



St. Michael in the Hamlet Primary School

HIVE Curriculum CYCLE A 2024 - 2025



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		LIVERPOOL	LIVERPOOL	WE WILL ROCK YOU	WE WILL ROCK YOU	FAR FROM HOME	FAR FROM HOME	
HIVE - Cycle A	English	Vehicle texts						
			The Dragon Machine Helen Ward	Windrush Child John Agard	Stone Age Boy Satoshi Kitamura	Big Blue Whale Nicola Davies	Zerrafa Giraffa Diane Hoffmeyer	The Silence Seeker Ben Morley
		Rationale	<ul style="list-style-type: none"> - Link to DT - Pathways Text 	<ul style="list-style-type: none"> - Link to Art - Link to Music - Link to Computing - Links to History 	<ul style="list-style-type: none"> - Link to History - Links to Science - Pathways Text 	<ul style="list-style-type: none"> - Link to Science - Pathways Text 	<ul style="list-style-type: none"> - Pathways Text 	<ul style="list-style-type: none"> - Pathways Text
	Outcomes	<p>Fiction: Adventure focus Year 2 Sp 1</p> <p>Outcome: To write a story based upon the model text using own ideas for a change of character and machine.</p> <p>GD – Write the story in first person from the new characters</p>	<p>Fiction/Non Fiction:</p> <p>Outcome: To write either a poetic response to the Windrush Child arriving in Liverpool</p> <p>GD – To include a range of poetic devices</p>	<p>Fiction: Historical Narrative Year 3 Sp 1</p> <p>Outcome: To write the story from the point of view of the boy.</p> <p>GD- Write from the point of view Om or one of her family members.</p>	<p>Non Fiction: Information text Year 3 Sp 2</p> <p>Outcome: To write an informative article persuading for the protection of the Blue Whale</p> <p>GD – Include a fact file about other endangered sea creatures.</p>	<p>Non Fiction: Persuasive Writing Y3 Summer 2</p> <p>Outcome: Plan and write a persuasive guide for visiting Zerrafa at the Jardin des Plantes in Paris</p> <p>GD- To write the guide as above including a section of</p>	<p>Fiction:</p> <p>Outcome: Rewrite the story The Silence Seeker using the 3rd person including details of the setting and some dialogue</p> <p>GD- Write the story in the first person from the point of view of the Asylum Seeker</p>	

HIVE - Cycle A		point of view to allow for description of emotion and viewpoint throughout the story.				researched Paris landmark	
	Pathways to Write Gateway and Mastery Keys						
	Gateway Keys	<p>Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</p> <p>Use some inverted commas to punctuate direct speech</p> <p>Use conjunctions, adverbs and prepositions to express time, place and cause</p> <p>Create characters, settings and plot in narrative</p> <p>Group related ideas into paragraphs</p>		<p>Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</p> <p>Use a range of co-ordinating and subordinating conjunctions</p> <p>Create characters, settings and plot in narrative</p>	<p>Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</p> <p>Use inverted commas to punctuate direct speech</p> <p>Use conjunctions and prepositions to express time, place and cause</p> <p>Use adverbs to express time</p> <p>Group related ideas into paragraphs</p>	<p>Full stops, capital letters, exclamation marks, question marks, commas and apostrophes</p> <p>Use prepositions to express time, place and cause</p> <p>Group related ideas in paragraphs</p>	<p>Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</p> <p>Use some inverted commas to punctuate direct speech</p> <p>Use conjunctions, adverbs and prepositions to express time, place and cause</p> <p>Create characters, settings and plot in narrative</p> <p>Group related ideas into paragraphs</p>

HIVE - Cycle A	Mastery Keys	Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)		Form nouns with a range of prefixes	Use adverbs to express time, place and cause	Build an increasing range of sentence structures	Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)
		Read aloud own writing using appropriate intonation and controlling the tone and volume so that meaning is clear		Use present and past tenses correctly and consistently including progressive and present perfect forms	<ul style="list-style-type: none"> • Build an increasing range of sentence structures • Use headings and subheadings to aid presentation • Assess the effectiveness of own and others' writing 	In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation	Read aloud own writing using appropriate intonation and controlling the tone and volume so that meaning is clear
		Use the present perfect form of the verb in contrast to the past tense		Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)		Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3)	Use the present perfect form of the verb in contrast to the past tense
			Word	Sentence	Text	Punctuation	Terminology
HIVE - Cycle A	NC Links	YEAR 1	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives	How words can combine to make sentences Joining words and joining clauses using and	Sequencing sentences to form short narratives	Sequencing sentences to form short narratives	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

HIVE - Cycle A				[negation, for example, unkind, or undoing: untie the boat]			
	YEAR 2	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]</p>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>	
	YEAR 3	<p>Formation of nouns using a range of prefixes [for example super–, anti–, auto–]</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter</p> <p>vowel, vowel letter</p> <p>inverted commas (or ‘speech marks’)</p>	

