



# COVID Response Curriculum Overview 2020-21

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.

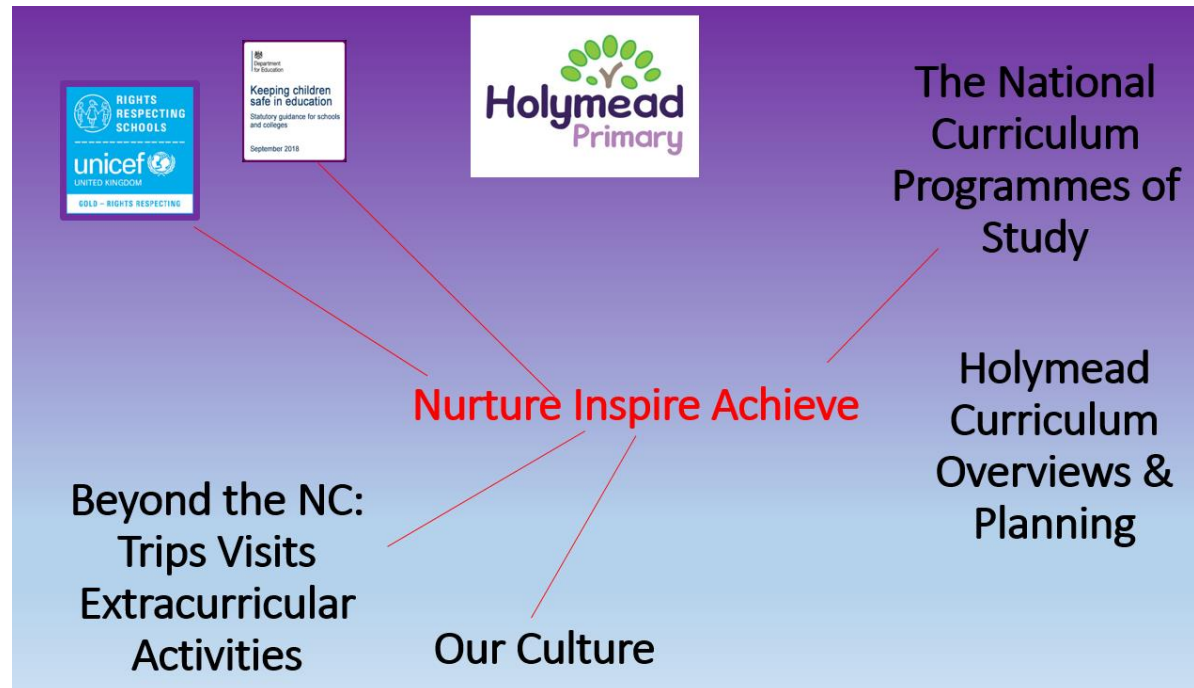
We have used the following Key to update our Whole School Curriculum Overview:

Highlight in yellow	Not covered in 2019-20
Highlight in Pink	Partially covered in 2019-20
Highlight in Orange	Covered through Home Learning during lockdown
Annotations (write in red)	Additional notes and information

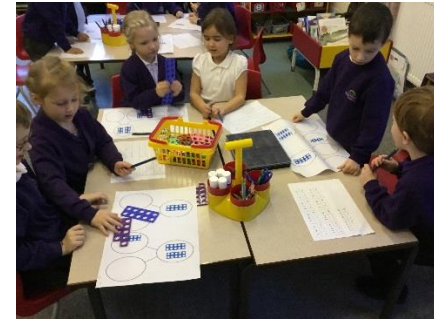
At Holymead Primary School we want our pupils to achieve high quality outcomes, through a broad, balanced, inspiring (creative, fun and exciting) curriculum.

Our focus is on:

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







# Art Curriculum Overview

Elements							
Skills	Space (perspective)	Colour	Line	Pattern	Texture	Tone	Shape & Form
<b>Artists: Study, evaluation and reproduction</b>							
	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 block colour (covered in home learning) Kahlo top
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	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 create an African themed mask)	Gaudi	Henri Matisse Emmeline Simpson	Banksy (linked to Bristol topic)	Illustration Shackleton Journey by Victoria Grill
Trips and Events							

	Christmas Art Designs	Paintworks Cluster Exhibition (biennially) Christmas Art Designs Aardman Animations Trails	Paintworks Cluster Exhibition (biennially) Christmas Art Designs Aardman Animations Trails	Paintworks Cluster Exhibition (biennially) Christmas Art Designs Aardman Animations Trails	Paintworks Cluster Exhibition (biennially) Christmas Art Designs Aardman Animations Trails	Paintworks Cluster Exhibition (biennially) Christmas Art Designs Aardman Animations Trails	Paintworks C Exhibition (biennial Christmas Design Aardma Animations
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## 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?	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 – game creating/ investigating shapes
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 (blogging skills covered at home, children posted and commented on their blog posts – support provided for those who needed it)  2)Programming: Coding & multi-step input (not covered)	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:	1)Programming: Scratch Junior  (not covered)	1)Multi-media: Animation – green screen.	1)Programming: Scratch	1)Using technology: Databases – Excel	

		Movie Maker		2)Programming: Coding – Lego We Do.		Covered in Year 6 through graphs in Science /IT (heart rate)	
<b><u>Trips and Events</u></b>							
	e-safety weeks	e-safety weeks	e-safety weeks	e-safety weeks	e-safety weeks	e-safety weeks	e-safety weeks
<b><u>Extracurricular Activities</u></b>							
				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

