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The HMS curriculum is sequenced to build on learning prior learning. Staff develop a coherent understanding of curricula across the Partnership as part of our ongoing working groups. At HMS, teachers plan in the long, medium and short-term to ensure consistency in the learning experience for all children. The long-term mapping details the sequence of learning in each subject, the key themes, how reading and literacy are developed, how our personal development curriculum is embedded and the key assessment strategies to ensure that staff and pupils know the security of learning. The curriculum is planned with ambition for all learners at its core and those with additional needs are empowered to succeed. Pupils learn about the influence of significant people both in history and in the modern world so that they develop an appreciation of the world in which they are living. Detailed medium-term planning is produced for effective implementation and consistency giving teachers the understanding of why learning happens when it does, what pupils should already know, how they will build on this learning and the required end-points (in terms of knowledge, skill and understanding).

Subject	Autumn	Spring	Summer
Personal Development **(2 hours)**	**Assembly Themes including:** • Democracy in action; Will there ever be world peace?; Sustainability in our school; Dealing with our emotions; Firework safety; Building bridges not wall… Armistice Day; Anti-bullying – being generous and showing courage; Advent **Character Education:** • Courage • Generosity **Skills Builder:** • Speaking • Listening	**Assembly Themes including:** • Aiming High/Aspirations; Lunar New Year; Holocaust Memorial Day; Diversity and Inclusion; Safer Internet Day; Love in Literature; Lent; National Careers Week; Red Nose Day; Earth Hour; Easter Story **Character Education:** • Justice • Humility **Skills Builder:** • Aiming high • Staying Positive	**Assembly themes including:** • William Shakespeare; Interrogating integrity; Islam's holiest day; Florence Nightingale; Mary Seacole; Protected Characteristics: The Equality Act; Biodiversity; Caring for others; Magna Carta; Alan Turing's Example; Was Henry VIII a good leader?; Skills Builder **Character Education:** • Integrity • Honesty **Skills Builder:** • Creativity • Leadership
PSHE/RSE **(2 hours)**	**Living in the wider world:** • Shared responsibility • Community • Media literacy and digital resilience	**Relationships:** • Families • Close positive relationships • Safe relationships	**Health and Wellbeing:** • Mental health • Healthy lifestyles • Keeping safe • Ourselves growing and changing

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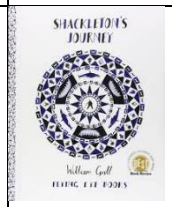
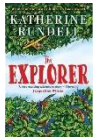
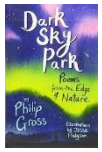
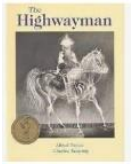
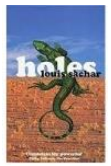
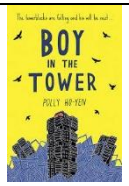
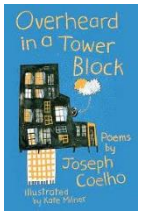
	Relationships: • Friendships • Managing hurtful behaviour and bullying	**Living in the wider world:** • Community • Dreams and goals	
Reading – key texts **(Whole class reading sessions)**	   During whole class reading, children read a wide range of fiction, non-fiction and poetry. As well as whole texts, children also engage with extracts and linked texts to broaden their vocabulary, comprehension and contextual understanding.	  During whole class reading, children read a wide range of fiction, non-fiction and poetry. As well as whole texts, children also engage with extracts and linked texts to broaden their vocabulary, comprehension and contextual understanding.	  During whole class reading, children read a wide range of fiction, non-fiction and poetry. As well as whole texts, children also engage with extracts and linked texts to broaden their vocabulary, comprehension and contextual understanding.
Art **(2 hours)**	**The Formal Elements of Art: Bottle Drawing** • Line • Tone • Shape • Pattern • Space • Colour • How artists use the elements to create artwork.	**Colour Theory: Still Life** • Colour theory: Primary, Secondary, Tertiary, Complementary, Monochromatic and Analogous • Learning to draw using the 'look and see' method. • Creating their own artwork in the style of a known artist.	**Pattern: Under the Sea** • Inspired by artist Vincent Scarpace to create sea creature artwork. • To add patterns into the sea creatures using black pen and fine liner.
Computing **(2 hours)**	**Digital Citizenship and Online Safety** • Important themes revisited each term **Computer Systems and Networks** • School systems • School networks • Passwords • Online safety • Search Engines • Web Crawlers	**Digital Citizenship and Online Safety** • Important themes revisited each term **Programming 1 - Scratch** • Repetition • Loops • Music **Programming 2 - MicroBits** • Decomposition • Iterative Design	**Digital Citizenship and Online Safety** • Important themes revisited each term **Data** • Binary number system • Simple binary maths • Letters in Binary • Messaging Systems

