



# Curriculum Overview

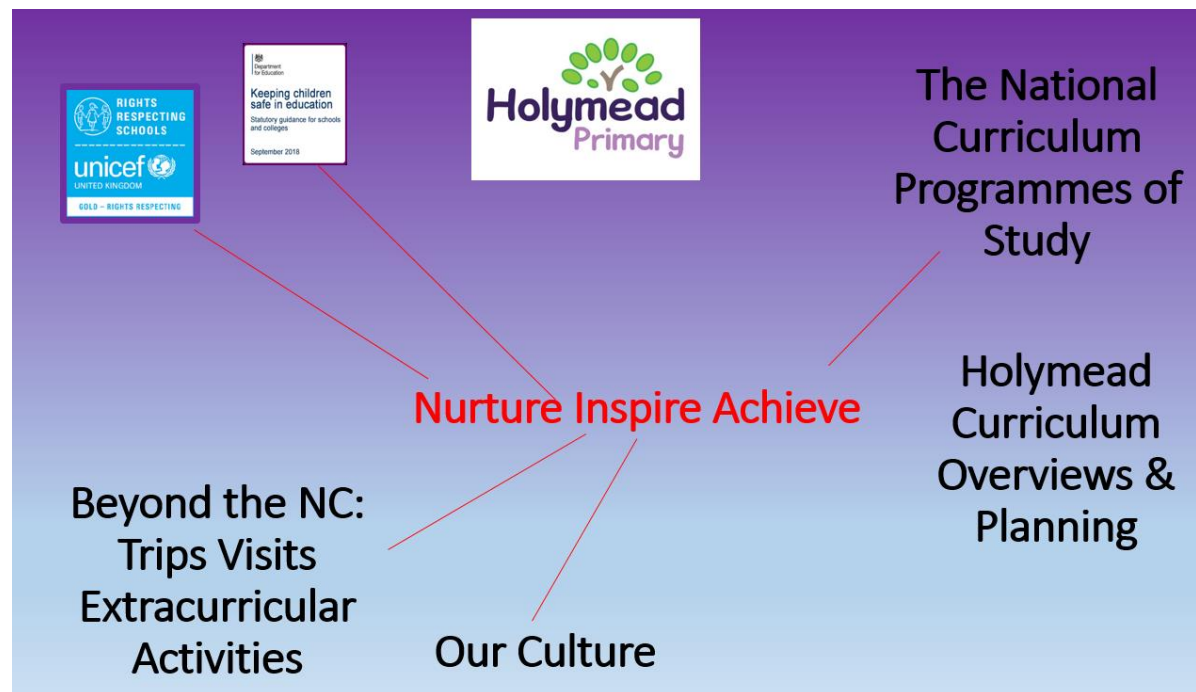
## Nurture Inspire Achieve



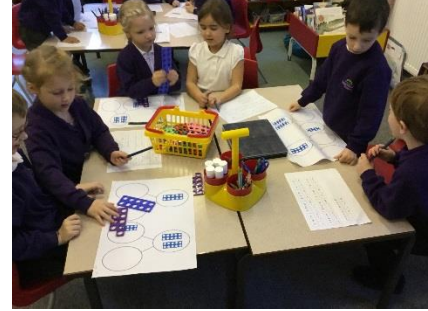
At Holymead Primary School we want our pupils to achieve high quality outcomes, through a broad, balanced, inspiring (creative, fun and exciting) curriculum.

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

[illegible]

## Computing Curriculum Overview

Elements							
Programming		Multimedia		E-Safety		ICT Skills	
	Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1/2	Remote control toys Programming toys- Bee bots Ipads Using pretend kitchen items Sound buttons Light boards  E-safety  What is technology?  Technology questionnaire for parents	Programming: (i)commands to make a device move (ii)multi step inputs	-Multimedia: (i) Stop motion animation app -Music apps on ipad (linked to rhythm) -Blogging skills	Programming: (i)Coding using Lego We Do (ii)creating a game using Scratch Junior	Programming: Coding to create repeating patterns and repetition using Kudo, Lego We Do and Romo	Programming: Design, write and debug programs	
Term 3/4		Multimedia: (i) Stop motion animation (ii)Movie maker App	Kodable and Daisy the Dinosaur Programming: Coding and multi- step input	Creating music using Scratch Junior  Databases: Using and Creating	Multimedia: Animation using Pivot Stick	Multimedia: Animation using i- Movie	
Term 5/6		Computing skills	Programming: Coding using Scratch Junior	Multimedia: Animation using a Green Screen	Multimedia: Animation using Pivot Stick	Multimedia: Animation using i- Movie	