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 chop techn
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,		
	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)	Christmas party food	Spicy lentil soup	Jamaican Patties
Term 3/4	Pancakes  Pizza	Samosa (Potatoes/carrots/garlic)	Cheese/Broccoli muffins  (Broccoli) (not done)	Chocolate tart and sauce	Spring Pizza  (Onions, peppers, mushrooms)	Chickpea burgers & salad	Apple Pie  (Apples)
Term 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/P

## 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  (Designed the knickers but did not get round to putting the design on the material or sewing)		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	Design and modelling Space		Structures/ 3D models Kenyan masks	Textiles Weather mobiles			Electricity  Covered in Year 6 through		

	process. 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)				'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)		Paintwork Cluster Exhibition (biennially)
Extracurricul ar 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
<b>Writing Text Type and Genre (see KS2 appendices at the end of this document for more detail)</b>							
	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	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	<u>Non-fiction writing-fact books</u> 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		<u>Character description</u> Letter writing Information poster Labelling Report writing Re-write of story	<u>Author study</u> Book reviews Story writing Poems  <u>Factual writing</u> Brunel (children learnt about Brunel and wrote some facts about him, trip (SS GB) helped to embed the information)	<u>Fiction – Spiderwick</u> Character investigations& descriptions Persuasive letters Film reviews	<u>Character description</u> Diary entry Newspaper report Narrative	<u>A River Sea</u> <u>Formal and explanation writing (letter)- Covered in Year 6 (Killer Whale text)</u>  <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)	Persuasion/ explanation Suspense writing Diary writing Creating tension
Term 5		<u>Non chronological report</u>	Fiction	<u>Non-fiction</u>	<u>Recipe / instructions</u>	<u>Warhorse</u>	Character description

		Non Fiction writing instructions	Character Description Historical writing (Term 4 covered in history in school) Letters Persuasion Diary entry	Note taking & documentary scripts	Narrative Character description Setting description	Story with historical setting Year 6 – Macbeth (T2)  Story in the style of a significant author Year 6 – Shakespeare (T2)  Recount Year 6 – The Normans (Domesday Book)	Character perspective 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	Fiction –The Man on the Moon (new unit)	Narrative Menu Playscript Character description Newspaper article	Harry Potter  Story set in an imaginary world	Scripts Creative writing Play scripts Motivational speech
Book Study							
Term 1/2	<p>Topic-All about me</p> <ul style="list-style-type: none"> <li>Clever sticks</li> <li>Friendship big books- e.g. Honesty</li> <li>The family book</li> <li>The colour monster</li> <li>While we can't hug</li> </ul> <p>Supertato</p> <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 (with the 5 books)</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>Our House</li> <li>Jack and the Beanstalk</li> <li>Aaaargh Spider</li> <li>The Seasons of Arnolds Apple Tree</li> <li>Poetry: Michael Rosen Colours</li> <li>Stick Man</li> </ul>	<ul style="list-style-type: none"> <li>The snail and the whale</li> <li>The storm whale N/F and Poems</li> <li>Dragon Post</li> <li>The story of Guy Fawkes</li> <li>Bog Baby</li> <li>Christmas stories</li> </ul>	<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 Villains</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>

Term 3/4	<p><i>Topic-Space</i></p> <ul style="list-style-type: none"> <li>Story -Whatever Next- Jilly Murphy</li> <li>Aliens love underpants</li> <li>Non-fiction books related to space</li> <li>Man on the moon</li> <li>Zoom rocket zoom</li> <li>How to catch a star</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>	<p>CURRENT TEXTS</p> <ul style="list-style-type: none"> <li>Little Red Hen</li> <li>Non-fiction Animal facts (frogs)</li> <li>Traditional Tales- Little Red Riding Hood</li> <li>The Queen Knickers</li> <li>Poetry – Brown Bear</li> </ul> <p>(OLD TEXTS)</p> <ul style="list-style-type: none"> <li>Traditional Tales- Stone</li> </ul>	<ul style="list-style-type: none"> <li>Stellaluna</li> <li>N/F bats (covered in school)</li> <li>The disgusting sandwich</li> <li>The bear and the Piano and</li> <li>The bear, the piano, the dog and the fiddle</li> </ul> <p>(books were deemed too challenging to leave children to do them at home)</p>	<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>Traditional tales</p> <ul style="list-style-type: none"> <li>Jack and the beanstalk</li> <li>The Three Little pigs</li> <li>The gingerbread man</li> </ul> <p>The Gruffalo</p> <p>Minibeasts</p> <ul style="list-style-type: none"> <li>Non fiction bug books</li> <li>Superworm</li> <li>The very hungry caterpillar</li> </ul>	<p>Current Texts</p> <ul style="list-style-type: none"> <li>The perfect present</li> <li>The Tiny Seed</li> <li>Man on the Moon</li> <li>Traction man</li> <li>Poetry</li> </ul> <p>Old Texts</p> <ul style="list-style-type: none"> <li>The First Moon Landing</li> </ul>	<ul style="list-style-type: none"> <li>Florence Nightingale</li> <li>Mary Seacole (chose not to cover due to sensitive nature of the topic)</li> <li>Meerkat Mail</li> <li>Meerkats (non-fiction)</li> <li>Bringing the Rain to the Kapiti Plain (book was deemed too challenging to leave children to do them at home)</li> </ul>	<p>Natural curriculum</p> <p>The Man on the Moon by Simon Barton</p>	<p>Firework Maker's Daughter by Phillip Pullman</p> <p>Why the Wales 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"> <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> </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</li> <li>Term 2</li> <li>Harry Potter World: Visit Workshop</li> <li>In School Theatre Visit</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	<p>All about me</p> <ul style="list-style-type: none"> <li>Where do I live?</li> <li>Seasons</li> </ul> <p>People who help us</p> <ul style="list-style-type: none"> <li>Different Police uniforms around the world</li> </ul>	<p>Seasons (Did not cover Summer in school, but covered in home learning)</p>	<p>Locations</p> <ul style="list-style-type: none"> <li>Countries</li> <li>Capitals</li> <li>Oceans</li> <li>Continents</li> </ul>		<p>Mapping</p> <ul style="list-style-type: none"> <li>Name and locate countries in the UK.</li> <li>UK - physical and human features.</li> </ul> <p>Human Impact, Ecology and Sustainability</p> <ul style="list-style-type: none"> <li>Endangered animals.</li> </ul> <p>Recycling and renewable energy.</p>	<p>Map Skills</p> <ul style="list-style-type: none"> <li>-atlas skills</li> <li>-points of a compass</li> <li>-ordinance survey</li> </ul> <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 Somerset</p> <ul style="list-style-type: none"> <li>6 figure reference</li> <li>Human features of the environment</li> </ul> <p>Comparing Somerset and Normandy</p> <ul style="list-style-type: none"> <li>Human physical features</li> <li>Counties region UK and Europe countries</li> <li>How maps relate physical human features land</li> </ul>

