



Nurture Inspire Achieve

# Wider Curriculum Overview 2022-23



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

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Art and Design Techniques	<ul style="list-style-type: none"><li>• Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</li><li>• Painting</li><li>• Sculpture (3D work, clay, dough, boxes, wire, mod roc)</li><li>• Colour (paint, ink, dye, textiles, pencils, crayon, pastels)</li><li>• Pattern (paint, pencil, textiles, clay, printing)</li><li>• Texture (textiles, clay, sand, plaster, stone)</li><li>• Line</li><li>• Shape</li><li>• Space</li></ul>	
National Curriculum Objectives	KS1	KS2
	<p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• to use a range of materials creatively to design and make products</li><li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li></ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• to create sketch books to record their observations and use them to review and revisit ideas</li><li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li><li>• about great artists, architects and designers in history</li></ul>

	Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit 1:	Andy Goldsworthy Sculpture (Natural objects)	Linda Calverley Texture (Fabrics)	Henri Matisse Colour (Paper Collage)	Stone Age Art Drawing (Pastels/Charcoal)	Rachel Ducker Sculpture (Wire)	Andy Warhol Colour (Pencil)	William Grill Drawing/Pattern (Pencil Crayons)
Unit 2:	Henry Rousseau Drawing (Pastels)	Yayoi Kusama Colour (mixed media)	Robert Mamani Mamani Colour/Pattern (Paint)	ZenDoodles Pattern (Watercolours)	Katherine Cooper Drawing (Graphite)	Anthony Browne Drawing (Oil pastels and pencils)	Frieda Kahlo Colour (Acrylic paints)
Unit 3:	Jackson Pollock Colour/Pattern (Paint)	Anish Kapoor Sculpture (Clay)	Yvonne Coomber Printing (Paint)	Antoni Gaudi Colour (Paint)	Emmeline Simpson Colour (Watercolours)	Banksy Pattern (Pencils)	Henry Moore Drawing (Printing)
Trips	Victory Park	Clifton Downs – Autumnal Art.			Infant Site – Sketching Trees.		
<b>Events</b> <ul style="list-style-type: none"> <li>• Paintworks Cluster Exhibition (biennially)</li> <li>• Christmas Card Competition – Dan Norris</li> <li>• Christmas Art Designs</li> <li>• Aardman Animations Trails</li> </ul>							

## 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		
<i>To become skilful in using different tools to control technology.</i>	<i>To begin to understand how a computer processes instructions and commands.</i>	<i>To use and understand the internet.</i>	<i>To create and refine original content using digital tools across a range of media.</i>	<i>To understand ICT allows easy creation, manipulation and change.</i>	<i>To equip children with the skills needed to keep safe online.</i>		
<b><i>E-safety to be a continuous thread throughout Computing topics with a dedicated E-safety lesson each term. There should also be continuous conversations about E-safety outside of Computing lessons.</i></b>							
	<u>RECEPTION (YR)</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>	<u>YEAR 6</u>
Term 1/2	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) ( <a href="#">Art link</a> )  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) ( <a href="#">Maths link</a> )  2)Programming: We Do Lego	1)Data and Information: Data Logging (NCCE planning – 4.4) <a href="#">(Science link)</a> 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)
<b><u>Trips and Events</u></b>							
						We The Curious – Science link	
<b><u>Extracurricular Activates</u></b>							
						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.		
<b>Overview of cooking across year groups</b> <b>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)</b>						
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	Investigating: Existing real-life products and key vocabulary.	Designing: Planning and communicating ideas.	Making: Working with tools and equipment. Developing key skills.	Evaluating: Reflecting on process and product.			
	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.	<b>Mechanisms</b> Slides and levers ( <a href="#">Links to English unit</a> )	<b>Textiles</b> Christmas decorations ( <a href="#">Links to Christmas</a> )	<b>Shell structures</b> Product boxes	<b>Mechanisms</b> Pop up cards	<b>Textiles</b> – book bag ( <a href="#">Links to Christmas</a> )	
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	<b>Textiles</b> The Queens Knickers by Nicholas Allan ( <a href="#">Links to text</a> )	<b>Mechanisms</b> Wheels and axels Fairground wheels			<b>Electricity</b> - The Nowhere Emporium ( <a href="#">Links to English text and Science topic</a> )	<b>Woodwork</b> - making trebuchets (catapults) ( <a href="#">Links to History topic</a> )
Term 5/6	Design and make: Clay minibeasts	<b>Structures</b> Windmills	<b>Structures/ 3D models</b> Aborigine masks	<b>Term 5 - Textiles</b> Weather mobiles ( <a href="#">Links to Geography unit</a> ) <b>Term 6 - Computer Aided Design</b> – Tinkercad (new unit)	<b>Term 5 – Woodwork/structures</b> Roman shields ( <a href="#">Links to History unit</a> ) <b>Term 6 – Textiles</b> Mayans ( <a href="#">Links to History unit</a> )	<b>Wood structures</b> Bug houses ( <a href="#">Links to Science unit</a> )	
Trips and Events							
	Whole School DT Exhibition	Whole School DT Exhibition	Whole School DT Exhibition	Whole School DT Exhibition	Whole School DT Exhibition	Whole School DT Exhibition	Whole School DT Exhibition
Extracurricular Activities							
			Woodwork Club		Sewing club	Junk modelling	



