Holymead Primary

Nurture Inspire Achieve

Wider Curriculum Overview 2022-23

RIGHTS RESPECTING SCHOOLS
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GOLD – RIGHTS RESPECTING

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:

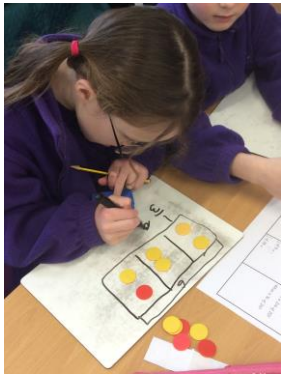
- Keeping children safe
- Good quality teaching focusing on skills and knowledge
- A well planned, coherent, varied and interesting curriculum
- High quality outcomes



We have identified, using a range of data, 3 key factors that underpin and shape our School Curriculum.

- Promoting Pupils' Personal Responsibility
- Developing Pupils' Life Skills
- Increasing Pupils' Cultural Capital

























Holymead Primary School
Art Curriculum Overview

Elements							
Skills	Space (perspective)	Colour	Line	Pattern	Texture	Tone	Shape & Form
Artists: Study, evaluation and reproduction							
	Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1/2	Georges Seurat	Vincent Van Gogh Starry Night	Henri Matisse	Stone Age art	Aivazovsky (Seascapes) Nicola Bayley-illustrator	Andy Warhol	Illustration Shackleton's Journey by William Grill
Term 3/4	Joan Miro	Piet Mondrian Eric Carle Wassily Kandinsky	Yvonne Coomber	Jessica M Springman Gaudi	Rachel Drucker (Wire Sculpture)	Anthony Browne	Frieda Kahlo
Term 5/6	Romero Britto	Anish Kapoor	Traditional Kenyan African Art		Emmeline Simpson	Banksy	Still Life Cezanne, Lichtenstein, Picasso
Trips and Events							
	Autumn Walk Christmas Art Designs	Christmas Art Designs	Christmas Art Designs	Christmas Art Designs	Christmas Art Designs	Christmas Art Designs	Christmas Art Designs
Extracurricular Activities							
			Art Club				

Holymead Primary School
Computing Curriculum Overview

Computer Science		Information Technology		Digital Literacy	
Using technology	**Programming**	**Computing Systems and Networks**	**Data and Information**	**Creating Media**	**E-safety**
To become skilful in using different tools to control technology.	*To begin to understand how a computer processes instructions and commands.*	*To use and understand the internet.*	*To create and refine original content using digital tools across a range of media.*	*To understand ICT allows easy creation, manipulation and change.*	*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 Computing 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)Understanding the world: Role play areas with technology 2) Literacy: Bee-Bots Story	1)Using technology: Google Classroom 2)Computing systems and networks: Technology all around us (NCCE planning – 1.1)	1)Using technology: Google Classroom 2) Computing Systems and networks: Information Technology around us (NCCE planning – 2.1)	1) Using technology: Google Classroom and typing Skills 2)Computing systems and networks: Connecting Computers (NCCE planning – 3.1)	1)Using technology: Google Classroom and typing skills 2)Computing systems and networks: The Internet (NCCE planning – 4.1)	1)Using technology: Google Classroom 2)Computing Systems and Networks: Sharing information (NCCE planning 5.1)	1)Using technology: Google Classroom 2)Creating Media: Webpage creating (NCCE planning – 6.2)
Term 3/4	3) Physical Development: Mouse and keyboard skills 4) Personal, Social and Emotion Development: E-safety	1)Creating Media: Digital painting (NCCE planning – 1.2) (Art link) 2)Programming: Bee-Bots (NCCE planning - 1.3)	1)Programming: Beebots (NCCE planning – 2.3) 2)Creating Media: Making Music (NCCE planning – 2.5)	1)Creating Media: Stop-frame animation (NCCE planning – 3.2) 2)Programming: Scratch (NCCE planning – 3.3)	1)Programming: Sphero 2)Creating Media: Audio Editing: Audacity (NCCE planning – 4.2)	1)Creating Media: Video editing (NCCE planning – 5.2) 2)Data and information: Databases - J2 data (NCCE planning 5.4)	1)Programming: Scratch (NCCE planning – 6.3)

Term 5/6		1)Programming: Scratch Jr (NCCE planning – 1.6)	1)Programming: Scratch Jr (NCCE planning – 2.6)	1)Data and Information: Branching Databases (NCCE planning – 3.4) (Maths link) 2)Programming: We Do Lego	1)Data and Information: Data Logging (NCCE planning – 4.4) (Science link) 2)Programming: Scratch (NCCE planning – 4.6)	2)Creating Media: Vector Drawing (NCCE planning – 5.5) 2)Programming: Scratch (NCCE planning 5.6)	2)Data and Information: Spreadsheets (NCCE planning – 6.4)
Trips and Events							
						We The Curious – Science link	
Extracurricular Activates							
						Computer Room @ lunchtime (Wednesdays) Computing Club Term 4	Computer Room @ lunchtime (Wednesdays) Computing Club Term 5

