



Amadeus
Primary Academies Trust
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Limitless Learning Together

July | 20

Holy Trinity Lamorbey CE Primary School Recovery Curriculum Plan 2020-21

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Priorities

This document outlines the priorities for our school in order to support pupils and staff in the wider opening of schools and the return to teaching the National Curriculum from September 2020.

Section A-Mental Health and Wellbeing

1. Research
2. Identifying and supporting pupils and families experiencing mental health difficulties on returning to school (including identified groups)

Section B- Recovery Curriculum

3. Principles for delivering a recovery curriculum
4. Assessment

Section A-Mental Health and Wellbeing

1. Research

The charity Barnardos have produced a report 'Time for a clean slate' (May 2020) which warns: 'Children have been exposed to an unprecedented level of trauma, loss and adversity, with those who were already vulnerable likely to have been badly affected.'

Mental Health charities in surveys of their young clients and young people are seeing significant increases in mental health problems:

- Young Minds survey of young people with existing conditions found that 83% reported an increased anxiety, problems with sleep, panic attacks or urges to self-harm.
- Barnardo's practitioners report that 69% of their clients have increased mental health issues since the Covid19 crisis began.
- Surveys of school staff found that 88% of schools felt that Covid19 would impact upon the mental health and well-being of pupils. 67% felt that changes to curriculum structures and exam process would help them to better support the mental health and well-being of pupils.
- A study by Oxford University has found that 1/5 of pupils do not now feel safe to leave their homes.
- 72% of practitioners in the Barnardo's study stated that families were expressing significant concerns about becoming infected by Covid19, which was evident in only approximately 5% of vulnerable children attending school since the crisis began.

2. Identifying and supporting pupils and families experiencing mental health difficulties on returning to school

We will use an audit grid from September in order to track concerns with individual children and families and plan for strategies to support them. The grid will be regularly monitored by the Senior Leadership Team.

Section B-Recovery Curriculum

Principles for delivering a recovery curriculum

As we prepare for a new academic year in 2020-21, we are mindful that:

- Some children will have experienced no time in school since March 2020
- The National Curriculum and EYFS curriculum have not been fully taught to those pupils in school or learning from home since March 2020
- It will not be possible for children to experience fully the closure we would wish them to have from the end of the current academic year and prepare for the beginning of the new academic year
- Whilst some pupils will have engaged fully with home learning, many have not. This will be through no fault of their own but due to a wide range of factors.

As a result, the gaps in understanding between pupils may have increased. There could also be a significant increase in the misunderstanding and misconceptions of key areas of learning as a result of working independently without the support of a qualified teacher or support staff helping them to navigate and exploit fully the learning opportunities available via home learning.

For the reasons above, we will be planning a broad and balanced curriculum, ensuring gaps between groups of learners and individuals are significantly narrowed.

Recovery Curriculum Intent

We firmly believe that our role in the Autumn term is to close the gaps for all of our children to ensure that their core skills are not affected long term and do not hamper them achieving their potential.

On this basis, in the Autumn term there will be an increased focus on the core curriculum (particularly reading as reading underpins all learning). Resultantly there will be a reduction this term on the breadth of our wider curriculum. This will be achieved by reducing some of the flesh around some of the foundation subject objectives without reducing coverage. In order for this to be effective we will make a renewed effort to ensure strong links are made between foundation subjects and reading and writing.

Daily assembly and PSHE times will ensure children have an opportunity to discuss their emotional wellbeing and the changes happening in the world around them.

The statutory expectations of two hours of PE will remain in place to support children's physical and emotional wellbeing.

Assessment

A review of Curriculum coverage during the Summer 2019/2020 term has been completed.

The medium term planning for Autumn 2020-21 has been developed to ensure gaps are covered and key areas are heavy weighted.

There will be an additional Assessment Week for Years 1-6 in Week 2 of Autumn 1 in order to assess gaps more fully and diagnose areas for support and heavy weighting moving forward.

Autumn 1 2020/21 Recovery Curriculum Y1, 4, 5 and 6

| Year Group | Year 1 | Year 4 | Year 5 | Year 6 |
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| Big Question | What does Beegu Think of Life on Planet Earth? | Who were the Romans and what did we learn from them? | What shape is the Earth? | Have we always looked like this? |
| Driver Subject | Science | History | Science | Science |
| Spiritual Development Links | Mirrors and Doors | Windows and doors | Windows | Windows mirror and doors |
| Wow Hook | Alien spaceship crash landed on the playground. Footprints to the classroom | Class to be given surprise 'extra' playtime so that an older group of children can 'invade' their classroom. | NASA training induction program. | Children arrive to vine being trailed in and around the classroom. |
| Planned End of Topic Experience | Alien Day | Roman day | Visiting planetarium | 'Good to be me' day. God and the Big Bang debate |
| Core Book | Beegu Alexis Deacon | Roman Diary The Journal of Iliona. Richard Platt | Hidden Figures Margot Lee Shetterly | The boy in the tower Polly Ho-Yen |
| Literacy Red Rated Objectives from Lockdown (Previous Year) | <p>Links sounds to letters, naming and sounding the letters of the alphabets Enjoys an increasing range of books</p> <p>Knows that information can be retrieved from books and computers</p> | <p>Facts and opinions (History)</p> <p>Story retelling (history)</p> | <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> | <p>Metaphors (R.E)</p> <p>Personification</p> <p>Conjunctions</p> <p>Colons</p> <p>Parenthesis</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that</p> |