Term 3/4	<p>Space</p> <ul style="list-style-type: none"> <li>The planets</li> <li>Planet earth</li> <li>Looking after our planet</li> <li>Recycling</li> <li>Where on our planet do we live?</li> <li>Where are our friends and family from?</li> <li>Making imaginary maps of how to get to the moon (Read 'The moon map')</li> </ul> <p>Animals</p> <ul style="list-style-type: none"> <li>Handa's Surprise story</li> <li>Where is Africa?</li> <li>Comparing schools and clothes in Africa</li> </ul>	Move It	<p>Map Makers</p> <ul style="list-style-type: none"> <li>Physical and human features of places.</li> </ul> <p>(covered in school – T3)</p>	<p>Countries of the world</p> <ul style="list-style-type: none"> <li>Continents</li> <li>Countries</li> <li>Capital cities</li> <li>Landmarks</li> </ul> <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"> <li>Deforestation</li> </ul>	
Term 5/6	<p>Traditional tales</p> <p>The Gruffalo</p>	<p>Map Skills</p> <p>Our Local Area</p> <p>(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> <ul style="list-style-type: none"> <li>Conditions and patterns within the UK.</li> <li>Weather types</li> <li>The water cycle</li> </ul>	<p>Local Area Study (Brislington)</p> <ul style="list-style-type: none"> <li>Changes over time – maps and photos.</li> <li>Physical and human features.</li> </ul>	<p>Voyages of Discovery -Trade</p> <p>(linked to Bristol topic in home learning)</p> <p>Year 6 T1 – PSHC (fair trade)</p>	<p>Natural Hazards</p> <ul style="list-style-type: none"> <li>Volcan</li> <li>Earth</li> <li>Tsunar</li> <li>Tornad</li> </ul>
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>	Folly Farm T2		Glastonbury T1

# Grammar Overview

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Punctuation</u> Finger space Sentence Capital letters Capital letter for their name Full stops	<u>Punctuation</u> Finger space Sentence Capital letters Capital letters for names Full stops Question mark Exclamation mark Plurals and singular	<u>Punctuation</u> Capital letters Full stops Exclamation marks Question marks Commas in lists Apostrophe for possessions	<u>Punctuation</u> Capital letters Full stops Exclamation marks Question marks Inverted commas	<u>Punctuation</u> Full stops Exclamation marks Question marks Inverted commas Commas Semi colons	<u>Punctuation</u> Full stops Exclamation marks Question marks Inverted commas Commas Semi colons Colons Apostrophes Brackets Ellipsis Dashes (as parenthesis)	<u>Punctuation</u> Full stops Exclamation marks Question marks Inverted commas 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	<u>Word Types</u> Nouns Adjectives Verbs Adverbs Pronouns Conjunctions Preposition Homophones Common nouns Proper nouns Collective nouns

					Verbal nouns Compound nouns Articles	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 Exclamatory sentence Compound sentence	<u>Types of sentences</u> Statements Questions Commands Simple sentence Complex sentence Compound sentence	<u>Types of sentences</u> Statements Questions Commands Simple sentence Complex sentence Compound sentence	<u>Types of sentences</u> Statements Questions Commands Simple sentence Complex sentence Compound sentence	<u>Types of sentences</u> Statements Questions Commands Simple sentence Complex sentence Compound sentence
<u>Grammar</u>	<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	<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	Fronted adverbial Subjunctive mood Subjunctive Past progressive Perfect verb form Noun phrase Relative clause
<u>Morphology</u>	<u>Morphology</u> Vowels Syllables	<u>Morphology</u> vowels 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  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.	<u>Morphology</u> Vowels Consonants Syllables Suffix Prefix Homophones

## History Curriculum Overview

Skills:	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>
<b>Term 1/2</b>	How I have changed. (My personal history) Treasure Box How have Police/firefighter uniforms changed Remembrance Day	Changes within living memory: Toys	Significant event beyond living memory: Guy Fawkes and the Gunpowder Plot	Chronological Unit: Stone Age		Chronological Unit: The Ancient Greeks	Chronological Unit: Medieval Britain (The Normans)
<b>Term 3/4</b>	First 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 (attended school trip SS GB – covered lots in school and for home learning)	Chronological Unit: Bronze and Iron Age	Chronological Unit: The Celts The Romans	Chronological Unit: Vikings and Saxons	
<b>Term 5/6</b>	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 Year 6 - coverage through Arnos Vale visit and local studies of Bristol during WW2	History Beyond the chronology of 1066: World War II
<b>Trips and Events:</b>	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							
<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							
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	Counting on and back, place value, number facts, adding and subtracting, counting in 2s, 5s and 10s  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 questions 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.						