## 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	Savoury Gruffalo Crumble (Potatoes/garlic/onions)	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	Feta Cheese parcels with herbs	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		Sewing (The Queens Knickers by Nicholas Allan)	Textiles and sewing (Christmas decorations)	Shell structures <i>Data</i> Bronze/Iron Age homes	Design and build Roman Shields	Woodwork – Frame structures/ Christmas decorations	Woodwork/ frame structures Norman Trebuchets
Term 3/4		Mechanisms <i>Data</i> Slides and levers	Wheels and axels <i>Data</i> Cars	CAD - 2D Primary	Engineering: building bridges (Lego and K'nex)	Design and build Viking Helmets	
Term 5/6		Design and modelling (space junk)	Structures <i>Data</i> Bridges	Textiles <i>Data</i> 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	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)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
Term 3/4		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	4)Multi-media: Animation - iMovie
Term 5/6		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
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## 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 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 <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	Fiction Character	<u>Non-fiction</u>	Recipe / instructions Narrative	<u>Warhorse</u> Story with historical setting	Character description Character perspective

		instructions	Description Historical writing Letters Persuasion Diary entry	Note taking & documentary scripts	Character description Setting description	Story in the style of a significant author Recount	Inference and fact retrieval Symbolism in creative writing
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
<b>Book Study</b>							
Term 1/2	<p>Topic-All about me</p> <ul style="list-style-type: none"> <li>This is our house</li> <li>Clever sticks</li> <li>Dentist non fiction book</li> <li>Friendship big books- e.g. Honesty</li> </ul> <p>Topic-People who help us</p> <ul style="list-style-type: none"> <li>Story-The Bad Bread Adventure</li> <li>Non-fiction books about Firefighters, Doctors, vets and Police officers</li> <li>The birthday cake mistake (E book)</li> <li>Happy families series</li> </ul>	<ul style="list-style-type: none"> <li>The Smartest Giant In Town</li> <li>Clever Sticks</li> <li>Peace at Last</li> <li>Not Now Bernard</li> <li>Where the Wild Thing Are</li> <li>Our House</li> <li>Ahh Spider</li> <li>Poetry: Michael Rosen Colours</li> </ul>	<ul style="list-style-type: none"> <li>The snail and the whale</li> <li>The storm whale</li> <li>The Highway Rat</li> <li>Pumpkin soup</li> <li>Instructions and recipes</li> <li><i>The story of Guy Fawkes</i></li> <li>The Bear and the Piano</li> <li>Lost in the toy museum</li> <li>Lost in the toy museum at Christmas</li> </ul>	<p>Stone Age Boy by Satoshi Kitamura</p> <p>A Sailing Boat by Quentinn Blake</p> <p>The Emperor's Egg by Martin Jenkins</p>	<p>The Mousehole Cat by Antonia Barber</p> <p>The BFG by Roald Dahl</p>	<p>Journey by Aaron Becker</p> <p>A Midsummer Night's Dream by William Shakespeare (retold by Helen Street)</p>	Kensuke's Kingdom By Michael Morpurgo