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| | Attempts to write short sentences in meaningful contexts | | | <p>support the main ideas (science)</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning To write a formal letter - structure of a letter, cohesion of paragraphs, formal language</p> <p>To innovate a story - descriptive vocabulary, direct speech, cohesion Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (Music)</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings,</p> |
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| | | | | bullet points, underlining] To write to persuade (science) |
| Literacy Amber Rated Objectives from Lockdown (Previous Year) | Continues a rhyming string Can segment the sounds in simple words and blend them together and knows which letters represent some of them Hears and says the initial sound in words Begins to read words and simple sentences Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence Writes own name and | Asking questions to improve their understanding of a text (history) (Music) organising paragraphs around a theme (history) Narratives, creating settings, characters and plot (history) (Music) Identifying main ideas drawn from more than 1 paragraph and summarising these (history) (R.E) Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | Casual conjunctions (science) Multi clause sentences (R.E) Pronouns (to avoid repetition of nouns) including possessive pronouns (R.E) Use of inverted commas and other speech punctuation, synonyms for said (R.E) Identifying main ideas drawn from more than one paragraph and summarising these (science) Identifying how language, structure, and presentation contribute to meaning | Adverbial phrases (R.E) Modal verbs Relative clauses Semicolons 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 (science) (Music) Identifying how language, structure and presentation contribute to meaning To write an informal letter - emotive language, first person (R.E) |

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| | <p>other things such as labels,captions</p> | <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas (history)</p> | <p>In non-narrative material, using simple organisational devices [for example, headings and subheadings] (science)</p> <p>Explanation text (science)</p> <p>Diary entry (science)</p> <p>Story writing (Music)</p> | <p>To use descriptive techniques (Music)</p> <p>To write a character description - expanded noun phrases, relative clauses, prepositional phrases</p> <p>To plan</p> <p>Predicting what might happen from details stated and implied (Music)</p> <p>Retrieve, record and present information from non-fiction (science)</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action (science)</p> <p>Diary entry</p> <p>To write to inform (science)</p> |
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| Maths Red Rated Objectives from Lockdown (Previous Year) | <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting</p> <p>Beginning to use everyday language related to money</p> | | | <p>Recognise and write decimal equivalents to 4 1 , 2 1 , 4</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Reflection and translation- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p>Reflection and translation with coordinates-recognise and use reflection and translation in a variety of diagrams, including continuing to use a 2-D grid and coordinates in the</p> |
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| | | | | <p>first quadrant. Reflection should be in lines that are parallel to the axes</p> <p>Approximate equivalences between metric and common imperial units- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>Timetables reasoning and problem solving-solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>Problem solving-Solve problems involving converting between units of time, use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation,</p> |
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| | | | | including scaling. |
| Maths Amber Rated Objectives from Lockdown (Previous Year) | <p>Counts objects to 10, and beginning to count beyond 10</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects</p> <p>Finds the total number of items in two groups by counting all of them</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes</p> | <p>Estimate the answer to a calculation and use inverse operations to check answers</p> <p>Solve problems that involve Comparing and ordering unit fractions, and fractions with the same denominators, Recognising and using fractions as numbers: unit fractions and non-unit fractions with small denominators, missing number problems, using number facts, place value, and more complex addition and subtraction, estimation, inverse</p> | <p>Geometry - properties of shapes-compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>complete a simple symmetric figure with respect to a specific line of symmetry</p> | <p>Decimals-recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>Round decimals with one decimal place to the nearest whole number</p> <p>Compare numbers with the same number of decimal places up to two decimal places</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places</p> <p>Geometry-Compare and</p> |

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| | <p>Can describe their relative position such as 'behind' or 'next to'</p> <p>Orders two or three items by length or height</p> <p>Orders two items by weight or capacity</p> <p>Uses everyday language related to time</p> | <p>operations and 3 digit addition and subtraction using a formal written method.</p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials</p> <p>Recognise 3-D shapes in different orientations and describe them</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> | | <p>classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>Converting metric measures-convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>Time-solve problems involving converting between units of time</p> <p>Volume and capacity-estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> |
| <p>PSHE (Wellbeing Subject) from recovery curriculum.</p> <p>Structure- Each year group to have</p> <ul style="list-style-type: none"> 3 CT sessions as | <p><u>Week1</u> <u>Reconnecting and reengaging</u></p> <ul style="list-style-type: none"> •Reconnecting with friends •Reconnecting with my | <p><u>Week1</u> <u>Reconnecting and reengaging</u></p> <ul style="list-style-type: none"> •Reconnecting with friends and the wider school community | <p><u>Week1</u> <u>Reconnecting and reengaging</u></p> <ul style="list-style-type: none"> •Reconnecting with friends and the wider school community | <p><u>Week1</u> <u>Reconnecting and reengaging</u></p> <ul style="list-style-type: none"> •Reconnecting with friends and the wider school community |