# Holymead Primary School

## EYFS Curriculum Overview

[illegible]

# 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	<p>Knowledge and Understanding of the World</p> <p>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</p>	<p>Weather</p> <ul style="list-style-type: none"> <li>Seasonal and daily weather patterns</li> <li>Location of hot and cold areas of the world</li> <li>North and south poles</li> </ul>	<p>Map Makers</p> <ul style="list-style-type: none"> <li>Physical and human features of places.</li> </ul>		<p>Human Impact, Ecology and Sustainability</p> <ul style="list-style-type: none"> <li>Endangered animals.</li> <li>Recycling and renewable energy.</li> </ul>	<p>Brazil</p> <ul style="list-style-type: none"> <li>Longitude and latitude</li> <li>Rainforest</li> </ul>	<p>Comparing Glastonbury and Normandy</p> <ul style="list-style-type: none"> <li>Viewpoints</li> <li>7 figure grid references</li> <li>Human and physical features.</li> <li>Impact of the festival.</li> </ul>
Term 3/4	<p>Space</p> <p>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</p>	<p>Map Skills</p> <ul style="list-style-type: none"> <li>World maps, globes and atlas'.</li> <li>Simple compass directions and directional language.</li> <li></li> </ul>	<p>Locations</p> <ul style="list-style-type: none"> <li>Countries</li> <li>Capitals</li> <li>Oceans</li> <li>Continents</li> </ul>	<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>Our food and where it comes from</p>	<p>Erosion</p> <ul style="list-style-type: none"> <li>Physical features of the coast</li> <li></li> </ul>	<p>Rivers</p> <ul style="list-style-type: none"> <li>Erosion</li> <li>Rivers of the world</li> <li>Features of a river.</li> </ul>	

Term 5/6	Minibeast habitats Woodland habitats Maps of the woods	Our Local Area <ul style="list-style-type: none"><li>Four countries of Uk</li><li>Capital cities.</li></ul>	Contrasting UK with non – European country (Australia)	Weather <ul style="list-style-type: none"><li>Conditions and patterns within the UK.</li><li>Weather types</li><li>The water cycle</li></ul>	Local Area Study (Brislington) <ul style="list-style-type: none"><li>Changes over time – maps and photos.</li><li>Physical and human features.</li></ul>	Comparison of contrasting UK and South American country	Natural Hazards <ul style="list-style-type: none"><li>Volcanoes</li><li>Earth quakes</li><li>Tsunamis</li><li>Tornadoes</li></ul>
Trips and Events							
	Local park Library Farm 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

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

# Holymead Primary School

## Music Curriculum Overview

Elements							
Musical elements		Listening	Singing		Creating: Improvising and Composing		Performing
Songs and topic							
	Reception (YR)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	<u>Sing up</u>	<u>Introducing Beat-</u>	<u>Exploring simple patterns-</u>	<u>History of Music</u>	<u>Interesting Time Signatures</u>	<u>Music tech</u>	<u>Dot Notation, Beat, Rhythm, Pulse, Performance</u>
	Lesson 1, 2, 3  Timbre/pitch/beat	How Can We Make Friends When We Sing Together?  Glockenspiel	How Does Music Help Us to Make Friends?	Aural listening, recognising instruments and comparing patterns Recorders	How Does Music Bring Us Closer Together?	How Does Music Bring Us Together?	Sing up- Year 5  Sea Shanties
Term 2	<u>Nativity performance</u>	<u>Year 1 Nativity</u>	<u>Year 2 Nativity</u>	<u>Graphic notation</u>	<u>Year 4 Christmas Production</u>	<u>Emotions and Musical Styles</u>	<u>Understanding Structure and Form</u>
	Singing/performing	How Does Music Tell Us Stories About the Past?  Singing/performing	Singing/performing	Recorders	Singing/performing	How Does Music Connect Us to Our Past?  Glockenspiel	How Does Music Connect Us to Our Past?
Term 3	<u>Shake my Sillies Out</u>	<u>Tempo and Dynamics</u>	<u>Exploring feelings</u>	<u>Composing using Imagination</u>	<u>Developing Pulse and Groove</u>	<u>Exploring Key and Time Signatures</u>	<u>Singing</u>
	Timbre/pitch/tempo/beat	How Does Music Make the World a Better Place? Glockenspiel	How Does Music Make the World a Better Place?	Recorders	Recorders	How Does Music Improve Our World?	How Does Music Improve Our World?