Term 3/4	<p><i>Topic-Space</i></p> <ul style="list-style-type: none"> <li>• <i>Story -Whatever Next- Jilly Murphy</i></li> <li>• <i>Aliens love underpants</i></li> <li>• <i>Non-fiction books related to space</i></li> <li>• <i>Man on the moon</i></li> <li>• <i>But Martin</i></li> <li>• <i>Zoom rocket zoom</i></li> <li>• <i>How to catch a star</i></li> </ul> <p><i>Topic-Animals</i></p> <ul style="list-style-type: none"> <li>• Story- Dear Zoo</li> <li>• Handa's Surprise</li> <li>• Animal non-fiction book</li> </ul>	<ul style="list-style-type: none"> <li>• Little Red Hen</li> <li>• Traditional Tales- Stone soup</li> <li>• Jack and the Bean Stalk</li> <li>• Jim and the bean Stalk</li> <li>• The Queen Knickers</li> <li>• Poetry- Brown bear</li> </ul>	<ul style="list-style-type: none"> <li>• Stلالuna</li> <li>• Lost in the Toy museum</li> <li>• Author study Anthony Brown</li> <li>• Gorilla</li> <li>• Tunnel</li> </ul>	<p>Nim's Island By Wendy Orr</p> <p>The Spiderwick Chronicles By Holly Black &amp; 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>
Term 5/6	<p>Topic-Traditional tales</p> <ul style="list-style-type: none"> <li>• The three little pigs</li> <li>• Three Billy goats gruff</li> <li>• Goldilocks and the three bears</li> <li>• <i>Gingerbread man</i></li> </ul> <p><i>Topic-If you go down to the woods</i></p> <ul style="list-style-type: none"> <li>• <i>Story-The Gruffalo</i></li> <li>• <i>Non fiction about bugs and trees</i></li> <li>• <i>The Gruffalo's child</i></li> <li>• <i>Percy the Park Keeper</i></li> <li>• Other Julia Donaldson books</li> </ul>	<ul style="list-style-type: none"> <li>• The perfect present</li> <li>• The Tiny Seed</li> <li>• The First Moon Landing</li> <li>• Traction man</li> <li>• Poetry</li> </ul>		<p>The Iron Man By Ted Hughes</p>	<p>Inside the Villains by Clotilde Perrin</p> <p>Firework Maker's Daughter by Phillip Pullman</p> <p>The Clown by Quentin Blake</p> <p>Electricity</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"> <li>• Christmas Production</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas Productions KS1</li> <li>• Pantomime Y1-4</li> <li>• In School Theatre Visit T4</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas Productions KS1</li> <li>• Pantomime Y1-4</li> <li>• Christmas Production</li> <li>• In School Theatre Visit T4</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling Bee</li> <li>• Pantomime Y1-4</li> <li>• In School Theatre Visit T4</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Y4 Christmas Production</li> <li>• Pantomime Y1-4</li> <li>• In school theatre visit T4</li> </ul>	<ul style="list-style-type: none"> <li>• Harry Potter World: Visit and Workshop</li> <li>• Tobacco Factory Visit</li> <li>• In School Theatre Visit T4</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling Bee</li> <li>• Theatre Visit T4</li> <li>• Term 2</li> <li>• Harry Potter World: Visit and Workshop</li> <li>• In School Theatre Visit T4</li> </ul>

# 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	Knowledge and Understanding of the World	Seasons	Locations <ul style="list-style-type: none"><li>Countries</li><li>Capitals</li><li>Oceans</li><li>Continents</li></ul>		Mapping <ul style="list-style-type: none"><li>Name and locate countries in the UK.</li><li>UK - physical and human features.</li></ul> Human Impact, Ecology and Sustainability <ul style="list-style-type: none"><li>Endangered animals.</li></ul> Recycling and renewable energy.	Voyages of Discovery <ul style="list-style-type: none"><li>John Cabot</li><li>Trade</li></ul>	Comparing Glastonbury and Normandy <ul style="list-style-type: none"><li>Viewpoints.</li><li>7 figure grid references.</li><li>Human and physical features.</li><li>Impact of the festival.</li></ul>	
Term 3/4		Move It	Map Makers <ul style="list-style-type: none"><li>Physical and human features of places.</li></ul>	Countries of the world <ul style="list-style-type: none"><li>Continents</li><li>Countries</li><li>Capital cities</li><li>Landmarks</li></ul> Our food and where it comes from		Amazon Rainforest <ul style="list-style-type: none"><li>Deforestation</li></ul>		
Term 5/6		Map Skills Our Local Area	Contrasting UK with non – European country (Kenya)	Weather <ul style="list-style-type: none"><li>Conditions and patterns within the UK.</li><li>Weather types</li><li>The water cycle</li></ul>	Local Area Study (Brislington) <ul style="list-style-type: none"><li>Changes over time – maps and photos.</li><li>Physical and human features.</li></ul>	Map Skills <ul style="list-style-type: none"><li>Atlas skills.</li><li>8 point compass – coordinates.</li></ul> Ordinance survey.	Natural Hazards <ul style="list-style-type: none"><li>Volcanoes</li><li>Earth quakes</li><li>Tsunamis</li><li>Tornadoes</li></ul>	
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