Holymead Primary School
Cooking Curriculum Overview

Elements						
Peeling & Grating	Mixing & Kneading	Knife skills: bridge, claw and spreading	How to read a recipe	Measuring ingredients	Using a heat source safely: boiling, simmering	Chopping (Including cross chop technique)
Use the basic principles of a healthy and varied diet to prepare dishes.	Understand where food comes from.	Understand and apply the principles of a healthy and varied diet.	Prepare and cook a variety of predominantly savoury dishes using a range of cookery techniques.	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		
Overview of cooking across year groups **This grid will be filled in for Year 22-23 (gaps due to Covid -cooking will now run throughout the school for all year groups from Sept 22)**						
Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christmas party food	Christmas Party food	Christmas Party food				
Chinese New Year Spring rolls/dumplings	Scones and butter	Bread	Soup/roll	Libum cake (Roman day)	Chunky vegetable soup	Apple Pie
Gingerbread men	Pizza	Aussie crunch	Food linked to Egyptian topic	Pizza	Chickpea burgers and salad	WW2 Teatime treats

Holymead Primary School
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. Junk modelling: vehicles. Clay pots for Diwali.	Mechanisms Slides and levers	Textiles Christmas decorations	Shell structures Gift boxes	Mechanisms Pop up cards	Textiles – book buddies	
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 Queens Knickers by Nicholas Allan	Wheels and axels Fairground wheels	CAD - 2D Primary	Woodwork/ Structures Roman shields	Electricity - The Nowhere Emporium	Woodwork - making trebuchets (catapults)
Term 5/6	Design and make: Clay minibeasts	Design and modelling Space	Structures/ 3D models Kenyan masks	Textiles Weather mobiles	Wind propellers	Wood structures	
Trips and Events							
	Paintworks Cluster Exhibition (biennially)	Paintworks Cluster Exhibition (biennially)	Paintworks Cluster Exhibition (biennially)	Paintworks Cluster Exhibition (biennially)	Paintworks Cluster Exhibition (biennially)	Paintworks Cluster Exhibition (biennially)	Paintworks Cluster Exhibition (biennially)
Extracurricular Activities							
			Woodwork Club Mindfulness Sewing				

Holymead Primary School
EYFS Curriculum Overview

Listening and attention	Speaking	Self regulation	Managing self	Building relationships	Gross motor	Fine motor	Comprehension	Word reading	Writing	Number	Numerical pattern	Past and present	People, culture and communities	Natural world	Creating with materials	Being imaginative and expressive
Helicopter stories	Helicopter stories	Helicopter stories	Helicopter stories	Circle games	PE	Funky fingers	Helicopter stories	Reading	Outdoor writing shed	Daily maths	Daily maths	Helicopter stories	Celebration book	Mud kitchen	Creative area indoors	Helicopter stories
Story time	The poetry basket	Resolving disagreements with others in play	Treasure box	Circle songs	Playtime	Handwriting lesson	Story time	Phonics	Writing area in classrooms	Outdoor maths shed	Outdoor maths shed	Photos of past and present	Bruno Bear	Autumn walk Spring walk Tynesfield visit	Outdoor junk modelling area	Creative area indoors
News	Treasure box	Carpet times, waiting their turn	News sharing	PSHC sessions about friends	Physical resources in the outdoor classroom	Writing tasks	Reading	Reading tasks in prvision	Phonics	Indoor maths station	Indoor maths station	News sharing	Celebration book	Bug hunting	Art lessons	Outdoor junk modelling area
Singing	News sharing	PSHC lessons	Treasure box	Playtime	Wiggle break		Story sacks	Vocabulary around the classroom	Clipboard challenge	Clipboard challenge	Maths input	Celebration book	New sharing	Outdoor areas	Sty and play	Mud kitchen
Carpet times	Bruno Bear	Art therapy sessions and provision activities	Celebration book	Play learning time	Funky fingers			Book corner	Handwriting	Maths input	Maths provision activities	Bruno Bear	Where does your family live - home learning to find out where friends and family live around the world	Natural objects in play		Story time
Assembly	Celebration book		PE - changing shoes	Colour groups- mixing with other groups	PE			Big books	Funky fingers	Maths provision activities	Counting songs	Special days, e.g. remembrance, Heritage day	RE lessons	Small world animals		Role play
	Sharing their home learning Tapestry posts with the class		Lunchtime	Mix up Wednesday - socialising with other classes	Bikes			Home learning	Home learning	Counting songs	Construction	Birthday day assembly	Visitors, e.g People who help us			Tuff spots - small world
	Play learning - interactions with the children		Fostering independence, e.g book bags, coats	Grandparents Day	Sports day					Home learning activities			Cookery			Builders yard
	Word wall- new vocabulary displayed around the room			Stay and play												
	Storytime - answering questions about the story															

Holymead Primary School

Geography Curriculum Overview

Elements							
Skills	Locational Knowledge		Place Knowledge		Human and Physical Geography	Geographical skills and fieldwork	
	Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1/2	Knowledge and Understanding of the World Where I live- my house, different types of houses Our locality - walk to the park Map of school to the park Seasons- Autumn Uniforms of people who help us from around the world RRS - The right to good quality health care	Weather • Seasonal and daily weather patterns • Location of hot and cold areas of the world • North and south poles	Map Makers • Physical and human features of places.		Human Impact, Ecology and Sustainability • Endangered animals. • Recycling and renewable energy.	Brazil • Longitude and latitude • Rainforest	Comparing Glastonbury and Normandy • Viewpoints • 7 figure grid references • Human and physical features. • Impact of the festival.
Term 3/4	Space How to keep out planet clean China - Chinese New Year Where is Africa? Where is Bristol? African animals and habitats Similarities and differences between African homes/schools/ clothes	Map Skills • World maps, globes and atlas'. • Simple compass directions and directional language. •	Locations • Countries • Capitals • Oceans • Continents	Countries of the world • Continents • Countries • Capital cities • Landmarks Our food and where it comes from	Erosion • Physical features of the coast •	Rivers • Erosion • Rivers of the world • Features of a river.	