<b>Term 4</b>	<b><u>Slap, clap, clap</u></b> Move in time/beat Playing instruments	<b><u>Combining Tempo, Pitch and Rhythm</u></b> How Does Music Help Us Understand our Neighbours?	<b><u>Music and Technology</u></b> How Does Music compare when played on technology to on an instrument ?	<b><u>Performing and discovering musical styles</u></b>  Recorders	<b><u>Creating Simple Melodies</u></b>  Recorders	<b><u>Introducing Chords</u></b> How Does Music Teach Us About Our Community?  Recorders	<b><u>Singing</u></b> How Does Music Teach Us About Our Community?
<b>Term 5</b>	<b><u>It's Oh So Quiet</u></b> Dynamics/Timbre/Musical storytelling	<b><u>Having Fun/Improvising</u></b> What Songs Can We Sing to Help Us Through the Day?  Glockenspiel	<b><u>Music and Dance</u></b> How Does Music Make Us Happy?	<b><u>Learn about Musical Styles</u></b>  Recorders	<b><u>Connecting Notes and Feelings</u></b>  Recorders	<b><u>Words, Meaning and Expression</u></b> How Does Music Shape Our Way of Life?  Glockenspiel/Recorder	<b><u>Words, Meaning and Expression</u></b> How Does Music Shape Our Way of Life?  Glockenspiel/Recorder
<b>Term 6</b>	<b><u>Five Fine Bumblebees</u></b> Timbre/tempo/structure/listening Playing instruments	<b><u>Explore sound</u></b> How Does Music Teach Us About Looking After Our Planet?	<b><u>Exploring Improvisation</u></b> How Does Music Teach Us About Looking After Our Planet?  Recorder	<b><u>Performing and singing</u></b>  Recorders	<b><u>Purpose, Identity and Expression in Music</u></b>  Recorders	<b><u>Identifying important Musical Elements</u></b> How Does Music Connect Us with Our Environment?  Glockenspiel/Recorder	<b><u>Year 6 Summer Production</u></b>
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

Term	1		2		3		4		5		6	
Cog focus	Personal		Social		Cognitive		Creative		Physical		Health and Fitness	
EYFS	Real PE Unit 1		Real PE Unit 2		Real Gym 1		Real Dance		Real PE unit 5		Real PE unit 6	
FUNS Focus	10 1		6 2		Shape – 1,2,3,4 Travel – 5,6,10		Flight – 6,10 Rotation – 1,2,3, 5		8 12		11 3	
s	Also using BBC radio dance units to accompany learning											
Year 1	Real PE Unit 1	Time to extend 1 <sup>st</sup> hour if needed	Real PE Unit 2	Real PE Unit 2 – also try activities	Real PE Unit 3	Real Gym Unit 1	Real PE Unit 4	Real Gym Unit 2	Real PE Unit 5	Real Dance	Real PE Unit 6	Real PE Unit 6 – also try activities
FUNS Focus	10 1	10 1	6 2	6 2	5 4	Shape – 1,2,3,4 Travel – 5,6,10	9 7	Flight – 6,10 Rotation – 1,2,3, 5	8 12		11 3	11 3
Notes												
Year 2	Real PE Unit 1	Real PE Unit 1 – Also try activities	Real PE Unit 2	Real PE Unit 2 – also try activities	Real PE Unit 3	Real Gym Unit 1	Real PE Unit 4	Real Gym Unit 2	Real PE Unit 5	Real Dance – Unit 1	Real PE Unit 6	Real PE Unit 6 – also try activities
FUNS Focus	10 1	10 1	6 2	6 2	5 4	Balance - 1,2,3,7 Travel – 5,6,10	9 7	Flight – 6,10 Rotation – 1,2,3, 5	8 12		11 3	11 3
Notes	Tiger and Toucan – Complete 1 unit over 3 weeks, then second unit in next 3 weeks Tamarin – PPA 1 unit, Teacher 1 unit											
Term	1		2		3		4		5		6	

Cog focus	Personal		Social		Cognitive		Creative		Physical		Health and Fitness	
Year 3	Real Gym Unit 1	Hockey	Real PE Unit 1	Country dancing	Gym	Swimming	Ball skills	Swimming	Real PE Unit 3	Athletics	Real PE Unit 5	Striking and fielding - skills
FUNS Focus	Travel – 5,6,10 Flight – 6,10	10 12	10 1		Balance - 1,2,3,7 Rotation – 1,2,3, 5		6 2		5 9	6 8 10	12 3	11 4
Notes	Teacher 1 Unit/PPA 1 unit											
Year 4	Invasion games - implement	Swimming	Country Dancing	Swimming	Gym	Real PE Unit 2	Ball Skills (Tennis)	Real Gym Unit 2	Real PE Unit 4	Athletics	Real PE Unit 5	Striking and fielding - Cricket
FUNS Focus	10 1				Balance - 1,2,3,7 Rotation – 1,2,3, 5	6 2	5 9	Flight – 6,10 Travel – 5,6,10	8 7	6 8 10	12 3	11 4
Notes	Teacher 1 Unit/PPA 1 unit											