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| <p>week</p> <ul style="list-style-type: none"> • 1 PSHE PIXL Returning to school wellbeing palette • 1 PSHE My Mind lesson. | <p>class</p> <ul style="list-style-type: none"> • Establishing new routines <p>My mind Feelings and emotions Slide 3,4,5- Chn stick missing emotions under pictures.</p> <p>Week 2 Same but different.</p> <ul style="list-style-type: none"> • Reflecting on what is the same and different about our routines • Reflecting on what is the same and different about how we play • Considering differences in break times and the classroom in order to keep us safe <p>My mind Being healthy Slide 3 and 6</p> <p>Week 3 Managing change</p> <ul style="list-style-type: none"> • Recognising different changes that have happened • Exploring the different feelings relating to change • Identifying strategies to manage change | <ul style="list-style-type: none"> • Establishing new routines • Re-engaging with school life <p>My mind Healthy body, healthy mind pt 1 Slide 15-19</p> <p>Week 2 Same but different.</p> <ul style="list-style-type: none"> • Comparing how things were before the pandemic to how they are now • Reflecting on what is the same and different about ourselves and our family • Reflecting on what is the same and different about school life <p>My mind Healthy body, healthy mind pt 2 Slide 17</p> <p>Week 3 Managing change</p> <ul style="list-style-type: none"> • Recognising different types of change • Exploring the different feelings relating to change • Identifying strategies to manage change | <ul style="list-style-type: none"> • Re-engaging with school life • Establishing new routines <p>My mind Motivation slide 15 or 17</p> <p>Week 2 Same but different.</p> <ul style="list-style-type: none"> • Comparing how things were before the pandemic to how they are now • Reflecting on what is the same and different about ourselves • Reflecting on what is the same and different about school life • Considering what is the same but different in the wider world <p>My mind Life journey slide 8</p> <p>Week 3 Managing change</p> <ul style="list-style-type: none"> • Exploring the cycle of different feelings related to change • Identifying strategies to manage change <p>My mind</p> | <ul style="list-style-type: none"> • Re-engaging with school life • Establishing new routines <p>My mind Motivation slide 21</p> <p>Week 2 Same but different.</p> <ul style="list-style-type: none"> • Comparing how things were before the pandemic to how they are now • Reflecting on what is the same and different about ourselves • Reflecting on what is the same and different about school life • Considering what is the same but different in the wider world <p>My mind Life journey slide 19</p> <p>Week 3 Managing change</p> <ul style="list-style-type: none"> • Exploring the cycle of different feelings related to change • Identifying strategies to manage change <p>My mind</p> |
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| | <p>My mind Happiness Slide 6</p> <p>Week 4 Being challenged</p> <ul style="list-style-type: none"> • Understanding challenge and the feelings associated with this • Recognising how resilience helps you overcome challenge • Exercising patience <p>My mind Challenge Slide 4, 5 and 7</p> <p>Week 5 Our support network</p> <ul style="list-style-type: none"> • Identify people in their lives who can support them • Understand how and what they could do to get help <p>My mind Support network Slide 7</p> <p>Week 6 Good conversations</p> <ul style="list-style-type: none"> • Recognising bad talking habits • Establishing a set of | <p>My mind Feelings slide 16 or 18</p> <p>Week 4 Being challenged</p> <ul style="list-style-type: none"> • Understanding challenge and the feelings associated with this • Building resilience to overcome challenge <p>My mind Resilience Slide 21</p> <p>Week 5 Our support network</p> <ul style="list-style-type: none"> • Identify a support network of people who you can talk to when you need help • Understand when you may need a support network <p>My mind Mind training Slide 17</p> <p>Week 6 Good conversations</p> <ul style="list-style-type: none"> • Establishing a set of talking guidelines • Maintaining conversations by asking questions, listening to answers and responding to answers | <p>Self-management Slide 15 or 16</p> <p>Week 4 Being challenged</p> <ul style="list-style-type: none"> • Understanding challenge and building resilience to overcome it • Being self-motivated and exploring the link between self-motivation and resilience <p>My mind Belief slide 10 or 11</p> <p>Week 5 Our support network</p> <ul style="list-style-type: none"> • Why a support network is important • Who to talk to about different kinds of problems <p>My mind Support network slide 14</p> <p>Week 6 Good conversations</p> <ul style="list-style-type: none"> • The importance of self-awareness when communicating • Recognising the degree of formality needed for different audiences <p>My mind</p> | <p>Self-management Slide 17 or 18</p> <p>Week 4 Being challenged</p> <ul style="list-style-type: none"> • Understanding challenge and building resilience to overcome it • Being self-motivated and exploring the link between self-motivation and resilience <p>My mind Belief slide 16 or 18</p> <p>Week 5 Our support network</p> <ul style="list-style-type: none"> • Why a support network is important • Who to talk to about different kinds of problems <p>My mind Support network slide 16</p> <p>Week 6 Good conversations</p> <ul style="list-style-type: none"> • The importance of self-awareness when communicating • Recognising the degree of formality needed for different audiences |
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| | <p>talking guidelines</p> <ul style="list-style-type: none"> •Identifying the importance of talking <p>My mind Resilience Challenge 1 or 2</p> <p>Week 7 Hearing not listening</p> <ul style="list-style-type: none"> •Understand how to listen well •Recognise the difference between hearing and listening •Identify and use the skills of a good listener (active listening) <p>My mind Self-awareness- What I find hard and easy activity.</p> <p>Week 8 Getting on with others</p> <ul style="list-style-type: none"> •Recognising the qualities of a good friend and the importance of friends •How to deal with having a difference of opinion with your friends <p>My mind Keeping cool</p> <p>Week 9</p> | <p>My mind Determination slide 22</p> <p>Week 7 Hearing not listening</p> <ul style="list-style-type: none"> •Recognise the importance of not interrupting others •Understand how to listen well •Recognise the difference between hearing and listening <p>My mind Emotions slide 14 or 16 or 22</p> <p>Week 8 Getting on with others</p> <ul style="list-style-type: none"> •Recognising the qualities of a good friend and the importance of friends •How to deal with having a difference of opinion with your friends <p>My mind Mental health slide 20 or 25</p> <p>Week 9 Applying new skills</p> <ul style="list-style-type: none"> •Celebrate the acquisition of new skills | <p>Self-control slide 23 or 27</p> <p>Week 7 Hearing not listening</p> <ul style="list-style-type: none"> •Recognise the difference between hearing and listening •Learn and use some of the skills of active listening •Appreciate the importance of active listening for relationships and learning <p>My mind Coping strategies Slide 13 and 14</p> <p>v Getting on with others</p> <ul style="list-style-type: none"> •Recognising our relationships are all different •Dealing with verbal disagreements <p>My mind Focus slide 12 or 15</p> <p>Week 9 Applying new skills</p> <ul style="list-style-type: none"> •Celebrate the acquisition of new skills •Consider what helps us to learn | <p>My mind Self-control slide 28 or 30</p> <p>Week 7 Hearing not listening</p> <ul style="list-style-type: none"> •Recognise the difference between hearing and listening •Learn and use some of the skills of active listening •Appreciate the importance of active listening for relationships and learning <p>My mind Coping strategies Slide 21 or 22</p> <p>v Getting on with others</p> <ul style="list-style-type: none"> •Recognising our relationships are all different •Dealing with verbal disagreements <p>My mind Focus slide 30</p> <p>Week 9 Applying new skills</p> <ul style="list-style-type: none"> •Celebrate the acquisition of new skills •Consider what helps us to |
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| | <p>Applying new skills</p> <ul style="list-style-type: none"> •Celebrate learning new skills •Share how new skills can be applied to other learning contexts •Focus on next steps and personal goals <p>My mind Determination- Struggles activity</p> <p>Week 10</p> <p>Appreciation</p> <ul style="list-style-type: none"> •Reflecting on and sharing experiences •Understanding the importance of appreciation and how this can be shown •Exploring the groups we belong to and the support this can give us <p>My mind lesson Being positive</p> | <ul style="list-style-type: none"> •Share how new skills can be applied to other learning contexts •Focus on personal growth, milestones and setting goals <p>My mind Self Awareness slide 12 or 13</p> <p>Week 10</p> <p>Appreciation</p> <ul style="list-style-type: none"> •Reflecting on and sharing experiences •Understanding the importance of appreciation and how this can be shown •Exploring communities and the feeling of belonging they can give <p>My mind lesson Positivity slide 10 or 12</p> | <ul style="list-style-type: none"> •Share how new skills can be applied to other learning contexts •Focus on personal growth, setting goals and feeling positive about the future <p>My mind Game plan slide 14</p> <p>Week 10</p> <p>Appreciation</p> <ul style="list-style-type: none"> •Reflecting on and sharing experiences •Understanding the importance of appreciation and how this can be shown •Not taking things for granted •Exploring communities and the feeling of belonging they can bring <p>My mind Aspirations slide 10 or 12</p> | <p>learn</p> <ul style="list-style-type: none"> •Share how new skills can be applied to other learning contexts •Focus on personal growth, setting goals and feeling positive about the future <p>My mind Game plan Slide 11</p> <p>Week 10</p> <p>Appreciation</p> <ul style="list-style-type: none"> •Reflecting on and sharing experiences •Understanding the importance of appreciation and how this can be shown •Not taking things for granted •Exploring communities and the feeling of belonging they can bring <p>My mind Aspirations slide 15 or 17 or 18</p> |
| Reading (In Year New Learning) | Read aloud and is beginning to use expression to show awareness of | Read aloud with intonation and expression, taking into account presentational devices | Read aloud with pace, fluency and expression, taking into account a wide range of | Read aloud with pace, fluency and expression, taking punctuation and presentation into account. |

