ratio and Proportion Scale factors, ratio problems, links to percentages and fractions	Statistics and measurement Time, time tables, graphs, Converting measure, Mean		Assessments Arithmetic test Problem solving test review sessions	Stats		
Skills	Arithmetic FDP conversion X/10,100,1000	Arithmetic Negative numbers		Mixed times tables			
Term 4	Algebra Simple formulae, linear sequences, missing numbers, two variables,	Assessments Arithmetic test Problem solving test	Camp	Shape and geometry Area and perimeter, 2D and 3D properties, nets, translation, reflection, coordinates			

		review sessions				
Skills	Arithmetic Long division and long multiplication		Camp	Arithmetic Addition and subtraction of fractions Equivalent fractions		
Term 5	Statistics and Measure Converting measure, graphs		SATS	Shape Area and perimeter, 2D and 3D properties, nets, coordinates		
Skills	Mixed times tables			Mixed Times tables		
Term 6	Shape, Measure and calculation Area and perimeter, 2D and 3D properties, nets, translation, reflection, coordinates, converting measure, graphs, Addition, subtraction, Multiplication, Division,					
Skills	Mixed times tables					

Music Curriculum Overview

Elements							
Skills	Rhythm beat Repetition evaluation of music and feelings	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	Fresh Prince of Bel Air – Rapping	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.	Baroque - classical musical Charanga T4 topic	Recorders notes b and a	Learning about the different parts of an orchestra Practice for BSO concert Classical Music	Martha Reeves and The Vandellas – Dancing in the Street	History of music 20th Century
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 – Beatles – playing glockenspiels and recorders along with Song	Learning to appraise classical music Music games (homelearning) Year 6 - music games in T1 Study of classic hymns in Re Study of classical music through Garageband topic	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

Focus on Fitness and Skills 2020-21. We will continue to review Dfe guidance.

EYFS	Pupils develop competence to excel in a broad range of physical activities.		Pupils are physically active for sustained periods of time.	Pupils engage in competitive sports and activities.	Pupils lead healthy, active lives.	
KS1	Pupils master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities		Pupils participate in team games, developing simple tactics for attacking and defending		Pupils perform dances using simple movement patterns	
Skills KS2	GAMES Pupils use running, jumping, throwing and catching in isolation and in combination.	INVASION GAMES Pupils play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	GYM Pupils develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].	DANCE Pupils perform dances using a range of movement patterns.	OUTDOOR Pupils take part in outdoor and adventurous activity challenges both individually and within a team.	PERSONAL DEVELOPMENT Pupils compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	Functional movement: Gait, Skip, jump Aesthetic movement: Isolated body parts Manipulative skills: Rolling and trapping Movement concepts: special awareness Getting dressed and undressed ready for PE	Functional movement: Lunge and leap Aesthetic movement: Body shape Manipulative skills: catching Movement concepts: temporal awareness	Functional movement: Push and pull Aesthetic movement: levels Manipulative skills: releasing Movement concepts: cross lateral movement Dancing to planet music Moving like Aliens	Functional movement: Squat and roll Aesthetic movement: Direction Manipulative skills: striking and kicking Movement concepts: gallop/slide	Functional movement: Bend and stretch Aesthetic movement: Dynamics Manipulative skills: catching Movement concepts: directional	Functional movement: Rotate and balance Aesthetic movement: Flow and rhythm Manipulative skills: releasing and dribbling Movement concepts: cognitive development
Year 1	Gym Unit D Flight	Dance UNIT 1 -Streamers	Games Unit 1	Gym Unit F Rocking and Rolling	Games Unit 3	Dance Unit 2 -March, March, March