## 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/Sharing 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. <math>28 + 4</math> as <math>28 + 2 + 2</math> to build number sense. Pupils confidence was growing with bridging with small numbers, now apply to <math>32 - 26</math> and see the visual representation on a number line. Pupils were starting to explore division and making links with multiplication, further work to explore 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.</p>				





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 ammounts 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 <ul style="list-style-type: none"><li>•Addition.</li><li>•Subtraction.</li><li>•Multiplication.</li><li>•Division.</li><li>•Mental Strategies.</li><li>•Fractions.</li><li>•Guided Problem Solving.</li></ul>		Place Value <ul style="list-style-type: none"><li>•Represent numbers using different representations.</li><li>•Recognise the place value of digits.</li><li>•Order and compare numbers beyond 1,000.</li><li>•Round any number to the nearest 10, 100 or 1,000.</li><li>•Find 1,000 more or less than a given number.</li><li>•Count backwards through 0.</li></ul>			Addition <ul style="list-style-type: none"><li>•Add numbers with up to 4 digits using column addition.</li><li>•Solve addition two-step problems in contexts.</li><li>•Estimate and use inverse to check answers to calculations.</li></ul>		Subtraction <ul style="list-style-type: none"><li>•Subtract numbers with up to 4 digits using column addition.</li><li>•Solve subtraction two-step problems in contexts.</li><li>•Estimate and use inverse to check answers to calculations.</li></ul>	
Arithmetic				<ul style="list-style-type: none"><li>•2 digit column addition and subtraction.</li><li>• Missing number sentences</li><li>• Mental calculations</li></ul>				<ul style="list-style-type: none"><li>•2 digit column addition and subtraction.</li><li>• Missing number sentences</li><li>• Mental calculations</li></ul>	
X Tables	10 X Tables	5 X Tables	2 X Tables		3 X Tables	4 X Tables	8 X Tables		
Term 2	Multiplication <ul style="list-style-type: none"><li>•Use known facts to multiply numbers mentally.</li><li>•To multiply numbers by 0 and 1.</li><li>•Multiply 3 numbers together.</li><li>•Recognise and use factor pairs.</li></ul>			Assessment Week	Division <ul style="list-style-type: none"><li>•Use known facts to divide numbers mentally.</li><li>•To divide numbers by 0.</li><li>•To divide using the compact division method.</li></ul>				

	<ul style="list-style-type: none"> <li>•Multiply two-digit and three-digit numbers by a one-digit number.</li> <li>•Solve problems involving multiplying and adding, including integer scaling problems.</li> </ul>							
<b>Arithmetic</b>	<ul style="list-style-type: none"> <li>•Column addition and subtraction up to 4 digits.</li> <li>•Using the inverse to solve missing number problems.</li> <li>•Round any number to the nearest 10, 100 and 1000.</li> </ul>				<ul style="list-style-type: none"> <li>•Column multiplication.</li> <li>•Multiply numbers by 0 and 1.</li> <li>•Multiply 3 numbers together.</li> </ul>			
<b>X Tables</b>	3 X Tables	4 X Tables	8 X Tables		11 X Tables	9 X Tables	6 X Tables	
<b>Term 3</b>	<b>Fractions</b> <ul style="list-style-type: none"> <li>•To understand and identify fractions.</li> <li>•Count up and down in tenths and hundredths.</li> <li>•Recognise and show families of common equivalent fractions.</li> <li>•Add and subtract fractions with the same denominator.</li> <li>•Solve problems to calculate quantities of amount.</li> </ul>				<b>Time</b> <ul style="list-style-type: none"> <li>•Solve problems involving converting units of time.</li> <li>•Read, write and convert time between analogue and digital 12- and 24-hour clocks.</li> <li>•Solve problems involving calculating lengths of time.</li> </ul>			
<b>Arithmetic</b>	<ul style="list-style-type: none"> <li>•Compact division method.</li> <li>•Divide using mental strategies.</li> <li>•Using the inverse to solve missing number problems.</li> </ul>				<ul style="list-style-type: none"> <li>•Adding and subtracting fractions.</li> <li>•Fractions of amounts.</li> <li>•Round any numbe to the nearest 10, 100 and 1000.</li> </ul>			
<b>X Tables</b>	11 X Tables	9 X Tables	6 X Tables	7 X Tables	7 X Tables	7 X Tables		
<b>Term 4</b>	<b>Decimals</b> <ul style="list-style-type: none"> <li>•Recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>•Find the effect of dividing a one- or two-digit number by 10 and 100.</li> </ul>			<i>Assessment Week</i>	<b>Money</b> <ul style="list-style-type: none"> <li>•Estimate, compare and calculate money in pounds and pence.</li> </ul>	<b>Roman Numerals</b> <ul style="list-style-type: none"> <li>•Read Roman numerals to 100 (I to C).</li> </ul>		