# 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
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	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
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	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 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	

<b>Year 4</b>	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	
<b>Year 5</b>	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	Understanding what makes a good friend and strategies for conflict resolution. Reflecting on my relationship with technology and online.	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 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

# 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	<b>Who are we?</b> <ul style="list-style-type: none"> <li>Christianity</li> <li>Islam</li> </ul>	<b>Why are some places special?</b> <ul style="list-style-type: none"> <li>Hinduism</li> <li>Christianity</li> </ul>	<b>Where do we belong?</b> <ul style="list-style-type: none"> <li>Judaism</li> </ul>	<b>What is important to me?</b> <ul style="list-style-type: none"> <li>Christianity</li> <li>Judaism</li> </ul>	<b>What does it mean to belong to a religion?</b> <ul style="list-style-type: none"> <li>Judaism</li> </ul>	<b>Why do religious books and teachings matter?</b> <ul style="list-style-type: none"> <li>Christianity</li> <li>Sikhism</li> </ul>	<b>What does it mean to belong to a religion?</b> <ul style="list-style-type: none"> <li>Christianity</li> </ul>
Terms 3/4	<b>Why is Jesus important?</b> <ul style="list-style-type: none"> <li>Christianity</li> </ul>	<b>Why is our world special?</b> <ul style="list-style-type: none"> <li>Christianity</li> <li>Hinduism</li> </ul>	<b>Why are some stories special?</b> <ul style="list-style-type: none"> <li>Christianity</li> <li>Islam</li> <li>Judaism</li> </ul>	<b>What can we learn from the life and teaching of Jesus?</b> <ul style="list-style-type: none"> <li>Christianity</li> </ul>	<b>How should we live and who can inspire us?</b> <ul style="list-style-type: none"> <li>Christianity – John Wesley &amp; George Muller</li> </ul>	<b>How do we make moral choices?</b> <ul style="list-style-type: none"> <li>Christianity</li> <li>Hinduism</li> <li>Humanism</li> </ul>	<b>What does it mean to belong to a religion?</b> <ul style="list-style-type: none"> <li>Islam</li> </ul>
Terms 5/6	<b>Why are some times special?</b> <ul style="list-style-type: none"> <li>Christianity</li> <li>Judaism</li> </ul>	<b>How do we celebrate our journey through life?</b> <ul style="list-style-type: none"> <li>Christianity</li> <li>Hinduism</li> <li>Islam</li> <li>Judaism</li> </ul>	<b>How should we live our lives?</b> <ul style="list-style-type: none"> <li>Judaism</li> </ul>	<b>How do people express their beliefs, identity and experience?</b> <ul style="list-style-type: none"> <li>Christianity</li> <li>Hinduism</li> </ul>	<b>What does it mean to belong to a religion?</b> <ul style="list-style-type: none"> <li>Hinduism</li> </ul>	<b>Why are some journeys and places special?</b> <ul style="list-style-type: none"> <li>Christianity</li> <li>Islam</li> </ul>	<b>What do people believe about life?</b> <ul style="list-style-type: none"> <li>Christianity</li> <li>Islam</li> </ul>
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	
Type of Enquiry		Observing	Identifying and Classifying	Testing	Researching using secondary sources	Observing over time	Identifying, classifying and grouping	Pattern Seeking	Comparative and fair testing	Researching using secondary sources	
Working Scientifically Skills	Plan	Choose the resources they need for their chosen activities and say when they do or don't need help		Ask simple questions and recognising that they can be answered in different ways.		Ask relevant questions and using different types of scientific enquiries to answer them  Set up simple practical enquiries, comparative and fair tests		Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary			
	Do	Know about similarities and differences in relation to places, objects, materials and living things  Make observations of animals and plants  Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Select and use technology for particular purposes		Observe closely, using simple equipment  Perform simple tests  Identify and classify		Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers		Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate			