<u>Skills:</u>	Chronology	Knowledge and Understanding	Interpretation	Enquiry	Organisation	Communication	
	<u><b>Year R</b></u>	<u><b>Year 1</b></u>	<u><b>Year 2</b></u>	<u><b>Year 3</b></u>	<u><b>Year 4</b></u>	<u><b>Year 5</b></u>	<u><b>Year 6</b></u>
<b>Term 1/2</b>	How I have changed. (My personal history) Treasure Box  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)
<b>Term 3/4</b>	Firsts in space. First Rocket. First Animals First Man	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	
<b>Term 5/6</b>	People who Help us- how clothes and uniforms have changed.	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
<b>Trips and Events:</b>	Tyntesfield (T6) How people lived	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 <b>(Term 5/6)</b>

## Maths Curriculum Overview

National Curriculum Strands							
<b>Fluency</b> <ul style="list-style-type: none"><li>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</li></ul>			<b>Reasoning</b> <ul style="list-style-type: none"><li>reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language</li></ul>		<b>Problem Solving</b> <ul style="list-style-type: none"><li>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</li></ul>		
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: 5 Little ducks	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	Baa Baa Black Sheep Incy Wincy Spider Wheels on the Bus Learning and performance	Blues, Baroque, Latin, Bhangra, Folk and Funk.  <b>In The Groove.</b>	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	Listening and appraising Funk music. Playing percussion along in a class with funk music.	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	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	<b>Year 1 Gym</b> Unit D Flight Bouncing Jumping and landing Unit E Points and patches	<b>Year 1 Dance</b> UNIT 1 -Streamers -Conkers -Playing with a ball	<b>Year 1 Games</b> Unit 1 Large Ball skills and games	<b>Year 1 Gym</b> Unit F Rocking and Rolling	<b>Year 1 Games</b> Unit 3 Bat and ball skills and games	<b>Year 1 Dance</b> Unit 2 -March March March -Jack and the beanstalk
Year 2	<b>Year 2 Gym</b> Unit H Parts High and Parts Low Unit I Pathways Striaight,zig-zag, curving  Year 2 Gymnastics Resource weekly planning	<b>Year 2 Dance</b> Unit 1 -The cat -Balloons -Reach for the stars	<b>Year 2 Games</b> Unit 1 Throwing and catching Inventing individual games Unit 2 Making up games with a partner Aiming, hitting and kicking <b>or</b> Energy Cards	<b>Year 2 Gym</b> <b>Unit J</b> <b>Spinning, twisting and turning</b>  <b>Unit K</b> <b>Linking Movements together</b> <b>Or</b> <b>Spinning turning and twisting weekly planning</b>	<b>Year 2 Games</b> <b>Unit 3</b> <b>Dribbling, kicking and hitting</b> <b>Unit 4</b> <b>Group Games and Inventing rules</b> <b>or</b> <b>Energy Cards</b> <b>Year 2 Dribbling</b>	<b>Year 2 Dance</b> Unit 2 -Friends -Bubbles -Shadows
Y3	<b>Games</b> Creative games making	<b>Gym</b> Travelling with change of face and direction	<b>Swimming</b>	<b>Games</b> Ball skills – invasion focus Swimming	<b>Athletics</b> Relays	<b>Games</b> Striking and fielding
Y4	<b>Swimming</b>	<b>Swimming</b>	<b>Dance</b> Snooker/Record and remember	<b>Ball skills</b> Handling	<b>Athletics</b> Relays	<b>Ball skills</b> kicking
Y5	<b>Games</b> Striking and fielding	<b>Gym</b> Functional use of limbs	<b>Dance</b> Volcanoes punch and wrestle	<b>Athletics</b> Relays	<b>Swimming</b>	<b>Swimming</b>
Y6	<b>Games</b> Implement and kicking	<b>Dance</b> Hakka	<b>Gym</b> Turning and spinning	<b>Games</b> Ball handling	<b>SATs</b>	<b>Games</b> Striking and fielding