	<ul style="list-style-type: none"><li>•Round decimals with 1 decimal place to the nearest whole number.</li><li>•Order and compare numbers with the same number of decimal places up to 2 decimal places.</li></ul>				<ul style="list-style-type: none"><li>•Solve simple money problems.</li></ul>			
Arithmetic	<ul style="list-style-type: none"><li>•Column addition and subtraction up to 4 digits.</li><li>•Multiply 3 numbers together.</li><li>•Compact division method.</li></ul>				<ul style="list-style-type: none"><li>•Multiplying and dividing by 10 and 100.</li><li>•Rounding decimals.</li><li>•Greater than and less than signs.</li></ul>			
X Tables	12 X Tables	12 X Tables	12 X Tables		Mixed Tables	Mixed Tables		
Term 5	Measurement <ul style="list-style-type: none"><li>•Estimate, compare and calculate different measures.</li><li>•Convert between different units of measure.</li><li>•Solve problems involving converting between different units of measure.</li></ul>			Area and Perimeter <ul style="list-style-type: none"><li>•Measure and calculate the perimeter of a rectilinear figure in cm and m.</li><li>•Find the area of rectilinear shapes by counting squares.</li></ul>				
	Arithmetic	<ul style="list-style-type: none"><li>•Adding and subtracting money.</li><li>•Missing number sentences.</li><li>•Fractions of amounts</li></ul>			<ul style="list-style-type: none"><li>•Multiplying and dividing by 10 and 100.</li><li>•Multiply 3 numbers together.</li><li>•Adding and subtracting fractions.</li></ul>			
X Tables	Mixed Tables	Mixed Tables	Mixed Tables	Mixed Tables	Mixed Tables			
Term 6	Geometry – Position and Direction		Assessment Week	Geometry – Properties of shape <ul style="list-style-type: none"><li>•Compare and classify geometric shapes.</li></ul>		Statistics		



# Maths Medium Term Plan: Year 5

			1	2	3	4	5	6	7	8	
Term 1			Addition, Subtraction, multiplication, division, Mental strategies, Fractions  Guided reasoning session (Y)	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			4x tables  Arithmetic year 4 review  8x tables  Addition/subtraction /place value								
Term 2			Factors, multiples, prime, square and cube numbers	Multiplication  Mental, formal, problem solving			Assessments	Division  Mental formal, problem solviing			
Skills			6x, 7x table  Place value  Addition and subtraction  Multiplying by 10/100/1000								
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					
<b>Skills</b>	9x,12x tables X/10,100,1000 Arithmetic Negative numbers Mixed times tables					
<b>Term 4</b>	<b>Shape and geometry</b> Area and perimeter, 2D and 3D properties, nets, angles		<b>Assessments</b>	<b>Time</b>		
<b>Skills</b>	Addition and subtraction of fractions Equivalent fractions FDP Mixed times tables					
<b>Term 5</b>	<b>Statistics</b> Reading and constructing graphs including: bar charts, line graphs and pictograms with different scales		<b>Area and perimeter</b> Converting measure	<b>Shape</b> translation, reflection, coordinates rotation		
<b>Skills</b>	Mixed times tables Multiplying and dividing fractions Place value					



	Multiplying by 10,100 and 1000				
Term 6	Caluclation 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 sesssions  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- plication
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  review sessions	Camp	Shape and geometry  Area and perimeter, 2D and 3D properties, nets, translation, reflection, coordinates			
Skills	Arithmetic  Long division and long multiplication			Camp	Arithmetic  Addition and subtraction of fractions  Equilivalent fractions			
Term 5	Statistics and Measure  Converting measure, graphs			SATS	Shape  Area and perimeter, 2D and 3D properties, nets, translation, reflection, 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	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, ap tone, pitch, v structure of
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 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.  <b>In The Groove.</b>	I Wanna Play in A Band – evaluating rock songs (started unit, but not finished) Zoo time – mixing genres of music	Recorders notes b and a	Learning about the different parts of an orchestra Practice for BSO concert	Martha Reeves and The Vandellas – Dancing in the Street	
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 produ
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 Car Christmas Co Summer Co Year 6 Sum Production Choir visit – St

## PE Curriculum Overview

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

<b>EYFS</b>	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.	
<b>KS1</b>	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	
<b>Skills KS2</b>	<b>GAMES</b> Pupils use running, jumping, throwing and catching in isolation and in combination.	<b>INVASION GAMES</b> Pupils play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	<b>GYM</b> Pupils develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].	<b>DANCE</b> Pupils perform dances using a range of movement patterns.	<b>OUTDOOR</b> Pupils take part in outdoor and adventurous activity challenges both individually and within a team.	<b>PERSONAL DEVELOPMENT</b> 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
<b>Year R</b>	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
<b>Year 1</b>	<b>Gym</b> Unit D Flight Bouncing Jumping and landing Unit E	<b>Dance</b> UNIT 1 -Streamers -Conkers -Playing with a ball	<b>Games</b> Unit 1 Large Ball skills and games	<b>Gym</b> Unit F Rocking and Rolling	<b>Games</b> Unit 3 Bat and ball skills and games	<b>Dance</b> Unit 2 -March, March, March -Jack and the beanstalk