Term 5/6	Minibeast habitats Woodland habitats Maps of the woods	Our Local Area • Four countries of Uk • Capital cities.	Contrasting UK with non – European country (Australia)	Weather • Conditions and patterns within the UK. • Weather types • The water cycle	Local Area Study (Brislington) • Changes over time – maps and photos. • Physical and human features.	Comparison of contrasting UK and South American country	Natural Hazards • Volcanoes • Earth quakes • Tsunamis • Tornadoes
Trips and Events							
	Local park Library Farm Visit Autumn walk	Local area walk T5 Ashton Court Trip T6	Tyntesfield Local walk	Agricultural Show Tesco: where food comes from	Folly Farm T2		Glastonbury T1

Holymead Primary School
History Curriculum Overview

Skills:	Chronology	Knowledge and Understanding	Interpretation	Enquiry	Organisation	Communication

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1/2	How I have changed. (My personal history) Treasure Box Remembrance Day	Changes within living memory: Toys	Significant event beyond living memory: Guy Fawkes and the Gunpowder Plot	Chronological Unit: Stone Age		Chronological Unit: The Ancient Greeks	Chronological Unit: Medieval Britain (The Normans)
Term 3/4	Firsts in space. First Rocket. First Animals First Man	Comparing lives of significant individuals: Queen Victoria and Queen Elizabeth II	Significant individual within locality: Brunel	Chronological Unit: Bronze and Iron Age	Chronological Unit: The Celts Non-European History: The Maya Civilisation	Chronological Unit: Vikings and Saxons	History Beyond the chronology of 1066: World War II
Term 5/6	People who Help us-how clothes and uniforms have changed.	Significant event beyond living memory: The first man on the moon	Comparing individuals who have national or international achievement: Florence Nightingale	Ancient World: Egyptians	Chronological Unit: The Romans	Local History: Bristol	
Trips and Events:	Tyntesfield (T6) How people lived	T1 Bring to school an old and new toy. British Aerospace. Journey into Space	SS Great Britain ***(Term 3)***	St Fagans ***(Term 1)*** Egyptian Day ***(Term 6)***	Roman Day ***(Term 6)***	Greek Day (Term 1)	World War 2 Day ***(Term 3)***

Holymead Primary School

Music Curriculum Overview

Elements							
Skills	Rhythm beat Repetition evaluation of music	Pulse, rhythm, pitch, beat, composition	pulse, rhythm, pitch singing and playing instruments	Note reading, Pitch tone	Pitch, performance, reading music notation	sing, play, improvise and compose with this song,	Improvise, appraise, tone, pitch, volume, structure of songs
Songs and topic							
	Reception (YR)	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Terms 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 (focus on improvisation /composing) South African music. T2 - Christmas songs	Recorders note b and a	Mama Mia – learning about pop songs – structure and playing instruments with song	Fresh Prince – learning to rap Improvisation	Bacharach Anorak and Meet the Blues. Sea Shanties – opportunities to compose and perform their own. (Link to English topic about 'Shackleton's Journey').
Terms 3 and 4	Handa's Surprise song Chinese New Year song and playing instruments	Blues, Baroque, Latin, Bhangra, Folk and Funk. **In The Groove.**	Exploration of Baroque music and composers.	Recorders notes b, a and g	Recorders	Living on a Prayer Three Note Bossa and Five Note Swing	
Terms 5 and 6	Goldilocks song Gruffalo song	Listen and Appraise Classical music Singing Play instruments within the song Improvisation using voices and instruments	Friendship songs – composition Classical music appraisal	Recorder notes b, a, g and c	BlackBird – Beetles – playing glockenspiels and recorders along with Song	Dancing in the Street (Motown)	Benjamin Britten's Friday Afternoons: A New Year Carol. History of Music and the beginnings of the Language of Music.
Trips and Events							
	Christmas Concert Christmas Production	Christmas Concert Christmas Production	Christmas Nativity	Recorder concert	Summer Concert	Christmas Concert Summer Concert	Christmas Concert Summer Concert Year 6 Summer Production

Extracurricular Activities							
		Terms 1 & 3-6: KS1 Singing assemblies			Recorders	Choir Recorders	Choir recorders

Holymead Primary School
PE Curriculum Overview

EYFS	Pupils develop competence to excel in a broad range of physical activities.		Pupils are physically active for sustained periods of time.	Pupils engage in competitive sports and activities.	Pupils lead healthy, active lives.	
KS1	Pupils master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities		Pupils participate in team games, developing simple tactics for attacking and defending		Pupils perform dances using simple movement patterns	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	**REAL PE Unit 1** **Personal**	**REAL PE Unit 2** **Social**	**REAL PE 3** **Cognitive**	**REAL PE Unit 4** **Creative**	**REAL PE Unit 5** **Applying Physical**	**REAL PE Unit 6** **Health and Fitness**
Year 1	**REAL PE Unit 1** **Personal** **I can follow instructions, practise safely and work on simple tasks by myself.**	**REAL PE Unit 2** **Social** **I can work sensibly with others, taking turns and sharing**	**REAL PE 3** **Cognitive** **I can understand and follow simple rules.** **I can name things I am good at.**	**REAL PE Unit 4** **Creative** **I can explore and describe different movements.**	**REAL PE Unit 5** **Applying Physical** **I can perform a single skill or movement with some control.** **I can perform a small range of skills and link two movements together.**	**REAL PE Unit 6** **Health and Fitness** **I am aware why exercise is important for good health.**
Year 2	**REAL PE Unit 1** **Personal**	**REAL PE Unit 2** **Social**	**REAL PE 3** **Cognitive**	**REAL PE Unit 4** **Creative**	**REAL PE Unit 5** **Applying Physical**	**REAL PE Unit 6** **Health and Fitness**