## PSHC Curriculum Overview

Elements						
<b>UNICEF Rights Respecting School Rights &amp; Responsibilities</b> <ul style="list-style-type: none"> <li>Ongoing and fed throughout whole school ethos and curriculum</li> </ul>	<b>British Values</b> <ul style="list-style-type: none"> <li>Democracy</li> <li>The Rule of Law</li> <li>Individual Liberty</li> <li>Tolerance and Mutual Respect</li> </ul>		<b>Jigsaw Scheme of Work</b>		<b>Sustainable Development Goals</b> <ul style="list-style-type: none"> <li>Global lessons termly</li> <li>SDGS posters</li> <li>Global focus homework</li> </ul>	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>JIGSAW</b> Whole School Year R to Year 6	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year R	Create RRS charter. To talk about feelings and emotions. To learn how to be a good friend.	What makes us special. Sharing our achievements. How our homes are different? Looking at who is in my family and what other families look like.	Learning how to achieve our goals. Perseverance. Challenging ourselves, setting goals. Positive attitudes toward are work and our achievements.	How to stay healthy. Talking about different types of healthy food. Learning about the importance of sleep and keeping clean.	How to resolve conflicts with others. What is bullying? Comparing kind words and unkind words. Understanding how to help themselves and others when they are feeling upset or hurt.	Thinking about how we change as we grow. Learn to express how they feel when things change. Label different body parts. Lifecycles.
Year 1	Create class RRS charters	I understand how being different can make me feel special / unique	Success and celebrating new challenges	Why my body is amazing and how to keep it healthy	Why I appreciate someone special to me. How I feel about them.	Identify the parts of the body that make boys
Year 2	Create class RRS charters	I can tell you why I value difference	Working cooperatively as part of a group	I can make some healthy snacks and explain why they are good for me	Things that cause conflict between me and my friends	RSE Differences between boys and girls, use the correct names for parts of the body. Moving on
Year 3	Create class RRS charters Rewards and consequences	I can give and receive compliments	My learning process and how to improve next time	Keeping myself safe. Identify things, people and places.	Different roles and relationships within the family.	RSE (Naming body parts scientifically)
Year 4	Create class RRS charters (Decision making)	Explain why it is good to accept people the way they are	Set goals and plans. Build resilience	Identifying feeling of people putting me under pressure	Different points of view on animals rights issue	RSE Body changes / Menstruation/
Year 5	Create class RRS charters	Explain the difference between direct and indirect bullying	Describe the dreams and goals of a young person from a different culture	Describe important roles that food provides. Mental health / body image	E-safety – how I can use technology safely to communicate with friends	RSE how boys' and girls' bodies change during puberty/ moving on
Year 6	Create class RRS charters	Explain ways in which difference can be a source of conflict or a cause for celebration	Describe some ways in which I can work with other people to help make the world a better place I can identify	Evaluate when alcohol is being used responsibly, antisocially or being misused	I can recognise when others are trying to gain control. Standing up for myself	RSE Describe how a baby develops from conception and how it is born / body image. Moving on

Events, Trips and Visits						
	Peer mediator applications and training New Y3 RAG applications YR New baby visitor	Anti – Bullying Week Aspiration Day fundraising Fire fighter visit YR visitors; police dogs, ambulance, dentist	Sikh visitor Y5 Forum meeting KS2 John Wesley visitor T3	Y6 Camp Eco Bricks BSO Y4 T4 St John’s ambulance First Aid Training Democracy Day Year 6 Play Leaders (KS1 site)	Forum meeting KS2/1 Walk to school week SDGS poster competition Heritage Day	Year 4 Camp T6 Y6/7 Transition Days Sports Days Lifeskills trip