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

# Holymead Primary School

## PSHC Curriculum Overview

Elements							
UNICEF Rights Respecting School		British Values		Jigsaw Scheme of Work		Mental Health and Wellbeing	Sustainable Global Development Goals
Whole School Units	Term 1 – Being Me in my World	Term 2 – Celebrating Difference	Term 3 – Dreams and Goals	Term 4 – Healthy Me	Term 5 - Relationships	Term 6 – Changing Me	Mental Health Wellbeing
Year R	Create RRS charter. Learning how to be a good friend. <b>Naming emotions</b>	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. <b>Identifying what mental wellbeing is</b>	How to resolve conflicts with others? What is bullying? Recognising when they or others are feeling upset or hurt and how to help. <b>Learning how to express our emotions</b> <b>Learning about the impact of bullying on wellbeing</b>	<b>Thinking about how we change as we grow.</b> <b>Learn to express how they feel when things change.</b> <b>Label different body parts.</b> Understanding the role of mental wellbeing in our lives Learning self-care techniques and strategies	Well-being is threatened through the PSHC curriculum as highlighted:  <b>Identifying what mental wellbeing is</b> Understanding the role of mental wellbeing in our lives Naming emotions Identifying the degree of emotions
Year 1	Create class RRS charters Decision making Rewards and consequences <b>Naming emotions</b>	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	<b>Appreciating someone special to us</b>	<b>Identifying how our bodies parts are different.</b> <b>Understanding that some body parts are private</b> <b>Looking back and moving forward</b> Understanding the role of mental wellbeing in our lives Learning self-care techniques and strategies	Identifying things that impact our mental wellbeing Learning how to express emotions Learning how to behave and respond appropriately and proportionately Exploring how physical social activity can affect wellbeing Identifying isolation and loneliness and how to support
Year 2	Create class RRS charters Decision making Rewards and consequences <b>Identifying the degrees of emotions</b> <b>Identifying what mental wellbeing is</b>	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 <b>Exploring how physical and social activity can affect our wellbeing</b>	Recognising things that cause conflict between me and my friends Learning how to resolve conflicts <b>Learning how to behave and respond appropriately and proportionately</b>	<b>RSE - Identifying how our bodies parts are different.</b> <b>Looking back and moving forward</b> Understanding the role of mental wellbeing in our lives Learning self-care techniques and strategies	Learning about the impact of bullying on wellbeing Recognising when our wellbeing is deteriorating and where and how to support Learning how to support wellbeing of others
Year 3	Create class RRS charters Decision making Rewards and consequences <b>Identifying things that can impact our mental wellbeing</b>	Understanding the impact of words Learning how to give and receive compliments	Evaluating our learning process Identifying steps to improve our learning processes	<b>Expressing how being safe or unsafe feels</b> <b>Identifying things, people and places that make me feel safe</b>	<b>Exploring how the work of people help and influence lives</b> <b>Understanding how influence could affect me</b>	<b>RSE - Naming body parts scientifically</b> <b>Looking back and moving forward</b>	Understanding the role of mental wellbeing in our lives Learning self-care techniques and strategies



	Learning how to support the wellbeing of others	Learning about the impact of bullying on wellbeing		Identifying what mental wellbeing is		Understanding the role of mental wellbeing in our lives Learning self-care techniques and strategies	
<b>Year 4</b>	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	
<b>Year 5</b>	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	
<b>Year 6</b>	Create class RRS charters Decision making Rewards and consequences Identifying what mental wellbeing is Learning how to support the wellbeing of others	Explaining how difference can be a source of conflict or a cause for celebration Showing empathy Identifying isolation and loneliness and how to seek support Learning about the impact of bullying on wellbeing	Identifying how I can work with other people make the world a better place	Evaluating when alcohol is being used responsibly, antisocially or being misused Recognising when our wellbeing is deteriorating and where and how to seek support Exploring how physical and social activity can affect our wellbeing	Recognising when others are trying to gain control or power Learning how to stand up for myself Learning how to behave and respond appropriately and proportionately	RSE - Describing how a baby develops from conception Recognising the impact of body image Looking back and moving forward Understanding the role of mental wellbeing in our lives Learning self-care techniques and strategies	

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

## RE Curriculum Overview

Elements							
Skills These skills go across all year groups. Please see each individual unit for the skills that are covered		Beliefs, teachings and sources	Practices and ways of life	Forms of expressing meaning	Identity, diversity and belonging	Meaning, purpose and truth	Values and commitment
	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> Increased focus on Judaism	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> (covered Islamic story during home learning)	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>Christianity – John Wesley and George Muller</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 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>	Why are some journeys and places special? <ul style="list-style-type: none"><li>Christianity</li><li>Islam</li></ul>  In Year 6 coverage of journeys through Christianity and Islam to be planned in.	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 Arndt

# 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 test Researching using secondary sources			
Units							
	Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	<i><b>Our Body</b></i> (inc. healthy eating)	<i><b>Seasons</b></i> (describe)	<i><b>Living Things</b></i> (living or dead & food chains)	<i><b>Rocks</b></i> (physical properties & fossils)	<i><b>Living Things and their Habitats</b></i> (grouping, classification & environmental factors)	<i><b>Earth and Space</b></i> (day/night, relationship of sun, moon & earth)	
Term 2	<i><b>Materials</b></i> (reflective & waterproof)	<i><b>Materials</b></i> (name, group & describe) <b>Seasons</b> (winter)	<i><b>Animals (Including Humans)</b></i> (how humans survive & live)	<i><b>Animals (Including Humans)</b></i> (skeletons, muscle & nutrition)	<i><b>Electricity</b></i> (circuits, conductors & insulators)	<i><b>Forces</b></i> (gravity, mechanisms, naming forces)	<i><b>Evolution and Inheritance</b></i> (adaptation, inheritance characteristics) <i><b>Animals including Humans</b></i> (circulatory system, impact on lifestyle)
Term 3	<i><b>Space</b></i> (light and dark) & <i><b>Ice</b></i> (solid, liquids, gases & melting)	<i><b>Animals (Including Humans)</b></i> (types of animals & human body parts) <b>Seasons</b> (spring – T4)		<i><b>Plants</b></i> (function of parts of plants and life cycle) <b>What they need &amp; how they grow</b>		<i><b>Properties and Changes of Materials</b></i> (comparing materials, reversible & irreversible changes)	<i><b>Light</b></i> (how light travels)
Term 4	<i><b>Animals</b></i> (characteristics & habitats)		<i><b>Materials</b></i> (suitability of materials)  (missed 1 or 2 lessons, most statements covered)		<i><b>Sound</b></i> (vibrations, pitch & volume)	<i><b>Living things and their Habitats</b></i> (life cycles & reproduction in animals & plants) Covered in Year 6 through PSHC (reproduction) and T6 Animals and Humans (Science)	