	Bouncing Jumping and landing Unit E Points and patches	-Conkers -Playing with a ball	Large Ball skills and games		Bat and ball skills and games	-Jack and the beanstalk
Year 2	Gym Unit H Parts High and Parts Low Unit I Pathways Straight zig-zag, curving Year 2 Gymnastics Resource weekly planning	Dance Unit 1 -The cat -Balloons -Reach for the stars	Games Unit 1 Throwing and catching Inventing individual games Unit 2 Making up games with a partner Aiming, hitting and kicking or Energy Cards	Gym Unit J Spinning, twisting and turning Unit K Linking Movements together Or Spinning turning and twisting weekly planning	Games Unit 3 Dribbling, kicking and hitting Unit 4 Group Games and Inventing rules or Energy Cards Year 2 Dribbling	Dance Unit 2 -Friends -Bubbles -Shadows
Year 3	Invasion Games Invasion games in which the children have to change STEP Hockey Dribbling, passing, shooting and competitive games.	Relays Travelling in different ways and using equipment- team relays Country Dance Focus on – pathways, mirroring, symmetry and tempo	Gym Travelling with change of pace and direction Dance Ice dance – focus on pathways, phrase and rhythm	Gym Travelling with change of pace and direction Gym Apparatus Balance and body shape	Athletics Focus on throwing Athletics Focus on running and jumping	Invasion Games Striking and fielding – cricket focus
Year 4	Aerobics Circuits – emphasis on beating times	Dance Incorporating gestures, turns and travelling and stopping	Dance Snooker/Record and remember	Ball skills Handling Make early decisions about the skills and tactics to use when playing games Use the space available to good effect	Athletics Relays paired and team	Games Football focus
Year 5	Games Striking and fielding Rounder's focus	Dance Aerobics	Dance Country dancing - Focus on – pathways, mirroring, symmetry and tempo	Athletics Relays	Athletics Throwing – javelin, shot put and for distance	Games Cricket focus
Year 6	Games Hockey – focus on ball control and competition	Dance Hakka Strong shapes and stance	Gym Combine and perform actions, shapes fluently and effectively in	Gym Balances and stances	Invasion Games Rugby	Games Striking and fielding –rounder's focus

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 healthy. 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
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	Identifying things that can impact our mental wellbeing Learning how to express our emotions Learning how to behave and respond appropriately and proportionately
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	Learning how to behave and respond appropriately and proportionately
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 Swapped with Term 5 Unit 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	Exploring how physical and social activity can affect our wellbeing

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	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
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	Recognising when our wellbeing is deteriorating and where and how to seek support Learning how to support the wellbeing of others
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	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	Beliefs, teachings and sources	Practices and ways of life	Forms of expressing meaning	Identity, diversity and belonging	Meaning, purpose and truth	Values and commitments	
These skills go across all year groups. Please see each individual unit for the skills that are covered.							
Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Terms 1/2	Who are we? <ul style="list-style-type: none"> Christianity Islam 	Why are some places special? <ul style="list-style-type: none"> Hinduism 	Where do we belong? <ul style="list-style-type: none"> Judaism 	What is important to me? <ul style="list-style-type: none"> Christianity Judaism Increased focus on Judaism	What does it mean to belong to a religion? <ul style="list-style-type: none"> Judaism 	Why do religious books and teachings matter? <ul style="list-style-type: none"> Christianity Sikhism 	What does it mean to belong to a religion? <ul style="list-style-type: none"> Christianity
Terms 3/4	Why is Jesus important? <ul style="list-style-type: none"> Christianity 	Why is our world special? <ul style="list-style-type: none"> Christianity Hinduism 	Why are some stories special? <ul style="list-style-type: none"> Christianity Islam Judaism 	What can we learn from the life and teaching of Jesus? <ul style="list-style-type: none"> Christianity 	How should we live and who can inspire us? <ul style="list-style-type: none"> Christianity – John Wesley and George Muller 	How do we make moral choices? <ul style="list-style-type: none"> Christianity Hinduism Humanism 	What do people believe about life? <ul style="list-style-type: none"> Christianity Islam
Terms 5/6	Why are some times special? <ul style="list-style-type: none"> Christianity Judaism 	How do we celebrate our journey through life? <ul style="list-style-type: none"> Christianity Hinduism Islam Judaism 	How should we live our lives? <ul style="list-style-type: none"> Judaism 	How do people express their beliefs, identity and experience? <ul style="list-style-type: none"> Christianity Hinduism 	What does it mean to belong to a religion? <ul style="list-style-type: none"> Hinduism 	Why are some journeys and places special? <ul style="list-style-type: none"> Christianity Islam (no learning 2020-21)	What does it mean to belong to a religion? <ul style="list-style-type: none"> 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) Did the majority of this topic in school and finished it off during lockdown	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)		Plants (function of parts of plants and life cycle) What they need & how they grow		Properties and Changes of Materials (comparing materials, reversible & irreversible changes) Properties and Changes of Materials (comparing materials, reversible & irreversible changes)	Light (how light travels)