	I try several times if at first I don't succed. **I ask for help when appropriate.**					
Year 3 Teachers	**REAL PE Unit 1** **Personal** **I know where I am with my learning and I have begun to challenge myself.**	**REAL PE Unit 2** **Social** **I show patience and support others, listening well to them about our work.** **I am happy to show and tell them about my ideas**	**Swimming** **Getting in and out of the pool safely.** **Putting face into the water and controlling breathing.** **Floating with aids** **Swimming with forward motion.** **Treading water.**	**Swimming** **Getting in and out of the pool safely.** **Putting face into the water and controlling breathing.** **Floating with aids** **Swimming with forward motion.** **Treading water.**	**REAL PE Unit 5** **Applying Physical** **I can perform and repeat longer sequences with clear shapes and controlled movement.** **I can select and apply a range of skills with good control and consistency.**	**REAL PE Unit 6** **Health and Fitness** **I can describe how and why my body feels during and after exercise.** **I can explain why we need to warm up and cool down.**
Year 3 Sports Coach	**REAL PE 3** **Cognitive** **I can understand the simple tactics of attacking and defending.** **I can identify what I do well and I have begun to identify areas for improvement**	**Dance** **Country Dancing** **Focus on pathways, mirroring, symmetry and tempo.**	**REAL GYM Units 1&2** **Mapping pathways** **Rotation sequences (partner)** **Flight sequences (low apparatus)** **Climbing and balance (low and high apparatus)**	**REAL Dance** **Shapes** **Partnering** **Artistry**	**Athletics** **Focus on throwing** **Relays** **(sports day preparation)**	**REAL PE Unit 4** **Creative** **I can make up my own rules and versions of activities.** **Striking and fielding** **Cricket**

	Hockey					
Year 4 teachers	**Swimming** **Getting in and out of the pool safely.** **Putting face into the water and controlling breathing.** **Floating with aids** **Swimming with forward motion.** **Treading water.**	**Swimming** **Getting in and out of the pool safely.** **Putting face into the water and controlling breathing.** **Floating with aids** **Swimming with forward motion.** **Treading water.**	**REAL PE unit 3** **Cognitive** **I can understand the simple tactics of attacking and defending.** **I can identify what I do well and I have begun to identify areas for improvement**	**REAL PE unit 4** **Creative** **I can make up my own rules and versions of activities.**	**REAL PE unit 5** **Applying physical** **I can perform and repeat longer sequences with clear shapes and controlled movement.** **I can select and apply a range of skills with good control and consistency.**	**REAL PE unit 6** **Health and fitness** **I can describe how and why my body feels during and after exercise.** **I can explain why we need to warm up and cool down.**
Year 4 Sports coach	**REAL PE Unit 1** **Personal** **I know where I am with my learning and I have begun to challenge myself.**	**REAL PE unit 2** **Social** **I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas**	**REAL Dance unit 1**	**Ball skills**	**Athletics** **Focus on throwing** **Relays** **(sports day preparation)**	**Ball skills** Kicking
Year 5 Teachers	**REAL PE unit 1** **Cognitive** **I have a clear idea of how to develop my own and others work.** **I can recognise and suggest patterns of**	**REAL PE unit 2** **Creative** **I can respond imaginatively to different situations, adapting and adjusting my skills, movements**	**REAL PE unit 3** **Social** **I can give and receive sensitive feedback to improve myself and others.**	**REAL PE unit 4** **Applying physical** **I can use a combination of skills confidently in sport specific contexts.**	**Swimming** **Getting in and out of the pool safely.** **Putting face into the water and controlling breathing.**	**Swimming** **Getting in and out of the pool safely.** **Putting face into the water and controlling breathing.**

	play which will increase chances of success and outwit opponents.	**or tactics so that they are different from or in contrast to others.**	**I can negotiate and collaborate appropriately.**	**I can perform a range of skills fluently and accurately in practise situations.**	**Floating with aids** **Swimming with forward motion.** **Treading water.**	**Floating with aids** **Swimming with forward motion.** **Treading water.**
Sports coach					**REAL PE unit 5** **Health and fitness** **I can self-select and perform appropriate warmups and cool down activities.** **I can identify possible dangers when planning an activity.**	**REAL PE unit 6** **Personal** **I see all new challenges as opportunities to learn and develop.** **I recognise my strengths and weaknesses and can set myself appropriate targets.**
Year 6 Teachers	**REAL PE unit 1** **Cognitive** **I have a clear idea of how to develop my own and others work.** **I can recognise and suggest patterns of play which will increase chances of success and outwit opponents.**	**REAL PE unit 2** **Creative** **I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so that they are different from or in contrast to others.**	**REAL PE unit 3** **Social** **I can give and receive sensitive feedback to improve myself and others.** **I can negotiate and collaborate appropriately.**	**REAL PE unit 4** **Applying physical** **I can use a combination of skills confidently in sport specific contexts.** **I can perform a range of skills fluently and accurately in practise situations.**	**REAL PE unit 5** **Health and fitness** **I can self-select and perform appropriate warmups and cool down activities.** **I can identify possible dangers when planning an activity.**	**REAL PE unit 6** **Personal** **I see all new challenges as opportunities to learn and develop.** **I recognise my strengths and weaknesses and can set myself appropriate targets.**