Term 5	<b>Chicks</b> (lifecycles inc. butterfly, chickens, frog)	<b>Plants</b> (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)	<b>Plants</b> (what they need & how they grow) (some statements covered – will need recapping)	<b>Light</b> (vision, reflections & shadows)	<b>Animals (Including Humans)</b> (digestive system, teeth & food chains)	<b>Electricity</b> (symbols, changing circuits) Taught in Year 6 through Makey Makeys coding topic (IT)	
Term 6	<b>Minibeasts</b>	<b>Seasons</b> (summer; weather and temperature changes, charting movement of the sun - T6)	<b>Habitats</b> (suitability of habitats) (some statements covered – will need recapping)	<b>Forces and Magnets</b> (repel & attract movement)	<b>States of Matter</b> (solids, liquids & gases and changes)		<b>Living Things and Habitats</b> (classification) <b>Animals (Including Humans)</b> (characteristics of humans)
Trips and Events							
	Science Days (Space Dome & rockets) Chew Valley Farm Trip <b>Chicken Eggs</b> <b>Tyntesfield Trip</b>	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	<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.					
	<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					
	<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.					
	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Year 3	- Introduction to Spain - Names - Greetings - Numbers	- Days of the week - Months of the year - Christmas Activities	- Birthday and age - Colours - Instructions	- Fruit - Farm animals - Spring time & Easter	- Parts of the head - School subjects - School in Spain	- Toys - Weather - Flamenco
Year 4	- Spanish- speaking countries - Parts of the body - Descriptions - Zoo animals	- Family members - Ask and answer questions about family members - Christmas Activities	- Pets - Animals and food - Listening skills	- Using a dictionary - Numbers 13-30 - Easter	- Hobbies - Opinions on hobbies + conjunctions, simple negative	- Means of transport - Weather - Festivals in Spain (San Fermin and La Tomatina Tomato)
Year 5	- Geographical features of Spain - Buildings on the high street - Asking location - Giving directions	- Revision of days of the week and months of the year - Times of the day - Christmas Activities	- Numbers recap and 10s numbers - Hobbies - Reading comprehension & short sentence writing Covered in Year 6 through the Hungry Caterpillar	- Revision of fruit and introduce other foods - Revision of conjunctions with breakfast - Easter food	- Climate in Spain - Weather reporter, stating date and weather - Seasons Covered in Year 6 in T1	- Where you live using compass direction - Types of music - Musical instruments
Year 6	- History of Spain - Classroom objects & subjects - Instructions - Occupations	- Day of the Dead - Clothing - Christmas Activities	- Revision of vocab - Family members with adjectives - About me	- Rooms of a house - Furniture - Easter	- Places in town - Shops in town - Design a map with Spanish vocab	- Types of accommodation - Types of transport - Holiday brochure
Trips and events						Spanish Day

# Holymead Primary School

## Clubs and After School Activities Overview (Under Review)

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

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

# Holymead Primary School

## Educational Trips and Visits Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Walk to Victory park- Autumn walk  Baby to visit	Police officer Community nurse Radiographer Manager from the BRISTOL Arc Firefighter	Space dome  Chinese new Year music workshop	Chew Valley Farm	Living eggs Story drama workshop Walk to the library	Tynesfield
Year 1	RE Workshop Autumnal Art Bristol Downs	NSPCC Assembly Mad Science Assembly Pantomime in school (English) St Luke's Church Visit (RE)		The Hobbit theatre (English)  Farm visit (Science)	Local Brislington walk (Geography)  Firemen visit (PSHC)	Ashton Court trip (Geography/Science)
Year 2	PDSA Workshop RE Workshop	Pantomime in school (English)  St Luke's Church Visit (RE)		The Hobbit theatre (English) SS Great Britain (History) STEM Bridge Building Workshop (science, DT & history)	Firefighters Workshop (PSHC) Asda Planting Workshop (science)	Tyntesfield (Science)
Year 3		Pantomime in school (English)  St Fagans (History/DT)  Little Zoo visit (Science)		The Hobbit theatre (English)	Hindu Temple visit (RE)	Agricultural Show (Geography/Science - 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



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 Letters and Sounds:</p> <p>Phase 1</p> <p>Phase 2</p> <p>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</p> <p>Phase 4</p> <p>Phase 5</p> <p>Phase 5 Introduce some alternative sounds</p> <p>grapheme and phoneme correspondence</p> <p>digraphs</p> <p>trigraphs</p> <p>split digraphs</p> <p>Programme of tricky words/HFW</p> <p>Phonic Check - not taken – children will take in November 2020</p> <p><i>*focused phonic interventions</i></p>	<p>Daily phonics (x5 30 min sessions)</p> <p>Assess Phase 3, 5</p> <p>Revisit Phase 5</p> <p>Revisit in T1 Y3</p> <p>Letters and Sounds</p> <p>Alternative sounds</p> <p>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>

# 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 extended write will identify five spelling errors to be addressed as outlined above.	Weekly tests consist of 10 spellings linked to the teaching focus for that week.  Tests are differentiated by number of spellings or words to be learnt.  Spelling practice activities are planned as one of the five weekly guided reading activities.  <i>All objectives covered in Year 6 with particular focus on the area not covered or partially covered (as above)</i>	At the end of each term children are given a Year group word list taken from the new English programme of study to learn. Children are tested on these words at the beginning of the following term. Parents are informed of the words their child spelt correctly/incorrectly and asked to support their child in learning these words. This process is repeated at the end of the next term.
<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.			
<b>5</b>	Letters and Sounds Phases 5 & 6.  Support for Spelling.  *Children are set in ability groups across the year group for spelling sessions.			
<b>6</b>	Support for Spelling.			