		<p>YEAR 4</p> <p>The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] Use of commas after fronted adverbials</p>	<p>determiner pronoun, possessive pronoun adverbial</p>
		<p>YEAR 5</p> <p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>
		<p>YEAR 6</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find</p>	<p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]</p>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>

			out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].	The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	
	Shared Reading	Shared Reading	<ul style="list-style-type: none"> Cool by Michael Morpurgo The Dragon the Squeaks The Boy who grew dragons Andy Shepard 	Shared Reading	<ul style="list-style-type: none"> Ugg This morning I met a whale Michael Morpurgo When the whales came Michael Morpurgo 	Shared Reading	<ul style="list-style-type: none"> King Kong
	Group Reading	Group Reading	Group Reading -Blank Levels -Paired reading -Guided Reading/ Comprehension Box Dyslexia Gold	Group Reading	Group Reading -Blank Levels -Paired reading -Guided Reading/ Comprehension Box Dyslexia Gold	Group Reading	Group Reading -Blank Levels -Paired reading -Guided Reading/ Comprehension Box Dyslexia Gold
	Wider Curriculum Reading	<ul style="list-style-type: none"> Sweet Clare’s and the Freedom Quilt The Dragon that Squeaks 	<ul style="list-style-type: none"> Stone Age texts 				
	Phonics	Monster Phonics Statutory Word Lists Yr 3 and Yr 4 Statutory Word Lists Yr 5 and Yr 6 Spelling Journals	Monster Phonics Statutory Word Lists Yr 3 and Yr 4 Statutory Word Lists Yr 5 and Yr 6 Spelling Journals	Monster Phonics Statutory Word Lists Yr 3 and Yr 4 Statutory Word Lists Yr 5 and Yr 6 Spelling Journals	Monster Phonics Statutory Word Lists Yr 3 and Yr 4 Statutory Word Lists Yr 5 and Yr 6 Spelling Journals	Monster Phonics Statutory Word Lists Yr 3 and Yr 4 Statutory Word Lists Yr 5 and Yr 6 Spelling Journals	Monster Phonics Statutory Word Lists Yr 3 and Yr 4 Statutory Word Lists Yr 5 and Yr 6 Spelling Journals
	Handwriting	Write from the Start Debbie Hepplewhite	Write from the Start Debbie Hepplewhite	Write from the Start Debbie Hepplewhite	Write from the Start Debbie Hepplewhite	Write from the Start Debbie Hepplewhite	Write from the Start Debbie Hepplewhite
	Maths	<i>Maths No Problem</i>	<i>Maths No Problem</i>	<i>Maths No Problem</i>	<i>Maths No Problem</i>	<i>Maths No Problem</i>	<i>Maths No Problem</i>
	Science	<i>Forces: Movement on different surfaces</i>	Rocks			Light	

HIVE - Cycle A		<i>Magnets: which materials are attracted? How do they interact?</i>		Describe simple physical properties and group rocks. Fossil formation. Soil formation.		Light is needed to see. Light sources. How shadows are formed. Best materials for making shadows.	
	History	<i>Local Study: The Beatles Legacy Societal/ Cultural Change</i>		Stone Age to Iron Age Legacy Technological advancement		The Titanic Technological advancement Societal/cultural change	
	Geography	<i>Life Skills: Weather diary/ 7 continents song Local area study: Do we need more play facilities in our local area?</i>		Life skills: Weather diary, 7 continents song Mountains, Volcanoes and Earthquakes: La Palma: Why build a settlement on a volcanic Island		Life skills: Weather diary, 7 continents song Equator/North/South Poles Continents and Oceans: Why are some parts of Earth cold and some hot?	
	Art	<i>Drawing/ Famous Drawing/ Famous Buildings/ sketching/ collage (Tula Moon)</i>		Earth Art: Collage, Sculpture Iron and stone age drawings. Introducing tertiary colours. Making browns without using black or white.		William Morris Sketching and printing	
	DT	<i>Stable Structures Characteristics of materials</i>		Food Technology Seasonal Foods: Cooking and Nutrition. Seasonality, follow a recipe.		Animal Puppets Textiles	
	Music	<i>Musical me! In my Liverpool Home/ Beatles Songs Christmas Singing</i>		Dynamics: Timbre, tempo and motifs (Theme: Volcanoes)		Western African call and response	
	PE	<i>Dance Mersey Mavericks MJ</i>	Indoor Athletics Mersey Mavericks MJ	Gymnastics Mersey Mavericks MJ	Cricket Mersey Mavericks MJ	Football Mersey Mavericks MJ	OAA Swimming Mersey Mavericks MJ
	RE	<i>Festivals Hinduism (Diwali) What happens during the festival of Diwali?</i>	Festivals:	Festivals:	Festivals: Christianity: Easter - Forgiveness Recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope.	Festivals:	Festivals:
	PSHE	<i>Jigsaw</i>		Jigsaw		Jigsaw	
	Computing	<i>Making videos using iMovie</i>		Coding		Be Digitally Awesome (IT) Desktop (6)	

HIVE - Cycle A				This unit is all about ensuring the children possess core skills with word processing, spreadsheet and presentation apps.
	Spanish	<i>Spanish Anna</i>	Spanish Anna	Spanish Anna
	Enrichment	<i>Sefton Park Liverpool Sculpture trail Beatles Story A field St Michael in the Hamlet Church</i>	Calderstones Park Liverpool World Museum/ Stone age workshop session Hindu Temple	Hale Park Mosque Safari Park Speke Hall
	Emotional Regulation	<i>Zones of Regulation SCERTS Curriculum Neuro Bears</i>	Zones of Regulation SCERTS curriculum Neuro Bears	Zones of Regulation SCERTS curriculum Neuro Bears
	Life Skills	<i>Go to the Café Road Safety Know my Address and Telephone number Touch Typing Park Visit</i>	Making a healthy sandwich Go to the Shops Touch Typing Park Visit	Catching a bus Make an emergency phone call Plan a trip Touch typing Park Visit
	Sensory	<i>Sensory Circuit Sensory Station/ Break Cards Play dough Shaving Foam Theraputty Cutting sills</i>	Easter Crafts	
	Outdoor Learning		Earth Art Easter Egg Hunt	
	Play	<i>Sefton Park Additional pm Play sessions (Adult led) Structured Board games (Golden Time)</i>	<i>Calderstones Park Additional pm Play sessions (Adult led) Structured Board games (Golden Time)</i>	<i>Hale Park Additional pm Play sessions (Adult led) Structured Board games (Golden Time)</i>