Year 6 Sports coach	**Invasion Games** **TAG rugby**	**Dance** **Hakka**	**REAL PE Gym**	**REAL PE Dance**	**SATs**	**Games** **Striking and fielding**

Holymead Primary School
PSHC Curriculum Overview

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

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

Year 4	Create class RRS charters Decision making Rewards and consequences Understanding roles in the school community Learning how to support the wellbeing of others	Being aware of assumptions and prejudice Exploring how our impressions of people can change	Learning how to set goals and plans to achieve them Building resilience	Identifying peer pressure and ways to help myself make my own choices Identifying what mental wellbeing is	Recognising how and why relationships change Managing friendships	RSE - Identifying how our bodies can change Looking back and moving forward Understanding the role of mental wellbeing in our lives Learning self-care techniques and strategies	
Year 5	Create class RRS charters Decision making Rewards and consequences My role as a global citizen Learning how to support the wellbeing of others	Explaining the difference between direct and indirect bullying Identifying racism Explaining different types of 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 Recognise the contribution made by people in different jobs	Exploring the important role of food Identifying issues around body image Considering how to make healthy lifestyle choices Identifying what mental wellbeing is	E-safety – Learning how to use technology safely to communicate with friends My responsibilities as an online citizen	RSE - Identifying changes through puberty Looking back and moving forward Understanding the role of mental wellbeing in our lives Learning self-care techniques and strategies	
Year 6	Create class RRS charters Goal setting Decision making Rewards and consequences Using pupil voice Learning how to support the wellbeing of others Identifying what mental wellbeing is	Explaining how difference can be a source of conflict or a cause for celebration Showing empathy Understanding why people use power or bullying behaviours Identifying isolation and loneliness and how to seek support Learning about the impact of bullying on wellbeing	Identifying my learning strengths Take small steps and motivate myself to achieve realistic goals Describe some ways in which I can work with other people make the world a better place	Caring for our physical and emotional health Understanding what it means to be emotionally well Recognise stress and triggers that affect mental health Recognising when our wellbeing is deteriorating and where and how to seek support Learning self-care techniques and strategies	Understanding my mental health Recognising power and control in relationships Using technology positively and safely 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	

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	SDGS poster competition Forum meeting Pavement Professors Y1	Year 4 Camp T6 Y6/7 Transition Days Sports Days Lifeskills trip

Yellow – Mental Health Focus

Green – Relationships and Sex Education Focus

Holymead Primary School
RE Curriculum Overview

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

Holymead Primary School
Science Overview

Units							
	Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	***Our Body*** (inc. healthy eating)	***Materials*** (name, group & describe) Ole Kirk Christiansen (founded Lego) Charles Macintosh (invented waterproof)	***Living Things*** (living or dead & food chains)	***Rocks*** (physical properties & fossils) Florence Bascom (Rocks acidity) William Smith (Geological Maps) Inge Lehmann (Discovery of Earth's Mantle)	***Living Things and their Habitats*** (grouping, classification & environmental factors) Rachel Carson (Environmental pollution of the ocean) Jacques Cousteau (Marine Explorer) Sylvia Earle (Ocean discovery) Libby Hymans (Invertebrate and Vertebrate)	***Forces*** (gravity, mechanisms, naming forces) Albert Einstein (Magnetism and gravitational pull) Isaac Newton (Gravity) Galileo	***Evolution and Inheritance*** (adaptation, inheriting characteristics) Mary Anning (Discovery of fossils) Charles Darwin and Alfred Russel Wallace (Evolution) Science Day - fossils
Term 2	***Materials*** (reflective & waterproof)	***Seasons (Autumn and Winter)*** (describe) Chester Greenwood (invented ear defenders)	***Animals (Including Humans)*** (how humans survive & live) Maria Sibylla Merian (life cycle of butterfly) Edward Jenner (medicine and vaccine) Florence Nightingale (Cleanliness of hospitals)	***Animals (Including Humans)*** (skeletons, muscle & nutrition) Ibn Sina (Medicine) Wilhelm Rontgen (inventor of x-ray) Science Day – Little Zoo	***Sound*** (vibrations, pitch & volume) Carl Gauss, Wilhelm Weber, Galileo and Alexander Bell Walter Lincoln Hawkins (invented plastic on phone lines)	***Properties and Changes of Materials*** (comparing materials, reversible & irreversible changes) Stephanie Kwolek (Kevlar inverntor) Becky Schroeder Jamie Garcia (Plastic)	***Animals including Humans*** (circulatory system, impact of lifestyle) Louis Pastuer (vaccination and pasteurisation) Marie Maynard Daly (understanding of diets) Rosalind Franklin (DNA discovery)

