

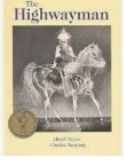
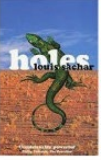
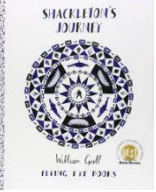
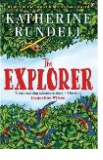
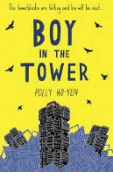
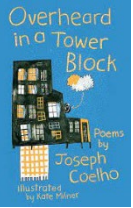
The HMS curriculum is sequenced to build on learning prior learning. Staff develop a coherent understanding of curricula across the Partnership as part of our ongoing working groups. At HMS, teachers plan in the long, medium and short-term to ensure consistency in the learning experience for all children. 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)	Character Education: - Courage - Gratitude Skills Builder:  	Character Education: - Integrity - Compassion Skills Builder:  	Character Education: - Justice - Honesty Skills Builder:  
PSHE/RSE (1 hour)	Relationships - How can my adult relationships affect my future? - How do words have power? - What are my personal boundaries? - What are online relationships? - What is grooming? - What is media influence? - What is peer pressure?	Keeping Safe: - How can we keep our things safe? - How can we use our phones sensibly? - What are deep fakes? - What are the risks with money? - What do I know about drugs? - Why are our special people important?	Understanding The Law: - How do rules help our community? - What can and can't I do on the internet? - What is gambling? - How might puberty impact me? - How can drugs and alcohol make people feel? - How might being online impact the way I feel?

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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. • Learning about Henri Matisse. • Skills of shading with a pencil • Blending • Tonal Variation	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. • Creating artwork outside of their sketchbook. • A link to photography and developing the skills needed to take effective photographs. • Learning how to use oil pastels effectively	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. • Fitting the patterns in the sea creature • Ink printing • Carving out foam boards • Taking the design to a different medium
Computing (2 hours)	• Computer Systems and Networks • School systems • School networks • Basic software • Being organised • Passwords & Security • Searching & Trust • Collaborative Working • Our Digital World	• Data and Information • Flat file database • Paper v digital data • Group, sort and search • Summary data • • Creating media • Stop Motion • Storyboarding	• Data and Information • Binary • Text • Transmission – Mars Rover • • Programming • Micro:Bits • Animation • Variables

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		Team Project	Challenges
	Online Safety (all years) Digital Citizenship Throughout the year, pupils will focus on fundamental themes such as: self-image and identity; online relationships; online reputation; online bullying; managing online information; health, wellbeing and lifestyle; privacy and security; copyright and ownership.		
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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	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	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

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	Grammar, punctuation and spelling - Understand and identify the purpose of different sentences - 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.	- Recount - Narrative Grammar, punctuation and spelling - 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:	- Descriptive writing – settings Grammar, punctuation and spelling - To use coordinating and subordinating conjunctions. - 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 devices - 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.
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	Library visits to discuss fiction, non-fiction and poetry with peers and adults.	- Opportunities to study poetry 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.	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 - Items in a pencil case - Colours Grammar: Je m'appelle... J'ai... J'habite à..., un/une/des	France and The Weather - French towns and cities - Compass points - Days of the week - Seasons - Weather types - Describing the weather in the French Speaking World. - Weather forecast Grammar: Il fait, Il y a, C'est, prepositions	Au Café - Breakfast items - Lunchtime - Ordering in a café and a restaurant - Ordering an ice cream - Quantities of fruit and vegetables Grammar: Je mange, Je bois, du/de la/des, Je voudrais...
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 S	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

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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 • 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.	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 • Understanding percentages, finding equivalent fractions, decimals and percentages. Finding percentages of amounts. Statistics • Interpreting charts and line graphs; reading tables and timetables	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 • 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)	Being Musical • Working together as a group to perform songs and rhythms. • Listen to music and describe how it makes you feel.	Ukulele • Know the strings of the ukulele and play short melodies. • Understand how to read ukulele tablature • Play four different major and minor chords and attempting different strumming patterns.	Music Technology • Navigate GarageBand effectively. • Create short melodies using single instruments. • Compose and appraise own music. • Create music using a given theme.

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	- Composing a short melody based on a stimulus. - Singing in unison and in rounds with others.	- Play in time with backing tracks or a metronome. - Perform a range of pieces with increasing confidence.	Make changes to enhance own music.
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 - Pickleball - Bikeability - Swimming rotation continues all term	- Athletics - Rounders - Global Sports - Swimming rotation continues all term
Philosophy, Ethics and Religious Studies (PERS) (1 hour) The PERS curriculum is based upon, but not limited to, the locally-agreed syllabus	Why do we study PERS - What is the purpose of a religion? - 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?	'Big' Questions - An introduction to philosophical discussions. - The opportunity to discuss some of the key philosophical issues that students may face in life. - Significant people: Socrates, Plato and Aristotle.	Rites of Passage - How do the different religions mark the important phases in a person's life? - 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	Reactions: - Reversible and irreversible change - Chemical reactions including: cooking, burning and rusting Ecosystems:	Organisms: Stages of the human life cycle, including gestation, puberty and old age Earth:

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	• 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	• Life cycles of animals including mammals, birds, amphibians • Plant life cycle including plant reproduction	• Evidence that the earth is round • Planets and their orbit round the sun • Phases of the moon • Understanding the seasons • Significant People: Aristotle
Technology (including design and food technology) <i>Children work in tech groups and have 1 hour fortnightly of both DT and food technology across the school year.</i> (1 hour, fortnightly)	Desk Tidy • Marking out on timber using try square and steel rule • Knowledge of natural timbers and manufactured boards • Sawing timber using tenon saw, bench hook and vice • Gluing timber with PVA and joining different materials using screwdriver and screws • Developing graphic skills Structures – bridges • Designing a stable structure that is able to support weight • Creating frame structure with focus on triangulation	Health and Safety in the Kitchen • Health and safety practices in the kitchen. • Food hygiene	Technical Skills (Food Technology) • Spreading • Mixing and rubbing in • Creaming • Dividing, shaping and cutting • Rolling • 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

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