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	Creating media • Storyboards • Stop Motion Animation	• Repetition • Loops • Animation	
English **(12 hours)**	**Reading** • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Discuss and evaluate how authors use languages, including figurative languages, considering the impact on the reader • Retrieve present and present information from non-fiction • Provide reasoned justifications for their views. • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet **Writing** • Persuasive advert • Informal letter in role **Grammar, punctuation and spelling** • Understand and identify the purpose of different sentences	**Reading** • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predicting what might happen from details stated and implied. • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction. • Provide reasoned justifications for their views. • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet **Writing** • Non chronological report • Recount • Narrative **Grammar, punctuation and spelling**	**Reading** • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. • Identifying how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Compare between texts. **Writing** • Newspaper article • Narrative – retelling of events • Descriptive writing – settings **Grammar, punctuation and spelling** • To use coordinating and subordinating conjunctions.

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	• Simple and progressive tenses • Write direct speech and manipulate reporting clauses • Identify, use and manipulate relative clauses in sentences • Quote directly using correct punctuation • Understand the differences between formal and informal language. Use standard English. • Use a thesaurus. • Using expanded noun phrases to convey complicated information concisely • Spelling rules including: silent b, suffix ible, ough, homophones, suffix able, words with double letters, silent letter t, y as a vowel sound. **Handwriting** • Choosing which shape of a letter to use when given choices. • Choosing when and when not to join specific letters. • Continual practice to write legibly, fluently and with increasing speed in joined handwriting. **Spoken Language:** • Opportunities to study poetry – 'The Abyss' – and to learn poetry by heart. • Opportunities to perform poetry. • Regular opportunities for repeated oral reading. • Library visits to discuss fiction, non-fiction and poetry with peers and adults.	• Apply a variety of clause structures to interest and engage. • Identify Standard English. • Identify features of formal vs. informal language. • Identify and create sentences in the subjunctive mood. • Recognise and use cohesive devices to link paragraphs. • Statements, questions, commands, exclamations revision. • Use accurately use verb tenses: past, present and future (simple and progressive) • Using modal verbs or adverbs to indicate degrees of possibility • Choose appropriate personal pronouns. • Converting nouns or adjectives into verbs. • Spelling rules including: ibly/ably, homophones suffixes ent and ence, ee spelt ei, statutory spelling lists, double letters **Handwriting** • Choosing which shape of a letter to use when given choices. • Choosing when and when not to join specific letters. • Continual practice to write legibly, fluently and with increasing speed in joined handwriting. **Spoken Language:** • Opportunities to study poetry and to learn poetry by heart. • Opportunities to perform poetry. • Regular opportunities for repeated oral reading.	• Identify and manipulate clauses for effect. • Understand and use adverbial phrases and fronted adverbials. • Understand and identify past simple and past progressive tense. • Identify types of pronouns. • Understand the components of direct speech. • To use cohesive devises • To use brackets, dashes and commas for parenthesis. • Using commas to avoid ambiguity. • Spelling rules including: suffixes ant, ancy and and ance; cious; tious; cial; tial; statutory spellings. **Handwriting** • Choosing which shape of a letter to use when given choices. • Choosing when and when not to join specific letters. • Continual practice to write legibly, fluently and with increasing speed in joined handwriting. **Spoken Language:** • Opportunities to study poetry – 'The Highway Man' – and to learn poetry by heart. • Opportunities to perform poetry. • Regular opportunities for repeated oral reading. • Library visits to discuss fiction, non-fiction and poetry with peers and adults.