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| | <p>punctuation.</p> <p>Read familiar words with growing automaticity. This includes YR and some of the Y1/2 high frequency words which are easily decodable and some common exception words.</p> <p>Blend adjacent consonants in words, in a range of combinations: CVCC CCVC CCVCC CCCVC CCCVCC.</p> <p>Use phonic strategies when reading unknown words. May need support when reading long vowel phonemes that have several representations.</p> <p>With support, answer simple questions/find information in response to a direct question.</p> <p>Retell known stories, including significant events/main ideas in sequence.</p> <p>Express opinions about main events and</p> | <p>(capital letters or italics for emphasis) and a more sophisticated range of punctuation, including ... () - .</p> <p>Read independently using a range of strategies to decode unfamiliar words and to establish meaning.</p> <p>Skim read texts to gather general impressions of what has been written.</p> <p>Scan texts to locate specific information.</p> <p>Use knowledge of text structure to locate information e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraphs or chapters in fiction.</p> <p>Read using a range of strategies appropriately to establish meaning.</p> <p>Use text marking to support retrieval of information or ideas from texts e.g. highlighting, notes in the margin.</p> | <p>presentational devices and punctuation.</p> <p>Identify features of different fiction genres (science fiction, adventure, mystery etc). Discuss structures and features of non-fiction texts.</p> <p>Clarify the meaning of unknown words from the way they are used in context.</p> <p>Skim and scan to identify key ideas in a text.</p> <p>Locate and retrieve relevant information and key ideas from different points in a text and across a range of texts, using techniques such as text marking and using contents or index.</p> <p>Summarise and explain the main points in a text, referring back to the text to support and clarify summaries.</p> <p>Read between the lines,</p> | <p>Identify and discuss features of mixed genre texts.</p> <p>Work out the meaning of unknown words using a range of strategies.</p> <p>Skim and scan non-fiction texts to speed up research.</p> <p>Identify and retrieve relevant points and key ideas from different points in a text.</p> <p>Summarise information from different points in the same text or across a range of texts.</p> <p>Refer back to the text to support predictions, thoughts and opinion.</p> <p>Use quotations and text references to support ideas and arguments.</p> <p>Infer and deduce meaning based on evidence drawn from different points in the text and wider experiences.</p> |
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| | <p>characters in the stories e.g. good and bad characters.</p> <p>Make plausible predictions about the plot of an unknown story, using the text and other book features.</p> <p>Make plausible predictions about characters, using knowledge of story and own experiences.</p> | <p>Summarise and explain main points in the text.</p> <p>Refer to the text to support opinions and predictions.</p> <p>Use clues from action, description and dialogue to help establish meaning.</p> <p>Quote directly from the text to support thoughts and discussions.</p> <p>Read between the lines, using clues from action, dialogue and description to interpret meaning and explain what characters are thinking or feeling the way they act.</p> | <p>using clues from action, dialogue and description to interpret meaning and explain how and why characters are acting, thinking or feeling.</p> <p>Justify and elaborate on thoughts, feelings, opinions and predictions, referring back to the text for evidence,</p> | |
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| <p>Writing (In Year New Learning)</p> | <ul style="list-style-type: none"> add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs <p>using the prefix un–</p> <p>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>write sentences by:</p> <p>saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> | <p>use further prefixes and suffixes</p> <p>spell further homophones</p> <p>spell words that are often misspelt (English Appendix 1)</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> | <p>To ask a range of questions about a subject. Context: What I know, what I think I know and questions table.</p> <p>To structure a non-fiction report. Context: Report for NASA website.</p> <p>To use a range of sentence types. Context: Write a job advert.</p> <p>To use a range of noun phrases. Context: Role on wall/character description.</p> <p>To use the subjunctive tone. Context: Write a formal persuasive letter.</p> <p>To write an informal letter. Context: Advice Katherine would give her 3 daughters.</p> <p>To write a diary entry using a range of superlatives. Context: Moving from human to electronic</p> | <p>To use specific adjectives. Context: Make posters about the invasion of plants in the classroom.</p> <p>To be able to identify nouns and the different forms they can take. Context: sorting nouns.</p> <p>To infer and deduce information in order to make predictions. Context: Statements based on chapter 1.</p> <p>To plan. Context: newspaper report.</p> <p>To use parenthesis. Context: Write newspaper report.</p> <p>To use the structure and language of a formal letter. Context: Letter closing their own school with an imagined threat.</p> <p>To write statements using past tense verbs. Context: Plan apocalyptic story.</p> |
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| | <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>leaving spaces between words</p> <p>joining words and joining clauses using and beginning to punctuate sentences using a capital question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>learning the grammar for year 1 in English Appendix 2 letter and a full stop,</p> <p>o</p> | <p>discussing and recording ideas</p> <p>draft and write by:</p> <p>composing and rehearsing sentences orally</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>read aloud their own</p> | <p>computers.</p> <p>To plan a newspaper opinion piece. Context: Why should we remember the achievements of these women?</p> <p>To use a range of conjunctions to expand on ideas. Context: Write a newspaper opinion piece.</p> <p>To edit and redraft my work. Context: Use biographies to add detail.</p> <p>To plan. Context: Memoir of a character.</p> <p>To write in first person. Context: Write a memoir. To use cohesive devices. Context: Edit and redraft memoirs.</p> | <p>To write using a variety of sentence structures. Context: Part 1 of story.</p> <p>To infer as a writer. Context. Plan their main character.</p> <p>To create noun phrases. Context: Plan noun phrases for their threat.</p> <p>To plan for a longer narrative. Context: Part 2 of story.</p> <p>To use direct speech. Context: Narrative.</p> <p>To identify how to build up an atmosphere with a writing style. Context: Narrative. To edit and redraft. Context: Narrative.</p> |
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| | | <p>writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>o</p> | | |
| Maths (In Year New Learning) | Count to ten, forwards and backwards, beginning from 0 or 1 or from any | Count in multiples of 6, 7, 9, 25 and 1000. | Read, write, order and compare numbers to 1,000,000 and determine | Read, write, order and compare numbers to 10,000,000 and determine |