# Holymead Primary School

## Editing Overview

Year Group	Editing Activities
<b>R</b>	Modelled by adults through speaking and listening activities as well as recording activities.
<b>1</b>	<p>Use sticky coloured dots to add full stops.</p> <p>Underline spelling errors: children to correct and record (see spelling overview).</p> <p>Hoppy the frog.</p>
<b>2</b>	<p><b>Use sticky coloured dots to add full stops.</b></p> <p>Underline spelling errors: children to correct and record (see spelling overview).</p> <p>Use editing pen to add full stops and capital letters.</p> <p>Self-review: WWW (what went well) and EBI (even better if).</p> <p>Correct sentences with deliberate errors.</p>
<b>3</b>	<p>Underline spelling errors: children to correct and record (see spelling overview).</p> <p>Use editing pen to add full stops and capital letters.</p> <p>Display examples of children's work (with their consent) and edit as a class.</p> <p>Self-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>
<b>4</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>

	Discrete editing lessons (once a term following a Big Write).
<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>

# 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>

<p><b>4</b></p>	<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>
<p><b>5</b></p>	<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>
<p><b>6</b></p>	<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
<b>EYFS</b> 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><b>l i t u j y</b></i>  Introduction to cursive letters: Curly caterpillar <i><b>c d e a g s o q f</b></i> Using lead in and lead out	Introduction to cursive letters:  Robot family  <i><b>r h b m p n k</b></i>  and zig zag letters  <i><b>v w x z</b></i>

<b>Year 1</b> <b>Letter-join</b>  <b>Module 1 to 2</b>	<b>EYFS -Letter - join module 1</b>  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	<b>EYFS -Letter join module 1</b> <b>Letter-join</b>  Teach cursive letters using Letter join – Air font. Easy letters first then moving onto harder letters as indicated in the scheme. Use	<b>Letter-join</b>  <b>Module 2</b> Capital letters	<b>Letter-join cursive</b>  Revise all cursive letters using Letter-join Air font.  Joining short words.	<b>Joining</b>  Using letter-join scheme teach children horizontal and diagonal joins in short words	<b>Expectation</b>  Cursive formation of letters and joining some letters in words.
<b>Year 2</b> <b>Letter-join</b> <b>Module 3</b>	<b>Module 3</b> Introduction to cursive handwriting Letter-join: Letter families. Teach children how to join letters in short words	<b>Module 3</b> Teach horizontal and diagonal joins. Letter join.  Revisit capital letters	<b>Module 3</b> Revisit of all cursive letters. Focus on harder <b>letters.</b> <b>r k ss z f j</b>  Revisit capital letters (Module 2)	<b>Module 3</b> Continue to teach correct formation of cursive letters. Introduction of sentence writing and dictation	<b>Module 3</b> Sentence writing and dictation.	<b>Module 3</b> Sentence writing and dictation  <b>Expectation:</b> Letters formed correctly and many words joined.
Year 3 Letter-Join  Module 3 to 4	Module 3 Revisit all cursive formation of letters. Use letter-join letter families Y2- Easy letters Harder letters	Module 3 Continue to teach correct formation of cursive letters. Horizontal and diagonal joins. Writing sentences	Introduction of Module 4 Double letters and dictation.	Module 4 Through handwriting lessons lessons – children build on their ability to join fluently and consistently	Module 4 Through handwriting lessons lessons – children build on their ability to join fluently and consistently	Module 4  <b>Expectation:</b> Most letters and words joined fluently and consistently .



	using interactive scheme. Use of smart note book and lined handwriting books. Introduction of sentences through dictation.	through dictation.				
<b>Year 4 Letter-join Module 4 to 5</b>	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.	Develop consistency of joining letters in words using interactive scheme. Use of lined handwriting books Joining words related to topics taught.	<b>Module 5</b> Introduction of module 5.  Use of 'topic words' to practise cursive writing	<b>Module 5</b> Use of 'topic words' to practise cursive writing. Developing fluency and consistency	<b>Module 5</b> Use of 'topic words' to practise cursive writing. Developing fluency and consistency	<b>Module 5 Expectation:</b> Most letters and words joined fluently and consistently.
<b>Year 5</b>	Extra lessons in this term. Practice of correct letter formation through letter families. Teaching of joining through	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	<b>Expectation:</b> Most letters and words joined fluently and consistently with increasing speed and stamina

	horizontal and diagonal joins.					
<b>Year 6</b>	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	<b>Expectation:</b> 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.
<p><b>Covid Response for all year groups</b></p> <ul style="list-style-type: none"> <li>• Posture and handwriting grip monitored.</li> <li>• Increase of handwriting sessions and extra support for children where needed</li> <li>• Use of triangular pens as appropriate/pencil grips as appropriate</li> <li>• Writing slopes used where appropriate</li> </ul>						