Term 3	***Space*** (light and dark) & ***Ice*** (solid, liquids, gases & melting) (Space dome)	***Animals (Including Humans)*** (types of animals & human body parts) Joan Beauchamp Practor (reptiles) Chris Packham (animal conservationist, wildlife photographer)		***Plants*** (function of parts of plants and life cycle) Stephen Hales (Transpiration) Anna Atkins (Prints of plants – importance of scientific sketches) Science Day	***Animals (Including Humans)*** (digestive system, teeth & food chains) Pierre Fauchard (Father of modern dentistry) Lilian Lindsay (first female to study dentistry in UK) In-depth		***Light*** (how light travels) Thomas Edison (credited with light bulb) Joseph Swan (Filaments in tubes) Patricia Bath (Cataract surgery) Alhazen Lewis Lutimer Science Day - periscopes
Term 4	***Animals*** (characteristics & habitats) (Farm trip)	***Seasons (Spring)*** George James Symons (measures rainfall) Liam Dutton (weatherperson/ meteorologist) Science Day	***Materials*** (suitability of materials) John Dunlop (Rubber and Tyres) Robert Gair (Cardboard carton) Charles Macintosh (invented waterproof)			***Electricity*** (symbols, changing circuits) William Kamkwamba (invented windmill) Andre-Marie Ampere (invented amps) Science Day Science	***Living Things and their Habitats*** (classification) Carl Linnaeus (Linnaeus classification)
Term 5	***Chicks*** (lifecycles inc. butterfly, chickens, frog) (hatch chicks from eggs)	***Plants*** (types of plants & basic structure) Beatrix Potter (observational Drawings) ***Seasons (Summer)***	Science Day ***Habitats*** (suitability of habitats) Ernest Shackleton (Antarctica exploration) Science Day	***Light*** (vision, reflections & shadows) Ibn al-Haytham (Linking light to 'seeing')	***Electricity*** (circuits, conductors & insulators) Joseph Swan, Hertha Ayrton and Thomas Edison (Lightbulb) Nikola Tesla (Tesla) Science Day - Doorbells	***Earth and Space*** (day/night, relationship of sun, moon & earth) Tiera Guinn Fletcher Mae Jeminson (first female African in space) Aristarchus (discovers earth orbits sun) Galileo Galilei (observational astronomy father)	

Term 6	**Minibeasts**		***Plants*** (what they need & how they grow) Jane Colden (Plant observations) Agnes Arber	***Forces and Magnets*** (repel & attract, movement)	***States of Matter*** (solids, liquids & gases and changes) Svante Arrhenius (identified CO2 was a greenhouse gas) Daniel Gabriel Fahrenheit(Temperature) Antoine Lavoisier (Naming chemical compounds) Science Day	***Living things and their Habitats*** (life cycles & reproduction in animals & plants) David Attenborough (Naturalist) Jane Goddall (Animal behaviourist) Both longer studies) Linked to Dr. Paula Kahhumbu Mary Agnes Chase (Study of grasses in habitats) Science Day – We the Curious	***Animals (Including Humans)*** (changes in humans) Jean Purdy, Patrick Steptoe and Robert Edwards (IVF, test tube babies) Elizabeth Blackwell (First women to graduate from medical school – Bristolian)

Spanish Curriculum Overview (21-22)

Elements	Speaking Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.			
	Listening Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.			
	Writing Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. Discover and develop an appreciation of a range of writing in the language studied.			
	Early Language Teaching		Intermediate Language Teaching	
	Year 3	**Year 4**	**Year 5**	**Year 6**
Term 1	**Phonetics L1** • In this lesson we look at the phonemes: CH, J, Ñ, LL, RR **I'm learning Spanish** • Introduction to Spain & Spanish speaking countries • Asking & saying how you feel • Asking & saying your name • Numbers 1 to 10 & colours introduction • Consolidation of colours plus fun worksheet activities • End of unit assessments	**Phonetics L2** • In this lesson we look at the phonemes: CA, CE, CI, CO, CU. **Greetings** • How to say 'hello' in Spanish • How to say 'my name is…' in Spanish • How to say 'how are you?' in Spanish • How to say how you are feeling in Spanish • How to say 'goodbye' in Spanish • How to say 'goodbye' in Spanish	**Phonetics L3** • In this lesson we look at the phonemes: GA, GE, GI, GO, GU. **Presenting myself** • Revising Spain & Spanish speaking countries, numbers 1-10 and 'how are you?' • Saying your name & asking someone their name. Numbers 11 to 20 • Numbers 10 to 20 listening exercise and 'how old are you?' • 'Where do you live?' and further number work • Nationality, soy..., individual presentations, Class Spanish ID cards activity • End of unit assessments	**What is the date?** • Introduce twelve months of the year • Consolidation of twelve months of the year including some simple listening and reading activities and a matching pairs game • How to say the date in Spanish plus a matching pairs game • How to say your birthday in Spanish including class birthday survey • Create a Spanish calendar • End of unit assessments **The weather** • Introduction of vocabulary for weather • Consolidation of weather vocabulary & matching pairs game • Weather reading & listening activities incorporating days of the week • Weather map work • Create your own Spanish weather forecast • End of unit assessments
Term 2	**Animals** • Introduce first 5 animals (noun and article) • Introduce next 5 animals • Consolidation of all 10 animal nouns with related article • Focus on the spelling animal nouns and use of the correct article • Introduction of 'soy...' • End of unit assessments	**Vegetables** • First five vegetables introduced • Next five vegetables • Adding a weight to our vegetable phrases • Adding another weight to our vegetable phrases plus extra phrases to make up longer related sentences • Revisiting and using all of the language (plus a little bit more) in an expansive role-play activity • End of unit assessments	**In the classroom** • Introduce vocabulary for first 6 classroom objects & article. Matching pair game. • Introduce vocabulary for next 5 classroom objects & article Class games • Classroom commands • Use of tengo (I have) and no tengo (I do not have) • What the children do and do not have in their pencil case in class survey form	**Clothes** • Introduction of the first 10 items of clothing & the article • Introduction of remaining 9 items of clothing & the article • Consolidation of clothes vocabulary & introduction of verb 'llevar' using the form 'llevo' (I wear). • Detailed examination of the verb 'llevar' (to wear). • Listening activity based on 'llevar' (to wear). • End of unit assessments