Seasons (spring – T4)

Term 4	Animals (characteristics & habitats)		Materials (suitability of materials) (changed topic to cover Habitats)		Sound (vibrations, pitch & volume)	Living things and their Habitats (life cycles & reproduction in animals & plants) Covered in Year 6 through PSHC (reproduction) and T6 Animals and Humans (Science)	
Term 5	Chicks (lifecycles inc. butterfly, chickens, frog)	Plants (types of plants & basic structure) (Recap different types of plants – they did lots of observational drawings and planted their own plants and watched them grow)	Plants (what they need & how they grow) (some statements covered – will need recapping)	Light (vision, reflections & shadows)	Animals (Including Humans) (digestive system, teeth & food chains)	Electricity (symbols, changing circuits) Taught in Year 6 through Makey Makeys coding topic (IT)	Living Things and their Habitats (classification)
Term 6	Minibeasts	Seasons (summer; weather and temperature changes, charting movement of the sun - T6)	Habitats (suitability of habitats, (some statements covered – will need recapping)	Forces and Magnets (repel & attract, movement)	States of Matter (solids, liquids & gases and changes)		Animals (Including Humans) (changes in humans)
Trips and Events							
	Science Days (Space Dome & rockets) Chew Valley Farm Trip Chicken Eggs Tyntesfield Trip	Science Days Court Farm Trip Hedgehog Visitor Ashton Court Trip Local Nature Walk	Science Day (electricity, magnets & chemical reactions (volcanos)) STEM Bridge Workshop Visit to SS Great Britain RSPB Workshop	Science Days Little Zoo Visit North Somerset Agricultural Show	Science Days Infant Garden Folly Farm Visit Chem Labs Visit	Science Days	Science Days

Spanish Curriculum Overview

Elements	<p><u>Speaking</u> 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.</p>					
	<p><u>Listening</u> 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</p>					
	<p><u>Writing</u> 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.</p>					
	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Year 3	<ul style="list-style-type: none"> - Introduction to Spain - Names - Greetings - Numbers 	<ul style="list-style-type: none"> - Days of the week - Months of the year - Christmas Activities 	<ul style="list-style-type: none"> - Birthday and age - Colours - Instructions 	<ul style="list-style-type: none"> - Fruit - Farm animals - Spring time & Easter 	<ul style="list-style-type: none"> - Parts of the head - School subjects - School in Spain 	<ul style="list-style-type: none"> - Toys - Weather - Flamenco
Year 4	<ul style="list-style-type: none"> - Spanish- speaking countries - Parts of the body - Descriptions - Zoo animals 	<ul style="list-style-type: none"> - Family members - Ask and answer questions about family members - Christmas Activities 	<ul style="list-style-type: none"> - Pets - Animals and food - Listening skills 	<ul style="list-style-type: none"> - Using a dictionary - Numbers 13-30 - Easter 	<ul style="list-style-type: none"> - Hobbies - Opinions on hobbies + conjunctions, simple negative 	<ul style="list-style-type: none"> - Means of transport - Weather - Festivals in Spain (San Fermin and La Tomatina Tomato)
Year 5	<ul style="list-style-type: none"> - Geographical features of Spain - Buildings on the high street - Asking location - Giving directions 	<ul style="list-style-type: none"> - Revision of days of the week and months of the year - Times of the day - Christmas Activities 	<ul style="list-style-type: none"> - Numbers recap and 10s numbers - Hobbies - Reading comprehension & short sentence writing <p style="color: red; font-size: small;">Covered in Year 6 through the Hungry Caterpillar</p>	<ul style="list-style-type: none"> - Revision of fruit and introduce other foods - Revision of conjunctions with breakfast - Easter food 	<ul style="list-style-type: none"> - Climate in Spain - Weather reporter, stating date and weather - Seasons <p style="color: red; font-size: small;">Covered in Year 6 in T1</p>	<ul style="list-style-type: none"> - Where you live using compass direction - Types of music - Musical instruments