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		• Library visits to discuss fiction, non-fiction and poetry with peers and adults.	
French **(2 hours)**	**Fundamentals** • Where is France? • An introduction to phonics • Greetings and how are you? • Name and spelling • Age and numbers up to 20 • Months and birthdays; days of the week • Your address • Items in a pencil case • Colours • Noel en France • **Grammar:** Je m'appelle… J'ai… J'habite, un/une/des	**France and The Weather** • French towns and cities • Compass points • Seasons • Weather types • Countries and weather • Pacques en France • **Grammar: Il fait, Il y a, C'est, prepositions**	**Au Café** • Breakfast items • Ideal breakfast • Lunchtime • Ordering in a café • Ordering an ice cream • Quantities of fruit and vegetables • **Grammar:** Je mange, Je bois, du/de, la/des, Je voudrais, quantities with de
Geography **(2 hours)**	**The Restless Earth – Tectonics** • The tectonics of the earth and focus on the cause and effects that the 'restless earth' can have on the world • Explain what causes certain physical phenomenon such as volcanoes and earthquakes • Analyse the effects they then have on the world **South America** • Study the continent of South America and focus on the countries within the continent to enhance their sense of place and map/ atlas skills • Focus on the cultures of society as well as physical geography around them	**Deserts** • Understand what a desert is and how they impact the humans around them • Identify trends in climate by interpreting climate graphs • Comparing the weather/climate to their local area	**Making, measuring, mapping and managing mountains** • Understand how mountains are physically formed and what they mean for their local environment • Interpret maps to identify the height of locations on a map through contour lines • Understanding how to use 6 figure grid references • Create their own contour model of mountains **You are what you eat** • Investigate the ways in which the UK obtains its food

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	• Compare life in South America with that in the UK to see how different the two places are		• Assess the food security of the UK and compare this with other parts of the world (South America and Africa) • Look at the UK's farming industry and have the opportunity to partake in a field trip to a local farm. • Complete a Decision-Making task in which they assess how sustainable the UK's food security really is with reference to rising food prices, poor global weather and political crises that have impacted food supply.
History **(2 hours)**	**Ancient Egypt** • Ancient civilization study • Characteristic features of Egyptian society • Significant events, people and changes within Egyptian society	**Crime and Punishment** • Comparing periods of history • Assessing progress over time • Understanding how crimes were punished in periods of history • Pupils will be introduced to new periods of history	**Mayan Civilization** • Understanding who the Mayans were and where they were located • How the Mayan society operated • Challenges the Mayans faced • Investigating their significance in history
Maths **(12 hours)**	**Place Value** • Decimal numbers, rounding, ordering, comparing and negative numbers **Addition and subtraction** • rounding, approximation, mental methods and inverse operations. Formal methods and calculate with decimal numbers. **Perimeter** • rectilinear and compound shapes **Multiplication and division**	**Multiplication and division** • Formal methods for calculating. Short multiplication, long multiplication and short division **Area** • compound, rectilinear shapes **Fractions** • Multiplying fractions by integers, fractions of amount, fraction problem solving **Decimals and percentages**	**Properties of shapes** • Types of angles, measuring angles, drawing angles, angles on a straight line and around a point, angles, and length within shapes **Negative Numbers** • Crossing the 0 boundary, temperature changes, introduction to adding and subtracting using a number line **Position and direction**