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| <p>https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/</p> <p>Yearly Overviews from White Rose and the first two teaching blocks for the Autumn Term are in the Maths Folder on the shared Curriculum Drive.</p> | <p>given number.</p> <p>Count, read and write numbers to ten in numerals and words.</p> <p>Given a number, identify 1 more and 1 less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line and use the language of: equal to, more than, less than, most, least.</p> <p>Represent and use number bonds and related subtraction facts within 10.</p> <p>Read, write and interpret mathematical statements involving addition, subtraction and equal signs.</p> <p>Add and subtract one digit numbers to 10 including zero.</p> <p>Solve one step problems that involve addition and subtraction using concrete objects and pictorial</p> | <p>Find a 1000 more or less than a given number.</p> <p>Recognise the place value of each digit in a 4 digit number (thousands, hundreds, tens and ones).</p> <p>Order and compare numbers beyond 1000.</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Round any number to the nearest 10, 100 and 1000.</p> <p>Solve number and practical problems that involve all of the above.</p> <p>Count backwards through zero to include negative numbers.</p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction.</p> <p>Estimate and use inverse calculations to check answers to a calculation.</p> | <p>the value of each digit.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.</p> <p>Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.</p> <p>Solve number and practical problems that involve all of the above.</p> <p>Read Roman Numerals up to 1000 (M) and recognise year written in Roman Numerals.</p> <p>Add and subtract mentally with increasingly larger numbers.</p> <p>Add and subtract whole numbers with more than 4 digits, including using</p> | <p>the value of each digit.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Use negative numbers in context and calculate intervals across zero.</p> <p>Solve number and practical problems that involve all of the above.</p> <p>Solve addition and subtraction multi-step problems in context, deciding which operation to choose and why.</p> <p>Recall and use multiplication and division facts up to 12x12.</p> <p>Multiply multi-digit numbers up to 4 digits by a 2 digit number using the formal written method of long multiplication.</p> <p>Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division and interpret</p> |
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| | representations and missing number problems. | <p>Solve addition and subtraction two step problems in context, deciding which operation to choose and why.</p> <p>Recall and use multiplication and division facts up to 12x12 - Year 4 maths meetings to prepare for Multiplication Check in June 2021 (this will be continuous all year).</p> | <p>formal written methods. Use rounding to check answers.</p> <p>Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.</p> <p>Recall and use multiplication and division facts up to 12x12.</p> | <p>remainders as whole number remainder, fractions or by rounding as appropriate for context.</p> <p>Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of short division and interpret remainders according to context.</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Identify common factors, common multiples and prime numbers.</p> <p>Use knowledge of order of operations - BODMAS - to carry out calculations involving the four operations.</p> <p>Solve problems involving the four operations - use estimations to check answers.</p> |
| Science (Recovery Subject) | <u>Working scientifically:</u> Pupils should be taught the | | <u>Working scientifically:</u> Pupils should be taught the | <u>Working scientifically:</u> Pupils should be taught the |