	<b>Record</b>	Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories	Gather and record data to help in answering questions.		Gather, record, classify and present data in a variety of ways to help in answering questions  Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables		Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	
	<b>Review</b>	Talk about the features of their own immediate environment and how environments might vary from one another Explain why some things occur and talk about changes	Use their observations and ideas to suggest answers to questions		Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  Identify differences, similarities or changes related to simple scientific ideas and processes  Use straightforward scientific evidence to answer questions or to support their findings		Use test results to make predictions to set up further comparative and fair tests  Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  Identify scientific evidence that has been used to support or refute ideas	
<b>Term 1</b>		<b><i>Our Body</i></b> (inc. healthy eating)	<b><i>Materials</i></b> (name, group & describe)  Ole Kirk Christiansen (founded Lego)  Charles Macintosh (invented waterproof)	<b><i>Living Things</i></b> (living or dead & food chains)  Dawood Qureshi (Marine Biologist who studies wildlife in the ocean)	<b><i>Rocks</i></b> (physical properties & fossils)  Florence Bascom (Rocks acidity)  William Smith (Geological Maps)  Inge Lehmann (Discovery of Earth's Mantle)	<b><i>Living Things and their Habitats</i></b> (grouping, classification & environmental factors)  Rachel Carson (Environmental pollution of the ocean)  Jacques Cousteau (Marine Explorer)  Sylvia Earle (Ocean discovery)	<b><i>Forces</i></b> (gravity, mechanisms, naming forces)  Albert Einstein (Magnetism and gravitational pull)  Isaac Newton (Gravity)  Galileo	<b><i>Animals including Humans</i></b> (circulatory system, impact of lifestyle)  Louis Pastuer (vaccination and pasteurisation)  Marie Maynard Daly (understanding of diets)  Rosalind Franklin (DNA discovery)

					Libby Hymans (Invertebrate and Vertebrate)		
Term 2	<b>Materials</b> (reflective & waterproof)	<b>Seasons (Autumn and Winter)</b> (describe) Chester Greenwood (invented ear defenders)  Jim Cantore (Meteorologist and storm tracker)	<b>Animals (Including Humans)</b> (how humans survive & live)  Maria Sibylla Merian (life cycle of butterfly) Edward Jenner (medicine and vaccine) Florence Nightingale (Cleanliness of hospitals)	<b>Animals (Including Humans)</b> (skeletons, muscle & nutrition)  Ibn Sina (Medicine)  Wilhelm Rontgen (inventor of x-ray)	<b>Electricity (Term 2-3)</b> (circuits, conductors & insulators)  Joseph Swan, Hertha Ayrton and Thomas Edison (Lightbulb) Lewis Latimer (Lightbulb) Science Day - Doorbells	<b>Properties and Changes of Materials</b> (comparing materials, reversible & irreversible changes)  Stephanie Kwolek (Kevlar inventor) Becky Schroeder Jamie Garcia (Plastic)	<b>Evolution and Inheritance</b> (adaptation, inheriting characteristics)  Mary Anning (Discovery of fossils)  Charles Darwin and Alfred Russel Wallace (Evolution) Science Day - fossils
Term 3	<b>Space</b> (light, shadows and dark) & <b>Ice</b> (solid, liquids, gases & melting)  Space dome	<b>Animals (Including Humans)</b> (types of animals & human body parts and senses)  Joan Beauchamp Practor (reptiles)  Chris Packham (animal conservationist, wildlife photographer)		<b>Plants</b> (function of parts of plants and life cycle)  Stephen Hales (Transpiration)  Anna Atkins (Prints of plants – importance of scientific sketches)  Science Day		<b>Electricity</b> (symbols, changing circuits)  William Kamkwamba (invented windturbine) Andre-Marie Ampere (invented amps) Science Day  Science	<b>Light</b> (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	<b>Animals</b> (characteristics & habitats)  Farm trip	<b>Seasons (Spring)</b>  George James Symons (measures rainfall)  Liam Dutton (weatherperson/ meteorologist)   Science Day	<b>Materials</b> (suitability of materials)  John Dunlop (Rubber and Tyres)  Robert Gair (Cardboard carton)  Charles Macintosh (invented waterproof)		<b>Sound</b> (vibrations, pitch & volume)  Carl Gauss, Wilhelm Weber, Galileo and Alexander Bell Walter Lincoln Hawkins (invented plastic on phone lines)   Science Day – Sound new 2022/23		<b>Living Things and            their Habitats</b> (classification)  Carl Linnaeus (Linnaeus classification)
Term 5	<b>Chicks</b> (lifecycles inc. butterfly, chickens, frog as well as linking to other things that grow eg plants hatch chicks from eggs <b>Plants</b> growing beans	<b>Plants</b> (types of plants & basic structure)  Beatrix Potter (observational Drawings)	<b>Plants</b> (what they need & how they grow)  Jane Colden (Plant observations)  Agnes Arber   Science Day	<b>Light</b> (vision, reflections & shadows)  Ibn al-Haytham (Linking light to 'seeing')	<b>Animals (Including            Humans)</b> (digestive system, teeth & food chains)  Pierre Fauchard (Father of modern dentistry)  Lilian Lindsay (first female to study dentistry in UK) In-depth	<b>Earth and Space</b> (day/night, relationship of sun, moon & earth)  Tiera Guinn Fletcher  Mae Jemison (first female African in space)  Aristarchus (discovers earth orbits sun)  Galileo Galilei (observational astronomy father)	