			• End of unit assessments	•
Term 3	**Musical Instruments** • Introduce nouns and article for first 5 instruments • Introduce noun and article for next 5 instruments • Introduce nouns and article for first 5 instruments • Introduction of 'toco...' (I play...) • Consolidation of 'toco...' (I play...) End of unit assessments	**The seasons** • The Four Seasons • Winter • Spring • Summer • Autumn + My Favourite Season Is... • End of unit assessments **Spanish Culture L2 (Las Fallas)** • Las Fallas which takes place in March each year.	**Family** • Introduce nouns for family members with their article & matching pair snap card game • What are family members called? • Do you have a brother or sister?' and listening activity • Numbers 10 to 100 presented in units of 10 • Concept of possessives (my brother, my sister, my parents etc.) in relation to family members • Describing a family and end of unit assessments	**My home** • Types of home and different locations • Introduction to the first five rooms of the home plus "en mi casa hay…" (in my home there is/are…) • Introduction to the next five rooms of the home plus consolidation of "en mi casa hay…" (in my home there is/are…) • Introduction of the phrase "en mi casa no hay…" (in my home there is not…/there are no…") • Attempt to create a longer spoken or written passage in Spanish using the language learnt in this unit and incorporating other language including personal details (such as their name and age etc.). • End of unit assessments
Term 4	**I can…** • Introduce first 5 activities / verbs • Introduce next 5 activities / verbs • Introduction of 'puedo' • Reading & listening exercises around 'puedo' • Consolidation of 'puedo' • End of unit assessments	**Little Red Riding Hood** • Introduction to the story using picture cards • Introduction to the story using word cards • Introduction to parts of the body • Consolidation of parts of the body and make a flexible rabbit • Storyboard and 'odd one out' • End of unit assessments	**At the café** • Introduce vocabulary for a range of drinks with article • Introduce vocabulary for a range of foods with article • Children will learn typical snacks & drinks you can order in a Spanish café. There are also interactive games based around this new vocabulary plus the breakfast vocabulary learnt in earlier weeks • Ordering something to eat and drink in a Spanish café • 'What do you eat for breakfast?' class survey • End of unit assessments	**Habitats** • Five basic elements that plants and animals need to thrive and survive in a habitat. • Five different habitats and examples of each in the world. • Which plants grow in each habitat. • Which animals live in each habitat. • Consolidation of all habitats, plants and animals. Presentation preparation. • AFL worksheet and end of unit assessments.
Term 5	**Cross-Curricular Unit** **Ancient Britain** • The three ages of Ancient Britain concentrated on in this unit (Stone Age, Bronze Age and Iron Age) into a historical context. • "I am a man…" and "I am a woman…" from each of the ages of Ancient Britain. • "I have…" plus a typical tool from each of the ages of Ancient Britain.	**Ice Creams** • Five different ice cream flavours • Five different ice cream flavours • Introduction of 'quisiera' (I would like) and the connective 'y' (and) plus consolidation of all ten ice cream flavours. • Develop further linguistic progression by learning how to ask for a small tub/pot or a cone of ice cream in Spanish. • Attempt to engage in a role-play in Spanish using the language	**Cross-Curricular Unit** **Los Planetas** **(Planets)** • Introduction of the planets • Complex sentence structure for each planet • Reading & listening activities based on the planets • Explanation of adjectival agreement • Consolidation of adjectival agreement using a variety of adjectives	**Phonetics L1** • In this lesson we look at the phonemes: CH, J, Ñ, LL, RR **Phonetics L2** • In this lesson we look at the phonemes: CA, CE, CI, CO, CU. **Phonetics L3** • In this lesson we look at the phonemes: GA, GE, GI, GO, GU. **Phonetics L4**

	• "I live…" plus a typical dwelling from each of the ages of Ancient Britain. • Consolidation of all language learnt. Presentation preparation. • End of unit assessments	learnt in this unit and incorporating other language introduced in this lesson (such as conversational language and the amount of ice scream scoops they would like.) • End of unit assessments.	• End of unit assessments	• In this lesson we look at the phonemes: B, V, CC, QU, Z. **Spanish Culture L4 (El dia de los muertos)** • El Día de los Muertos which takes place on 1-2 November each year.
Term 6	**Spanish Culture L1 (La Tomatina)** • 'La Tomatina' festival which takes place in August each year. **Fruits** • First five fruits introduced in the singular form • Next five fruits introduced in the singular form • Changing our Spanish fruit nouns from the singular form to the plural form • Introduction of a positive opinion using "Me gustan…" (I like…) • Introduction of a negative opinion using "No me gustan…" (I do not like…) • End of unit assessments	**Cross-Curricular Unit** **Los Romanos** **(The Romans)** • Briefly introduce Roman history and story of Romulus & Remus. • Key people in Roman history. • Roman Gods and Goddesses and their links to days of the week. • Famous Roman inventions. • Being a child in Roman times (rich and poor comparisons). • AFL worksheet and end of unit assessments.	**Spanish Culture L3 (San Fermin)** • La fiesta de San Fermín which takes place in July each year. **Do you have a pet?** • Introduces the children to the nouns and article for eight common pets • Revises the article and nouns for eight common pets and introduces the phrase "Tengo" (I have…) plus the connective "y" (and). • Revises the article and nouns for eight common pets, the phrase "Tengo", the connective "y" and the phrase "que se llama" • revises the article and nouns for eight common pets, the phrase "Tengo" ,the connective "y" , "que se llama" and the NEGATIVE "No tengo…" • Revises the article and nouns for eight common pets, the phrase "Tengo" , the connective "pero", "que se llama" and the NEGATIVE "No tengo…"	**Cross-Curricular Unit** **La Segunda Guerra Mundial (WWII)** • Decoding longer passage of text using key information from World War II • Some of the countries and languages involved in World War II • The story of Ralph (an evacuee) and his experiences in London and then the countryside • What Vera saw in London and then as an evacuee in the countryside • Introduction of comparatives in Spanish using the story of Daisy (an evacuee). Creative writing exercise using Spanish letter scaffold • End of unit assessments