## RE Curriculum Overview

Elements							
<b>Skills</b> 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	
Artists: Study, evaluation and reproduction							
	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"> <li>Christianity</li> <li>Islam</li> </ul>	Why are some places special? <ul style="list-style-type: none"> <li>Hinduism</li> </ul>	Where do we belong? <ul style="list-style-type: none"> <li>Judaism</li> </ul>	What is important to me? <ul style="list-style-type: none"> <li>Christianity</li> <li>Judaism</li> </ul>	What does it mean to belong to a religion? <ul style="list-style-type: none"> <li>Judaism</li> </ul>	Why do religious books and teachings matter? <ul style="list-style-type: none"> <li>Christianity</li> <li>Sikhism</li> </ul>	What does it mean to belong to a religion? <ul style="list-style-type: none"> <li>Christianity</li> </ul>
Terms 3/4	Why is Jesus important? <ul style="list-style-type: none"> <li>Christianity</li> </ul>	Why is our world special? <ul style="list-style-type: none"> <li>Christianity</li> <li>Hinduism</li> </ul>	Why are some stories special? <ul style="list-style-type: none"> <li>Christianity</li> <li>Islam</li> <li>Judaism</li> </ul>	What can we learn from the life and teaching of Jesus? <ul style="list-style-type: none"> <li>Christianity</li> </ul>	How should we live and who can inspire us? <ul style="list-style-type: none"> <li>Judaism</li> <li>Sikhism</li> </ul>	Why are some journeys and places special? <ul style="list-style-type: none"> <li>Christianity</li> <li>Islam</li> </ul>	What do people believe about life? <ul style="list-style-type: none"> <li>Christianity</li> <li>Islam</li> </ul>
Terms 5/6	Why are some times special? <ul style="list-style-type: none"> <li>Christianity</li> <li>Judaism</li> </ul>	How do we celebrate our journey through life? <ul style="list-style-type: none"> <li>Christianity</li> <li>Hinduism</li> <li>Islam</li> <li>Judaism</li> </ul>	How should we live our lives? <ul style="list-style-type: none"> <li>Judaism</li> </ul>	How do people express their beliefs, identity and experience? <ul style="list-style-type: none"> <li>Christianity</li> <li>Hinduism</li> </ul>	What does it mean to belong to a religion? <ul style="list-style-type: none"> <li>Hinduism</li> </ul>	How do we make moral choices? <ul style="list-style-type: none"> <li>Christianity</li> <li>Hinduism</li> <li>Humanism</li> </ul>	What does it mean to belong to a religion? <ul style="list-style-type: none"> <li>Islam</li> </ul>
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	<b>Our Body</b> (inc. healthy eating)	<b>Seasons</b> (describe)	<b>Living Things</b> (living or dead & food chains)	<b>Rocks</b> (physical properties & fossils)	<b>Living Things and their Habitats</b> (grouping, classification & environmental factors)	<b>Forces</b> (gravity, mechanisms, naming forces)	
Term 2	<b>Materials</b> (reflective & waterproof)	<b>Materials</b> (name, group & describe)	<b>Animals (Including Humans)</b> (how humans survive & live)	<b>Animals (Including Humans)</b> (skeletons, muscle & nutrition)	<b>Electricity</b> (circuits, conductors & insulators)	<b>Properties and Changes of Materials</b> (comparing materials, reversible & irreversible changes)	<b>Evolution and Inheritance</b> (adaptation, inheriting characteristics) <b>Animals including Humans</b> (circulatory system, impact of lifestyle)
Term 3	<b>Space</b> (light and dark) & <b>Ice</b> (solid, liquids, gases & melting)	<b>Animals (Including Humans)</b> (types of animals & human body parts)		<b>Plants</b> (function of parts of plants and life cycle)			<b>Light</b> (how light travels)
Term 4	<b>Animals</b> (characteristics & habitats)			<b>Materials</b> (suitability of materials)		<b>Sound</b> (vibrations, pitch & volume)	<b>Electricity</b> (symbols, changing circuits)
Term 5	<b>Chicks</b> (lifecycles inc. butterfly, chickens, frog)	<b>Plants</b> (types of plants & basic structure)	<b>Plants</b> (what they need & how they grow)	<b>Light</b> (vision, reflections & shadows)	<b>Animals (Including Humans)</b> (digestive system, teeth & food chains)	<b>Living things and their Habitats</b> (life cycles & reproduction in animals & plants)	
Term 6	<b>Minibeasts</b>		<b>Habitats</b> (suitability of habitats)	<b>Forces and Magnets</b> (repel & attract, movement)	<b>States of Matter</b> (solids, liquids & gases and changes)	<b>Earth and Space</b> (day/night, relationship of sun, moon & earth)	<b>Living Things and their Habitats</b> (classification) <b>Animals (Including Humans)</b> (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