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 - Bianually)
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)	Sikh visitor (RE)	The Hobbit theatre (English) First Aid Courses (PSHC)	Mental Health visitor (PSHC)	

Year 6	Glastonbury Tor, Highstreet and Abbey (Geography)	Pantomime – Tobacco Factory (English) Paintwork Visit (Art)	Arnos Vale Cemetery (RE) WW2 Day (History)	The Hobbit theatre (English) Residential Camp: Red Ridge Life Skills (PSHC)	Brean Leisure Park: End of Year 6 Celebration Trip
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Holymead Primary School
Phonics Curriculum Overview

Programmes of study: Jolly phonics, Letters and Sounds and No Nonsense Spelling.

EYFS/YR	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Daily phonics (x5 30 min sessions)</p> <p>A – Z Jolly Phonics</p> <p>Letters and Sounds: Phase 1 Phase 2 Phase 3 (to revisit in Y1)</p> <p>Understanding of grapheme and phoneme correspondence</p> <p><i>*focused phonic interventions</i></p>	<p>Daily phonics (x5 30 min sessions)</p> <p>Assess children on initial sounds Phase 2</p> <p>Recap phase 3 Phase 4 Phase 5</p> <p>Phase 5 Introduce some alternative sounds</p> <p>grapheme and phoneme correspondence</p> <p>digraphs trigraphs split digraphs</p> <p>Programme of tricky words/HFW</p> <p>Phonic Check - not taken – children will take in November 2020</p>	<p>Daily phonics (x5 30 min sessions)</p> <p>Assess Phase 3, 5 Revisit Phase 5 Revisit in T1 Y3</p> <p>Letters and Sounds Alternative sounds Phase 6 -some taught needs to be revisited</p> <p>No nonsense Spellings Y2 programme</p> <p>Programme of tricky words/HFW</p> <p><i>*Those that did not pass the phonic check receive interventions and resit it in Y2- children will receive phonics in Term 1 in Y3</i></p>	<p>X2 pw phonics teaching.</p> <p>Whole class teaching of Phase 5 phonics Assessment</p> <p>Letters and Sounds Phase 6</p> <p>No Nonsense Spellings Y3 programme</p> <p>Programme of tricky words/HFW</p> <p><i>*focused phonic interventions</i></p>	<p>X1 pw</p> <p>Letters and Sounds Phase 6</p> <p>Programme of tricky words/HFW</p> <p><i>*focused phonic interventions</i></p>	<p>X1 pw</p> <p>Letters and Sounds Phase 6</p> <p>No Nonsense Spellings Y5 programme</p> <p>Programme of tricky words/HFW</p> <p><i>*focused phonic interventions</i></p>	<p>X1 pw</p> <p>Letters and Sounds Phase 6</p> <p>Programme of tricky words/HFW</p> <p><i>*focused phonic interventions</i></p>

	<i>*focused phonic interventions</i>	<i>Children did Phonic Check in T2 2021.</i>				
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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. <i>In term 3 and 4 children are introduced to dictation. Key words spelt incorrectly are sent home to be revisited</i>	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 extended write will identify five spelling errors	Weekly tests consist of 10 spellings linked to the teaching focus for that week.	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
4	Letters and Sounds Phases 5 & 6. Support for Spelling. <i>*Children are set in ability groups across the year group for spelling sessions.</i>		Tests are differentiated by number of spellings or words to be learnt.	