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| | <p>following practical scientific methods, processes and skills:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. <p><u>Science Knowledge</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of | | <p>following practical scientific methods, processes and skills:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and | <p>following practical scientific methods, processes and skills:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and |
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| | <p>everyday materials, including wood, plastic, glass, metal, water, and rock</p> <ul style="list-style-type: none"> describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. <p><u>Y1 Everyday materials</u> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> | | <p>fair tests</p> <ul style="list-style-type: none"> reporting and presenting 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 identifying scientific evidence that has been used to support or refute ideas or arguments <p><u>Science Knowledge</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately | <p>fair tests</p> <ul style="list-style-type: none"> reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments <p><u>Science Knowledge</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, |
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| | <p><u>Working Scientifically:</u> performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'</p> <p>WOW: Alien crash landing</p> <p>Learning Challenges: What materials can we use to keep Beegu warm? What material would make a good house for Beegu to live in? What uses do glass, wood, plastic and rocks have in building a house for Beegu? What should Beegu's bed be made of? How can Beegu stay dry in the rain and safe in sunlight? Reflection: Have an alien day where the children have to dress up but do a presentation about different materials they come across as though they didn't know them before.</p> | | <p>spherical bodies</p> <ul style="list-style-type: none"> • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p><u>Y5: Earth and space</u> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p><u>Working Scientifically:</u> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements,</p> | <p>but normally offspring vary and are not identical to their parents</p> <ul style="list-style-type: none"> • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <p><u>Y6: Evolution and inheritance</u> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> |
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| | | | <p>using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Reporting and presenting 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.</p> <p>WOW: Visit from a mobile Planetarium or set up a telescope. Explore apps such as 'Sky view'.</p> <p>Learning Challenges: Could we describe the Earth and the Sun as space cousins and if the Earth and Sun are cousins, is the Moon a young nephew? Can you explain why we have day and night?</p> | <p><u>Working Scientifically:</u> observe and raise questions about local animals and how they are adapted to their environment; compare how some living things are adapted to survive in extreme conditions, for example cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</p> <p>WOW: Watch an extract of Planet of the Apes and consider how realistic it could be.</p> <p>What do we mean by evolution and inheritance? Who was Charles Darwin and why is he still a</p> |
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| | | | <p>In non-narrative material, using simple organisational devices [for example, headings and subheadings].</p> <p>Explanation text.</p> <p>Causal Conjunctions.</p> <p>What do we know about the other planets in our solar system?</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Who was Neil Armstrong and what would you ask him if you met him?</p> <p>Diary entry</p> <p>How could you create a moon surface and create a moon buggy?</p> <p>Reflection: Could you create a simulated moon landing and film it?</p> | <p>controversial figure?</p> <p>Could we possibly have evolved from apes, monkeys or other primates?</p> <p>To write to persuade (We have evolved or we haven't evolved from apes)</p> <p>Why do you not usually look exactly like your mum or dad?</p> <p>Can you find out how animals who: live in the cold; around the equator; under the ground; and, in trees: are specifically adapted to live and survive there?</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>To write to inform</p> <p>Retrieve, record and present information from non-fiction</p> <p>Reflection: Carry out individual research about the way humans have adapted over years that requires you to start with a range of questions.</p> <p>Retrieve, record and</p> |
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| | | | | present information from non-fiction I can ask questions to improve understanding |
| History (Recovery Subject) | | <p>Facts and opinions Reviewing writing by Pliny(Roman author)</p> <p>Story retelling Discussing and recording ideas Narratives, creating settings, characters and plot https://www.youtube.com/watch?v=dY_3ggKg0Bc</p> <p>After learning about Pompeii and watching the video above children can orally retell the story of Pompeii and then write it as a first person narrative using all of the objectives above.</p> <p>Identifying main ideas drawn from more than 1 paragraph and summarising these https://www.museumoflondon.org.uk/application/files/6314/5434/0203/life-in-roman-london.pdf</p> | | |

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| | | <p>Children to read the text as a class and in the groups to pick one section and identify the points and ideas in each paragraph. Children can then take these points and make a poster using only pictures about one section from the text - the pictures should directly relate the summaries that they have written of each paragraph.</p> <p>Asking questions to improve their understanding of a text</p> <p>https://www.museumoflondon.org.uk/application/files/8715/7286/7448/queen-boudica-in-london.pdf</p> <p>Read the first section of text about Boudicca - ask each child to write a question on a post-it to stick it up on the wall. Children to read the whole text in groups. At the end of the session, they should read out their question and the answer if they have discovered it by reading the whole text. If not, the question should</p> | | |
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| | | <p>remain on the wall. organising paragraphs around a theme Children to pick a topic to write a non-fiction text about an area of Roman life that they are interested in: gladiators etc.</p> | | |
| RE (Recovery Subject) | <p>GOD:What do Christians believe that God is like?</p> <p>What is a parable? (T)</p> <p>How and why do Christians think about God as a loving Father? (T)</p> <p>How do Christians show that they believe that God is loving and forgiving? (I)</p> <p>How do Christians put their beliefs about God into practice in worship? (I)</p> <p>What are my ideas and questions about the Christian stories we have heard? (C)</p> | <p>CREATION What do Christians learn from the creation story?</p> <p>How do the concepts of God and Creation fit on a timeline of the Bible's 'Big Story'? (T)</p> <p>What are the links between Genesis 1 and what Christians believe about God and Creation? (T)</p> <p>How do Christians live their lives because they believe God is Creator? (I)</p> <p>Literacy:Identifying main ideas drawn from more than 1 paragraph and summarising these After reading an article based on a Christian person and</p> | <p>GOD What does it mean if God is loving and holy?</p> <p>What are the different sorts of texts that can be found in the Bible? (T)</p> <p>What are the connections between biblical texts and Christian ideas of God? (T)</p> <p>What are the connections between particular Bible texts and what Christians believe about God? (I)</p> <p>Literacy: multi-clause sentences and pronouns Write about a fictional Christian character. Write what he/she believes and how it is linked to the Bible. Use multi-clause sentences. Include</p> | <p>CREATION-Creation and Science: conflicting or complementary?In the wider context of 'Big Questions'</p> <p>What is the importance of Creation on the timeline of the 'big story' of the Bible? (T)</p> <p>What do Christians say about Genesis 1, and its purpose? (T) Literacy-Metaphors On card/post -its chn write out metaphoric sentences of what Christians say about Genesis 1.</p> <p>What are our ideas about what Genesis 1 might mean, and how do they compare with ways in</p> |