# 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	Boys' Football Team Training Girls' Football Team Training	KS2 Football Club KS2 Multisports	Reading Cafe Girls' Dodgeball Club	Reading Cafe KS2 Football Club	KS2 Football Club KS2 Multisports

Year 5 (continued)	KS2 Football Club KS2 Multisports Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	KS2 Football 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	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 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
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	Tynesfield Walk to the library
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)	Mental Health visitor (PSHC)	

				Sikh visitor (RE)		
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

## 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
<p>Daily phonics (x5 30 min sessions)</p> <p>A – Z Jolly Phonics Letters and Sounds: Phase 1 Phase 2 Phase 3</p> <p>Understanding of grapheme and phoneme correspondence</p> <p><i>*focused phonic interventions</i></p>	<p>Daily phonics (x5 30 min sessions) Recap phase 3 Phase 4 Phase 5 Phase 5 Introduce some alternative sounds</p> <p>grapheme and phoneme correspondence digraphs trigraphs split digraphs</p> <p>Programme of tricky words/HFW</p> <p>Phonic Check</p> <p><i>*focused phonic interventions</i></p>	<p>Daily phonics (x5 30 min sessions)</p> <p>Revisit Phase 5 Letters and Sounds Alternative sounds Phase 6</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</i></p>	<p>X2 pw phonics teaching.</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>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>

# Holymead Primary School

## Grammar and Punctuation Overview

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

<u>Grammar</u>  Past tense (awareness) Present tense (awareness) Future tense (awareness)	<u>Grammar</u> Using conjunctions Past tense Present tense Future tense	<u>Grammar</u> Connectives Past tense Present tense Future tense	<u>Grammar</u> Clauses Phrases Connectives Past tense Present tense Future tense Subordinate clauses Main clauses Contractions	<u>Grammar</u> 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	<u>Grammar</u> 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
<u>Morphology</u> Vowels Syllables	<u>Morphology</u> <u>vowels</u> Suffix homophones	<u>Morphology</u> Vowels Consonants Syllables homophones	<u>Morphology</u> Vowels Consonants Syllables Suffix Prefix homophones	<u>Morphology</u> Vowels Consonants Syllables Suffix Prefix Homophones	<u>Morphology</u> Vowels Consonants Syllables Suffix Prefix Homophones



## Holymead Primary School Spelling Overview

Year Group	Weekly Teaching	Assessment Overview		
<b>R</b>	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
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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.	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
<b>4</b>	Letters and Sounds Phases 5 & 6.  Support for Spelling.  *Children are set in ability groups across the year group for spelling sessions.		Tests are differentiated by number of spellings or words to be learnt.	
<b>5</b>	Letters and Sounds Phases 5 & 6.		Spelling practice activities are planned as one of the five weekly guided reading activities.	

	Support for Spelling.  *Children are set in ability groups across the year group for spelling sessions.			process is repeated at the end of the next term.
<b>6</b>	Support for Spelling.			

## Holymead Primary School Editing Overview

<b>Year Group</b>	<b>Editing Activities</b>
<b>R</b>	Modelled by adults through speaking and listening activities as well as recording activities.
<b>1</b>	Use sticky coloured dots to add full stops.  Underline spelling errors: children to correct and record (see spelling overview).  Hoppy the frog.
<b>2</b>	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.
<b>3</b>	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.
<b>4</b>	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).

	<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>
<b>5</b>	<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>
<b>6</b>	<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
<b>R</b>	<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>
<b>1</b>	<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>
<b>2</b>	<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>
<b>3</b>	<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>
<b>4</b>	<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 and 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>
<b>5</b>	<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>
<b>6</b>	<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>