Term 6	Minibeasts	<p><b>Seasons (Summer)</b></p> <p>comparing seasons</p> <p>Science Day</p>	<p><b>Habitats</b></p> <p>(suitability of habitats)</p> <p>Ernest Shackleton (Antarctica exploration)</p> <p>Science Day</p>	<p><b>Forces and Magnets</b> (repel &amp; attract, movement)</p> <p>William Gilbert</p> <p>(Doctor who developed the theory of magnetism)</p> <p>Leonardo Da Vinci</p> <p>- search document for information</p> <p>(First person to plan and carry out tests on friction)</p> <p>Science Day</p>	<p><b>States of Matter</b> (solids, liquids &amp; gases and changes)</p> <p>Svante Arrhenius</p> <p>(identified CO2 was a greenhouse gas)</p> <p>Daniel Gabriel Fahrenheit (Temperature)</p> <p>Antoine Lavoisier (Naming chemical compounds)</p>	<p><b>Living things and their Habitats</b> (life cycles &amp; reproduction in animals &amp; plants)</p> <p>David Attenborough (Naturalist)</p> <p>Jane Goddall (Animal behaviourist) Both longer studies) Linked to Dr. Paula Kahhumbu</p> <p>Mary Agnes Chase (Study of grasses in habitats)</p> <p>Science Day – We the Curious</p>	<p><b>Animals (Including Humans)</b> (changes in humans)</p> <p>Jean Purdy, Patrick Steptoe and Robert Edwards (IVF, test tube babies)</p> <p>Elizabeth Blackwell (First women to graduate from medical school – Bristolian)</p>
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## Spanish Curriculum Overview (21-22)

Elements	<b>Speaking</b> 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.			
	<b>Listening</b> 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.			
	<b>Writing</b> 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	<b>Phonetics L1</b> <ul style="list-style-type: none"> <li>In this lesson we look at the phonemes: CH, J, Ñ, LL, RR</li> </ul> <b>I'm learning Spanish</b> <ul style="list-style-type: none"> <li>Introduction to Spain &amp; Spanish speaking countries</li> <li>Asking &amp; saying how you feel</li> <li>Asking &amp; saying your name</li> <li>Numbers 1 to 10 &amp; colours introduction</li> <li>Consolidation of colours plus fun worksheet activities</li> <li>End of unit assessments</li> </ul>	<b>Phonetics L2</b> <ul style="list-style-type: none"> <li>In this lesson we look at the phonemes: CA, CE, CI, CO, CU.</li> </ul> <b>Greetings</b> <ul style="list-style-type: none"> <li>How to say 'hello' in Spanish</li> <li>How to say 'my name is...' in Spanish</li> <li>How to say 'how are you?' in Spanish</li> <li>How to say how you are feeling in Spanish</li> <li>How to say 'goodbye' in Spanish</li> <li>How to say 'goodbye' in Spanish</li> </ul>	<b>Phonetics L3</b> <ul style="list-style-type: none"> <li>In this lesson we look at the phonemes: GA, GE, GI, GO, GU.</li> </ul> <b>Presenting myself</b> <ul style="list-style-type: none"> <li>Revising Spain &amp; Spanish speaking countries, numbers 1-10 and 'how are you?'</li> <li>Saying your name &amp; asking someone their name. Numbers 11 to 20</li> <li>Numbers 10 to 20 listening exercise and 'how old are you?'</li> <li>'Where do you live?' and further number work</li> <li>Nationality, soy..., individual presentations, Class Spanish ID cards activity</li> <li>End of unit assessments</li> </ul>	<b>What is the date?</b> <ul style="list-style-type: none"> <li>Introduce twelve months of the year</li> <li>Consolidation of twelve months of the year including some simple listening and reading activities and a matching pairs game</li> <li>How to say the date in Spanish plus a matching pairs game</li> <li>How to say your birthday in Spanish including class birthday survey</li> <li>Create a Spanish calendar</li> <li>End of unit assessments</li> </ul> <b>The weather</b> <ul style="list-style-type: none"> <li>Introduction of vocabulary for weather</li> <li>Consolidation of weather vocabulary &amp; matching pairs game</li> <li>Weather reading &amp; listening activities incorporating days of the week</li> <li>Weather map work</li> <li>Create your own Spanish weather forecast</li> <li>End of unit assessments</li> </ul>
Term 2	<b>Animals</b> <ul style="list-style-type: none"> <li>Introduce first 5 animals (noun and article)</li> <li>Introduce next 5 animals</li> <li>Consolidation of all 10 animal nouns with related article</li> <li>Focus on the spelling animal nouns and use of the correct article</li> <li>Introduction of 'soy...'</li> <li>End of unit assessments</li> </ul>	<b>Vegetables</b> <ul style="list-style-type: none"> <li>First five vegetables introduced</li> <li>Next five vegetables</li> <li>Adding a weight to our vegetable phrases</li> <li>Adding another weight to our vegetable phrases plus extra phrases to make up longer related sentences</li> <li>Revisiting and using all of the language (plus a little bit more) in an expansive role-play activity</li> <li>End of unit assessments</li> </ul>	<b>In the classroom</b> <ul style="list-style-type: none"> <li>Introduce vocabulary for first 6 classroom objects &amp; article. Matching pair game.</li> <li>Introduce vocabulary for next 5 classroom objects &amp; article Class games</li> <li>Classroom commands</li> <li>Use of tengo (I have) and no tengo (I do not have)</li> <li>What the children do and do not have in their pencil case in class survey form</li> <li>End of unit assessments</li> </ul>	<b>Clothes</b> <ul style="list-style-type: none"> <li>Introduction of the first 10 items of clothing &amp; the article</li> <li>Introduction of remaining 9 items of clothing &amp; the article</li> <li>Consolidation of clothes vocabulary &amp; introduction of verb 'llevar' using the form 'llevo' (I wear).</li> <li>Detailed examination of the verb 'llevar' (to wear).</li> <li>Listening activity based on 'llevar' (to wear).</li> <li>End of unit assessments</li> </ul>