5	Letters and Sounds Phases 5 & 6. Support for Spelling. *Children are set in ability groups across the year group for spelling sessions.	to be addressed as outlined above.	Spelling practice activities are planned as one of the five weekly guided reading activities. All objectives covered in Year 6 with particular focus on the area not covered or partially covered (as above)	asked to support their child in learning these words. This process is repeated at the end of the next term.
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.

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

	<p>Discrete editing lessons (once a term following a Big Write).</p> <p>Publishing work using ICT.</p> <p>Read out loud to a partner.</p> <p>Change sentence structures e.g. The vicious dog barked wildly – Wildly the vicious dog barked.</p>
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Holymead Primary School Sentence Structure Overview

Year Group	Sentence Structure
R	<p>What is a sentence?</p> <p>Spaces between words.</p> <p>Noticing punctuation.</p> <p>Saying a sentence (use talking tins).</p> <p>Developing vocabulary.</p>
1	<p>Simple Sentence.</p> <p>Compound sentence.</p> <p>Complex sentences (using but, because).</p> <p>B.O.Y.S sentences – but, or, yet, so.</p> <p>2Ad sentences – two adjectives before the first noun.</p>
2	<p>2Ad sentences - two adjectives before the first noun and two adjectives before the second noun.</p> <p>Simile sentence.</p> <p>NOUN, which, who, where sentence - use commas to embed a clause in a sentence and start the clause with which, who or where.</p> <p>'ly' ending sentence – sentence ends with and adverb.</p> <p>List sentence – use three or four adjectives before the noun.</p>
3	<p>3_ed sentence – starts with three adjectives that end in 'ed' and describe emotions.</p> <p>Pair sentence – begins with two related adjectives.</p> <p>Emotion word, (comma) – begins with an emotion followed by the actions that caused the emotion.</p>

	<p>Many Questions – Start with a question and ? followed by further words or phrases which pose linked questions.</p> <p>Ad, same ad sentence – same adjective used twice.</p> <p>Short sentence – 1-3 word sentences possibly with an exclamation mark.</p> <p>----ing, ----ed sentence – begin with an adjective ending in ‘ing’.</p>
4	<p>2 Pair sentence – begins with two related adjectives.</p> <p>De:De sentence – compound sentence where two independent clauses are separated by a colon, the first clause is descriptive, the second adds further detail.</p> <p>Verb, person – begin with a verb followed by a comma an a noun or personal pronoun.</p> <p>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.</p> <p>Personification of weather.</p> <p>Outside (In) sentence – the first sentence describes a character’s outward action and the second, written in brackets, reveals their true feelings.</p> <p>If, if, if then sentence.</p>
5	<p>Double ‘ly’ ending – the sentence must end with two adverbs which add detail to the verb within the sentence.</p> <p>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?</p>
6	<p>3 bad – (dash) question? – three negative adjectives followed by a dash and then a question which relates to the three adjectives.</p> <p>Some; others sentence – semi colon used to replace the word ‘but’.</p> <p>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.</p> <p>Imagine 3 examples – begins with the word ‘Imagine’ then describes three parts of something.</p>

Holymead Primary School Handwriting Overview

Holymead Primary School

Progression of handwriting skills September 2020 – July 2021
Covid Curriculum

Cursive handwriting through letter-join interactive handwriting scheme

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS Printed letters to Letter- join Module 1	Introduction to printed letters: Ladder letters <i>l i t u j y</i>	Introduction to printed letters: Curly caterpillar <i>c d e a g s o q f</i>	Introduction to printed letters: Robot family <i>r h b m p n k</i> and zig –zag family <i>v w x z</i>	Revise all printed letters	Introduction to cursive letters for those children who are forming most printed letters correctly. Other children to continue to work on forming printed letters. Module 1 Ladder letters Using lead in and lead out font: letter join air <i>l i t u j y</i>	Introduction to cursive letters: Robot family <i>r h b m p n k</i> and zig zag letters <i>v w x z</i>