Holymead Primary School
Clubs and After School Activities Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception						
Year 1						
Year 2	Gardening Cookery	Gardening	Gardening Woodwork Art Cookery Multi Sports Reading Café	Gardening Woodwork Art Multi Sports Reading Café	Gardening DT	Gardening DT
Year 3	KS2 Multisports Cricket Club Choir Drama Club Go Sketch (Art) Club	KS2 Multisports Cricket Club Choir Drama Club Go Sketch (Art) Club	KS2 Multisports Cricket Club Choir Drama Club Go Sketch (Art) Club	KS2 Multisports Cricket Club Choir Drama Club Go Sketch (Art) Club	KS2 Multisports Cricket Club Choir Drama Club Go Sketch (Art) Club Swimming Club	KS2 Multisports Cricket Club Choir Drama Club Go Sketch (Art) Club Swimming Club
Year 4	KS2 Multisports Y4 Doodgeball Club Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	KS2 Football Club KS2 Multisports Y4 Doodgeball Club Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	Y4 Football Tournament KS2 Multisports Y4 Doodgeball Club Cricket Club Drama Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	KS2 Multisports Cricket Club 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	KS2 Multisports Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club
Year 5 Year 5 (continued)	Boys' Football Team Training Girls' Football Team Training KS2 Football Club KS2 Multisports Cricket Club Y5 Maths Club Choir Drama Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	Y5 Boys Football Y5 Girls Football KS2 Multisports Cricket Club Y5 Maths Club Choir Drama Club Go Sketch (Art) Club Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	KS2 Football Club KS2 Multisports Cricket Club Choir Drama Club Go Sketch (Art) Club Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	Reading Cafe Girls' Dodgeball Club KS2 Football Club KS2 Multisports Cricket Club Choir Drama Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	Reading Cafe KS2 Football Club KS2 Multisports Cricket Club Choir Drama Club Go Sketch (Art) Club Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	KS2 Football Club KS2 Multisports Cricket Club Choir Drama Club Go Sketch (Art) Club Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club
Year 6	Y6 Boys Football Y6 Girls Football	Boys' Football Team Training Girls' Football Team Training	Boys' Football Team Training Girls' Football Team Training	Boys' Football Team Training Girls' Football Team Training	Boys' Football Team Training Girls' Football Team Training	Boys' Football Team Training Girls' Football Team Training

	KS2 Multisports Cricket Club Choir Drama Club Netball Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	KS2 Multisports Cricket Club Choir Drama Club Netball Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	Y6 Boys' Football Tournament Y6 Girls' Football Tournament KS2 Multisports Cricket Club Choir Drama Club Netball Club Go Sketch (Art) Club Zumba Maths Club Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	KS2 Multisports Cricket Club Choir Drama Club Netball Club Go Sketch (Art) Club Zumba Maths Club Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	KS2 Multisports Cricket Club Choir Drama Club Netball Club Go Sketch (Art) Club Zumba Music Lessons (Drums Keyboards Guitars Woodwind) Recorder Club	KS2 Multisports 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)		Farm visit (Science)	Local Brislington walk (Geography) Firemen visit (PSHC)	Ashton Court trip (Geography/Science)
Year 2	Local Walk (Geography)	Firefighters Workshop (History) Pantomime in school (English) St Luke's Church Visit (RE)		SS Great Britain School Trip (History)		Wild Place/Noah's Ark Zoo Farm (Science/English)
Year 3	St Fagans Virtual Workshops	Pantomime in school (English) St Fagans (History/DT) *Cancelled due to Covid	RE Workshops Stand Against Racism & Inequality Workshops (PSHC)	Scrooge: Travelling Theatre (English) St Fagans (History/DT) TBC	Hindu Temple visit (RE) TBC	Noah's Ark Zoo Farm (Science)
Year 4	Infant garden (Science)	Pantomime in school (English) Folly Farm (Science) Synagogue Visit (RE)	Stand Against Racism & Inequality Workshops (PSHC)	Scrooge: Travelling Theatre (English) Caerleon (History) George Muller Workshops (RE)		Chem Labs visit (Science) Caerleon (History) TBC Mendip Activity Centre
Year 5		Pantomime – Bristol Old Vic (English)	E Safety Workshops (PSHC/Computing) Arnos Park Maths Day	Scrooge: Travelling Theatre (English) First Aid Courses (PSHC) Sikh visitor (RE)	We the Curious (Science) Mental Health visitor (PSHC) Mendip Activity Centre	Nightingale Valley Pilgrimage (RE)

Year 6	Glastonbury Tor, High Street and Abbey (Geography)	Pantomime – Bristol Old Vic (English) Cinema Trip	Arnos Vale Cemetery (RE) WW2 Day (History) Stand Against Racism & Inequality Workshops (PSHC) Tree Planting at Arnos Vale (Science/PSHC)	Scrooge: Travelling Theatre (English)	Residential Camp Life Skills (PSHC) TBC	Brean Leisure Park: End of Year 6 Celebration Trip