<b>Term 3</b>	<b>Musical Instruments</b> <ul style="list-style-type: none"> <li>Introduce nouns and article for first 5 instruments</li> <li>Introduce noun and article for next 5 instruments</li> <li>Introduce nouns and article for first 5 instruments</li> <li>Introduction of 'toco...' (I play...)</li> <li>Consolidation of 'toco...' (I play...)</li> </ul> End of unit assessments	<b>The seasons</b> <ul style="list-style-type: none"> <li>The Four Seasons</li> <li>Winter</li> <li>Spring</li> <li>Summer</li> <li>Autumn + My Favourite Season Is...</li> <li>End of unit assessments</li> </ul> <b>Spanish Culture L2 (Las Fallas)</b> <ul style="list-style-type: none"> <li>Las Fallas which takes place in March each year.</li> </ul>	<b>Family</b> <ul style="list-style-type: none"> <li>Introduce nouns for family members with their article &amp; matching pair snap card game</li> <li>What are family members called?</li> <li>Do you have a brother or sister?' and listening activity</li> <li>Numbers 10 to 100 presented in units of 10</li> <li>Concept of possessives (my brother, my sister, my parents etc.) in relation to family members</li> <li>Describing a family and end of unit assessments</li> </ul>	<b>My home</b> <ul style="list-style-type: none"> <li>Types of home and different locations</li> <li>Introduction to the first five rooms of the home plus "en mi casa hay..." (in my home there is/are...)</li> <li>Introduction to the next five rooms of the home plus consolidation of "en mi casa hay..." (in my home there is/are...)</li> <li>Introduction of the phrase "en mi casa no hay..." (in my home there is not.../there are no...")</li> <li>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.).</li> <li>End of unit assessments</li> </ul>
<b>Term 4</b>	<b>I can...</b> <ul style="list-style-type: none"> <li>Introduce first 5 activities / verbs</li> <li>Introduce next 5 activities / verbs</li> <li>Introduction of 'puedo'</li> <li>Reading &amp; listening exercises around 'puedo'</li> <li>Consolidation of 'puedo'</li> <li>End of unit assessments</li> </ul>	<b>Little Red Riding Hood</b> <ul style="list-style-type: none"> <li>Introduction to the story using picture cards</li> <li>Introduction to the story using word cards</li> <li>Introduction to parts of the body</li> <li>Consolidation of parts of the body and make a flexible rabbit</li> <li>Storyboard and 'odd one out'</li> <li>End of unit assessments</li> </ul>	<b>At the café</b> <ul style="list-style-type: none"> <li>Introduce vocabulary for a range of drinks with article</li> <li>Introduce vocabulary for a range of foods with article</li> <li>Children will learn typical snacks &amp; 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</li> <li>Ordering something to eat and drink in a Spanish café</li> <li>'What do you eat for breakfast?' class survey</li> <li>End of unit assessments</li> </ul>	<b>Habitats</b> <ul style="list-style-type: none"> <li>Five basic elements that plants and animals need to thrive and survive in a habitat.</li> <li>Five different habitats and examples of each in the world.</li> <li>Which plants grow in each habitat.</li> <li>Which animals live in each habitat.</li> <li>Consolidation of all habitats, plants and animals. Presentation preparation.</li> <li>AFL worksheet and end of unit assessments.</li> </ul>
<b>Term 5</b>	<b>Cross-Curricular Unit Ancient Britain</b> <ul style="list-style-type: none"> <li>The three ages of Ancient Britain concentrated on in this unit (Stone Age, Bronze Age and Iron Age) into a historical context.</li> <li>"I am a man..." and "I am a woman..." from each of the ages of Ancient Britain.</li> <li>"I have..." plus a typical tool from each of the ages of Ancient Britain.</li> </ul>	<b>Ice Creams</b> <ul style="list-style-type: none"> <li>Five different ice cream flavours</li> <li>Five different ice cream flavours</li> <li>Introduction of 'quisiera' (I would like) and the connective 'y' (and) plus consolidation of all ten ice cream flavours.</li> <li>Develop further linguistic progression by learning how to ask for a small tub/pot or a cone of ice cream in Spanish.</li> <li>Attempt to engage in a role-play in Spanish using the language learnt in this unit and</li> </ul>	<b>Cross-Curricular Unit Los Planetas (Planets)</b> <ul style="list-style-type: none"> <li>Introduction of the planets</li> <li>Complex sentence structure for each planet</li> <li>Reading &amp; listening activities based on the planets</li> <li>Explanation of adjectival agreement</li> <li>Consolidation of adjectival agreement using a variety of adjectives</li> </ul>	<b>Phonetics L1</b> <ul style="list-style-type: none"> <li>In this lesson we look at the phonemes: CH, J, Ñ, LL, RR</li> </ul> <b>Phonetics L2</b> <ul style="list-style-type: none"> <li>In this lesson we look at the phonemes: CA, CE, CI, CO, CU.</li> </ul> <b>Phonetics L3</b> <ul style="list-style-type: none"> <li>In this lesson we look at the phonemes: GA, GE, GI, GO, GU.</li> </ul> <b>Phonetics L4</b>