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| | | <p>how they live their lives based on his or her believe in God being the creator, chn are to write down/ summarise key information taken from more than one paragraphs.</p> <p>What are my questions and possible answers about what might be important in the creation story for Christians living today, and for people who are not Christians? (c)</p> <p>.</p> | <p>pronouns.</p> <p>How do Christians put their beliefs into practice in worship? (I)</p> <p>Literacy: Use of inverted commas and other speech punctuation, synonyms for said</p> <p>Write a conversation between a Christian and their friend. Christian talk about their beliefs and how it's put into practice in worship.</p> <p>What are our ideas about how biblical ideas and teachings about God as holy and loving might make a difference in the world today? (C)</p> <p>Multi-clause sentences- Write an article for the Times newspaper or the new Christian magazine.. Include sentences with more than one clause. .</p> | <p>which different Christians interpret it? (T) Literacy: informal letter Someone has asked this question in a Christian magazine. Reply to them in the form of an informal letter.</p> <p>What are the connections between Genesis 1 and Christian belief about God as Creator? (I)</p> <p>How do some Christians find that science and faith go together? (I)</p> <p>Literacy: Adverbial phrases Write a conversation between a Christian and non-Christian based on this Q. Use adverbial phrases</p> <p>How have we developed our key ideas arising from our study of Genesis 1? How and why are these ideas helpful or inspiring, or not? (C)</p> <p>How far is the Genesis 1 creation narrative in conflict, or</p> |
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| | | | | complementary, with a scientific account? (C) |
| Computing (Recovery Subject) | <p>E- Safety: I can keep my password private.</p> <p>I can tell you what personal information is.</p> <p>I can tell an adult when I see something unexpected or worrying online.</p> <p>I can talk about why it's important to be kind and polite.</p> <p>I can recognise an age appropriate website.</p> <p>I can agree and follow sensible e-Safety rules.</p> <p>I can recognise ways that technology is used in my home and community.</p> <p>How can I stay safe online?</p> <p>How can I search safely online?</p> | <p>E- Safety I choose a secure password when I am using a website.</p> <p>I can talk about the ways I can protect myself and my friends from harm online.</p> <p>I use the safety features of websites as well as reporting concerns to an adult.</p> <p>I know that anything I post online can be seen by others.</p> <p>I choose websites and games that are appropriate for my age.</p> <p>I can help my friends make good choices about the time they spend online.</p> <p>I can talk about why I need to ask a trusted adult before downloading files and games from the</p> | <p>E- Safety I protect my password and other personal information.</p> <p>I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult.</p> <p>I know that anything I post online can be seen, used and may affect others.</p> <p>I can talk about the dangers of spending too long online or playing a game.</p> <p>I can explain the importance of communicating kindly and respectfully.</p> <p>I can discuss the importance of choosing an age-appropriate website or game.</p> <p>I can explain why I need</p> | <p>E- Safety I protect my password and other personal information.</p> <p>I can explain the consequences of sharing too much about myself online.</p> <p>I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.</p> <p>I can explain the consequences of spending too much time online or on a game.</p> <p>I can explain the consequences to myself and others of not communicating kindly and respectfully.</p> <p>I protect my computer or device from harm on the Internet.</p> |