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	• multiples, factors, prime numbers, square and cube numbers, multiplying and dividing by powers of 10 **Fractions** • proper and improper fractions, equivalent fractions, adding and subtracting fractions.	• Understanding percentages, finding equivalent fractions, decimals and percentages. Finding percentages of amounts. **Statistics** • Interpreting charts and line graphs; reading tables and timetables	• Coordinates on the first quadrant, introduction to coordinates in all four quadrants, translation of points **Converting units, measures, and volume** • Converting metres, millimetres, centimetres and kilometres, millilitres, centilitres and litres, grams, kilograms and tonnes, introduction to volume
Music **(2 hours)**	**Instruments of the Orchestra** • Family and timbre • Listening for sonority • Pitch and tessitura **Carnival of the Animals** • Saint-Saens • Italian terms for tempo and dynamics • Melody descriptors – isolating the melodic elements • Identification of instruments by sonority	**Notation** • Treble clef • Bass clef • Stem direction • Note values **Composition** • Perform a coherent phrase • Extending melodic phrases to develop understanding of construction techniques	**Keyboard skills** • Knowledge of layout of written music notation • Note values • Rests and their equivalent values
PE **(4 hours)** **(Due to groupings and facility access, some classes may do sports in different terms)**	• End ball • Run 4 Fun – Cross Country • Gymnastics • Outdoor Adventurous Activities • Swimming rotation continues all term	• Dance • Tag Rugby • Short Tennis • Bikeability • Swimming rotation continues all term	• Athletics • Rounders • Global Sports • Swimming rotation continues all term
Philosophy, Ethics and Religious Studies (PERS)	**Why do we study PERS** • What is the purpose of a religion?	**'Big' Questions** • An introduction to philosophical discussions.	**Rites of Passage** • How do the different religions mark the important phases in a person's life?

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(1 hour) **The PERS curriculum is based upon, but not limited to, the locally-agreed syllabus**	• What are key features/beliefs of the six world faiths? **Important Places** • What are the different places of worship for each of the six world faiths? • Are there any important places around the world for the different religions? If so, why and how are they special?	• The opportunity to discuss some of the key philosophical issues that students may face in life. • Significant people: Socrates, Plato and Aristotle.	○ Welcoming a new baby (Christianity, Judaism, Islam) ○ Becoming responsible for yourself (Judaism, Hinduism) ○ Getting married (Christianity, Sikhism) ○ Death and dying (Christianity, Islam and Buddhism) • How do non-religious people mark the important phases in a person's life?
Science **(5 hours)**	**Matter:** • The properties of materials and their uses • Significant People: researching the work of Spencer Silver • The particle model, solids, liquids and gases • Separating mixtures and dissolving • The hydrologic cycle **Forces:** • What is a force? • Measuring forces • Significant People: Galileo and Isaac Newton and gravity • Friction, air resistance and water resistance • Pulleys and levers	**Reactions:** • Reversible and irreversible change • Chemical reactions including: cooking, burning and rusting **Earth:** • Evidence that the earth is round • Planets and their orbit round the sun • Phases of the moon • Understanding the seasons • Significant People: Aristotle	**Organisms:** • Stages of the human life cycle, including gestation, puberty and old age **Ecosystems:** • Life cycles of animals including mammals, birds, amphibians • Plant life cycle including plant reproduction
Technology *(including design and food technology)* ***Children work in groups of 15 pupils and learn food technology for 1.5 terms and***	**Structures – bridges** • Designing a stable structure that is able to support weight • Creating frame structure with focus on triangulation	**Electronics – greetings card** • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	**Technical Skills (Food Technology)** • Spreading • Mixing and rubbing in • Creaming • Dividing, shaping and cutting • Rolling

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design technology for 1.5 terms. **(2 hours)**	**Textiles – stuffed toys** • Designing • Making • Reviewing the work of others • Knowledge of stitches • Practical skill development	• Use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] **Health and Safety in the Kitchen** • Health and safety practices in the kitchen. • Food hygiene	• Boiling • Bridge hold and claw grip • Stirring and all in one **Making (Food Technology)** • Pitta Pizza • Pasta Salad • Buns • Fork biscuits • Cheese straws • Baked omelette