	<ul style="list-style-type: none"> <li>"I live..." plus a typical dwelling from each of the ages of Ancient Britain.</li> <li>Consolidation of all language learnt. Presentation preparation.</li> <li>End of unit assessments</li> </ul>	<p>incorporating other language introduced in this lesson (such as conversational language and the amount of ice cream scoops they would like.)</p> <ul style="list-style-type: none"> <li>End of unit assessments.</li> </ul>	<ul style="list-style-type: none"> <li>End of unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>In this lesson we look at the phonemes: B, V, CC, QU, Z.</li> </ul> <p><b>Spanish Culture L4 (El día de los muertos)</b></p> <ul style="list-style-type: none"> <li>El Día de los Muertos which takes place on 1-2 November each year.</li> </ul>
<b>Term 6</b>	<p><b>Spanish Culture L1 (La Tomatina)</b></p> <ul style="list-style-type: none"> <li>'La Tomatina' festival which takes place in August each year.</li> </ul> <p><b>Fruits</b></p> <ul style="list-style-type: none"> <li>First five fruits introduced in the singular form</li> <li>Next five fruits introduced in the singular form</li> <li>Changing our Spanish fruit nouns from the singular form to the plural form</li> <li>Introduction of a positive opinion using "Me gustan..." (I like...)</li> <li>Introduction of a negative opinion using "No me gustan..." (I do not like...)</li> <li>End of unit assessments</li> </ul>	<p><b>Cross-Curricular Unit</b> <b>Los Romanos</b> <b>(The Romans)</b></p> <ul style="list-style-type: none"> <li>Briefly introduce Roman history and story of Romulus &amp; Remus.</li> <li>Key people in Roman history.</li> <li>Roman Gods and Goddesses and their links to days of the week.</li> <li>Famous Roman inventions.</li> <li>Being a child in Roman times (rich and poor comparisons).</li> <li>AFL worksheet and end of unit assessments.</li> </ul>	<p><b>Spanish Culture L3 (San Fermin)</b></p> <ul style="list-style-type: none"> <li>La fiesta de San Fermín which takes place in July each year.</li> </ul> <p><b>Do you have a pet?</b></p> <ul style="list-style-type: none"> <li>Introduces the children to the nouns and article for eight common pets</li> <li>Revises the article and nouns for eight common pets and introduces the phrase "Tengo" (I have...) plus the connective "y" (and).</li> <li>Revises the article and nouns for eight common pets, the phrase "Tengo", the connective "y" and the phrase "que se llama"</li> <li>revises the article and nouns for eight common pets, the phrase "Tengo", the connective "y", "que se llama" and the NEGATIVE "No tengo..."</li> <li>Revises the article and nouns for eight common pets, the phrase "Tengo", the connective "pero", "que se llama" and the NEGATIVE "No tengo..."</li> </ul>	<p><b>Cross-Curricular Unit</b> <b>La Segunda Guerra Mundial (WWII)</b></p> <ul style="list-style-type: none"> <li>Decoding longer passage of text using key information from World War II</li> <li>Some of the countries and languages involved in World War II</li> <li>The story of Ralph (an evacuee) and his experiences in London and then the countryside</li> <li>What Vera saw in London and then as an evacuee in the countryside</li> <li>Introduction of comparatives in Spanish using the story of Daisy (an evacuee). Creative writing exercise using Spanish letter scaffold</li> <li>End of unit assessments</li> </ul>

# 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 Dodgeball 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 Dodgeball 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 Dodgeball 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
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# 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
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