					Introduction to cursive letters: Curly caterpillar c d e a g s o q f Using lead in and lead out	
Year 1 Letter-join Module 1 to 2	EYFS -Letter -join module 1 Gradual introduction to individual cursive letters using Letter join – Air font. Easy letters first then moving onto harder letters as indicated in the scheme. Use	EYFS -Letter join module 1 Letter-join Teach cursive letters using Letter join – Air font. Easy letters first then moving onto harder letters as indicated in the scheme. Use	Letter-join Module 2 Capital letters	Letter-join cursive Revise all cursive letters using Letter-join Air font. Joining short words.	Joining Using letter-join scheme teach children horizontal and diagonal joins in short words	Expectation Cursive formation of letters and joining some letters in words.
Year 2 Letter-join Module 3	Module 3 Introduction to cursive handwriting Letter-join: Letter families. Teach children how to join letters in short words	Module 3 Teach horizontal and diagonal joins. Letter join. Revisit capital letters	Module 3 Revisit of all cursive letters. Focus on harder letters. r k ss z f j Revisit capital letters (Module 2)	Module 3 Continue to teach correct formation of cursive letters. Introduction of sentence writing and dictation	Module 3 Sentence writing and dictation.	Module 3 Sentence writing and dictation Expectation: Letters formed correctly and many words joined.

<p>Year 3 Letter-Join</p> <p>Module 3 to 4</p>	<p>Module 3 Revisit all cursive formation of letters. Use letter-join letter families Y2- Easy letters Harder letters using interactive scheme. Use of smart note book and lined handwriting books. Introduction of sentences through dictation.</p>	<p>Module 3 Continue to teach correct formation of cursive letters. Horizontal and diagonal joins. Writing sentences through dictation.</p>	<p>Introduction of Module 4 Double letters and dictation.</p>	<p>Module 4 Through handwriting lessons lessons – children build on their ability to join fluently and consistently</p>	<p>Module 4 Through handwriting lessons lessons – children build on their ability to join fluently and consistently</p>	<p>Module 4</p> <p>Expectation: Most letters and words joined fluently and consistently</p>
<p>Year 4 Letter-join Module 4 to 5</p>	<p>Extra lessons teaching and recapping on the formation of Easy letters and Harder letters. Joining words using horizontal and diagonal joins. Increase of handwriting sessions. Use of lined handwriting books.</p>	<p>Develop consistency of joining letters in words using interactive scheme. Use of lined handwriting books Joining words related to topics taught.</p>	<p>Module 5 Introduction of module 5. Use of 'topic words' to practise cursive writing</p>	<p>Module 5 Use of 'topic words' to practise cursive writing. Developing fluency and consistency</p>	<p>Module 5 Use of 'topic words' to practise cursive writing. Developing fluency and consistency</p>	<p>Module 5 Expectation: Most letters and words joined fluently and consistently.</p>

Year 5	Extra lessons in this term. Practice of correct letter formation through letter families. Teaching of joining through horizontal and diagonal joins.	Handwriting lessons will focus on consistency and fluency.	Handwriting lessons will focus on consistency and fluency.	Lessons will continue to build on combining fluent handwriting in a range of subjects across the curriculum.	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	Increase in handwriting sessions to support children in regaining stamina and to ensure learners are making informed choices about the letters they join.	Teachers will facilitate children to develop a consistent style.	Lessons will continue to build on combining consistency and fluent handwriting in a range of subjects across the curriculum.	Lessons will continue to build on combining fluent handwriting in a range of subjects across the curriculum	Lessons will continue to build on combining fluent handwriting in a range of subjects across the curriculum. Focussing on consistency, fluency and speed	Expectation: Learners will have a consistent legible and cursive script, making choices about what letters they join. They will have the stamina to write at length.

Covid Response for all year groups

- Posture and handwriting grip monitored.
- Increase of handwriting sessions and extra support for children where needed
- Use of triangular pens as appropriate/pencil grips as appropriate
- Writing slopes used where appropriate