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| | <p>What are the parts of a computer and what do they do?</p> <p>How can I sign in to my computer?</p> <p>To research on the internet different structures that are used for homes and buildings and create page on slides with copied images</p> <p>Create a poster about how to stay safe online</p> | <p>Internet.</p> <p>I comment positively and respectfully online.</p> <p>I can tell you how to check who owns photos, text and clipart</p> <p>Respond to a google slides picture roll created by your teacher and post positive respectful comments.</p> <p><u>Literacy</u> Use slides to create a comic strip story telling someone how to stay safe online .</p> <p>Create a book of settings with setting hooks- search for pictures that have the correct usage rights. Link to places where a roman would go.</p> | <p>to protect my computer or device from harm.</p> <p>I know which resources on the Internet I can download and use.</p> <p>I can find out who the information on a webpage belongs to</p> <p>Create an advert for a child friendly game</p> <p><u>Literacy</u> Redrafting diary entries on a word of a character from hidden figures.</p> <p>Use the find tool to ensure work has a variety of pronouns</p> <p><u>Maths</u> Symmetrical artwork - Find a picture of space objects online and crop in half and use paint to create the other half. Planets</p> | <p>I can tell you about copyright and acknowledge the sources of information that I find online</p> <p>Write a play about cyberbullying and how to stay safe online.</p> <p><u>Maths</u> On google docs draw using lines to reflect an animal.</p> <p>On google docs draw with lines to translate an animal</p> <p><u>Literacy</u> Write an informal letter Consider the layout and font choices. Add a border. Use the boy in the tower as a stimulus / write a letter to your future self about what you would like to achieve at the end of the year.</p> <p>Write to inform by creating a newspaper article using planet of the apes as a stimulus</p> |
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| <p>DT/Art (Recovery Subject)</p> | <p><u>Freestanding structures- A home for Beegu.</u></p> <p><u>DT-lo-Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate include information.</u></p> <p>To research/look/discuss different structures that are used for homes and to discuss what features they think work well and why.</p> <p>To use a variety of materials to make prototypes of structures- To evaluate which of these are the most effective.</p> <p>To create two plans/designs outlining their ideas to make Beegu's home. Including shapes and materials that they may use. (link to science properties of materials that would be suitable and why)</p> <p>To draw their final design</p> | <p><u>2D shape to a 3D product- design and make a Roman purse/wallet.</u></p> <p><u>Lit Lo- Identifying main ideas drawn from more than 1 paragraph and summarising these. Discussing and recording ideas.</u></p> <p>To research how Romans would have made their clothes. What materials did they use? What tools were needed? How did they craft them? What designs/patterns could have been used/ were symbolic?</p> <p><u>Lit Lo- Facts and opinions</u></p> <p>Create a poster including facts that they have found from their previous research. Can they include their opinions about what they have found (differentiating between fact and opinion).</p> <p><u>DT Lo- To use research and develop design criteria to inform the design of innovative, functional.</u></p> | <p><u>Chalk/pastel drawings.</u></p> <p><u>Lit Lo-Identifying main ideas drawn from more than one paragraph and summarising these.</u></p> <p>Children to research a particular planet and star constellation. Text marking and highlighting key information, extracting key information.</p> <p><u>Lit Lo-In non-narrative material, using simple organisational devices [for example, headings and subheadings]</u></p> <p><u>Lit Lo- Explanation text.</u></p> <p>Children then present their ideas (gathered from previous week) by summarising the points that they have read. Include ideas for how their art work will look/ simple sketches linked to their research. Including a variety of facts. (These pictures will be used for inspiration for the children's work).</p> <p><u>Art Lo- To know how to use</u></p> | <p><u>Sketching- Artist link Andy Warhol.</u></p> <p><u>Lit LO- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</u></p> <p><u>Lit Lo- Retrieve, record and present information from non-fiction</u></p> <p>To research and create a fact file. To find out about Andy Warhol- (Biographical). Present findings to the class.</p> <p><u>Art lo- To study great artists, architects and designers in history. Research the work of an artist and use their work to replicate a style</u></p> <p>Look at a variety of Andy Warhol's portraits. Discussion points on what the children like/dislike justifying their ideas. What techniques has he used? What are some of the prominent colours/shapes etc?</p> |
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| | <p>for Beegus home including measurements, materials list, resources.</p> <p>To make Beegus house (junk modelling) focusing on using their planned designs. How can they make their structure strong?</p> <p><u>LO-Evaluate their ideas and products against design criteria.</u> Evaluate each other's/their own work. What went well, what would you change why?</p> | <p><u>appealing products that are fit for purpose, aimed at particular individuals or groups.</u> To create two designs for a Roman purse/Wallet. Use designs/patterns found from their research. (children will sew a design/pattern onto their wallet/purse)</p> <p><u>DT Lo- I can accurately measure and cut.</u> <u>Maths LO- Draw 2-D shapes and make 3-D shapes using modelling materials</u> <u>Measure, compare, add and subtract: lengths (m/cm/mm):</u></p> <p>To choose and finalise one design (plan and sketch)- To create paper templates to use when cutting their fabric to size/shape.</p> <p><u>DT Lo- To select from and use a wide range of materials and components, including textiles according to their functional properties and aesthetic</u></p> | <p><u>images created, scanned and found; altering them where necessary to create art.</u> <u>Maths Lo- complete a simple symmetric figure with respect to a specific line of symmetry</u> To use a variety of printed images that the children have researched and found. Enlarge the scale. Children then overlay the picture mark making and blending chalk and pastels tracing the shapes and outlines. Experimenting with colour. Children can also look at lines of symmetry within the image.</p> <p><u>Art Lo- To know how to organise line, tone, shape and colour to represent figures and forms in movement.</u> Before creating their final pieces of work children have time to blend the chalks/pastels, creating rubbings to show different textures that they could use._</p> | <p><u>Lit Lo- To write to persuade</u> Looking at a range of Andy Warhol portraits children to choose their favourite and write a piece of persuasive writing as to why it is the best.</p> <p><u>Art Lo- use a full range of pencils, charcoal or pastels when creating a piece of observational art.</u> <u>Maths Lo- Complete a simple symmetric figure with respect to a specific line of symmetry.</u></p> <p>To choose two of their favourite portraits (Andy Warhol) and to practice using different pencils to create their interpretation of his work. Focusing on lines/shape and colour. Looking for lines of symmetry within their work.</p> <p><u>Art LO- To experiment with shading to create mood and feeling.</u></p> |
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| | | <p><u>qualities.</u> To make a purse/wallet using textiles. Sewing designs/patterns onto it, following their plan.</p> <p><u>DT Lo- To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</u> <u>Lit Lo- Discussing and recording ideas.</u></p> <p>Share their work discussing what worked well/what they would change and why.</p> | <p><u>Art Lo- use a full range of pencils, charcoal or pastels when creating a piece of observational art</u> Children create their own space/star/satellite pictures using the images that they have gathered. Focusing on how they can blend the colours, create shapes and create their own shades and tones. Looking at how they can show movement within their work.</p> <p><u>Lit Lo- Story writing.</u> <u>Lit Lo-To use a range of conjunctions to expand on ideas.</u> To write a story in the 1st or 3rd person based on their art work. Linked to the idea of space and visiting where they have drawn in their picture.</p> | <p>To make a number of quick sketches of their face showing a variety of emotions. Observational drawings. Experimenting with shading techniques. Showing light and shade. Experiment with torches etc.</p> <p><u>Art lo- know how to organise line, tone, shape and colour</u> To create a final portrait of themselves in the style of Andy Warhol. To think about what colours they will use to show light and shade.</p> <p>To share and evaluate each other's work, what do they like/techniques that they used.</p> |
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| <p>Music (Recovery Subject)</p> | <p>What does music from outer space sound like?</p> <p>Listening and composing activities.</p> <p>Strauss - "Also Sprach Zarathustra" Jean Michel Jarre - "Equinoxe" James Horner - "Apollo 13"</p> <p><u>Keywords:</u> Sound Texture Pitch</p> <p><u>Pupils should:</u></p> <ul style="list-style-type: none"> > Make different sounds with instruments > Identify changes in sounds > Change the sound by playing or singing in a different way > Repeat short rhythmic and melodic patterns > Make a sequence of sounds > Identify different moods in music > Explain how a piece of music makes them feel > Explain their opinion and | <p>What was music like in the Roman period and how was it used in daily life?</p> <p>Listening and appraising activities</p> <p>BBC Schools "Time and tune" on Romans. What did Roman instruments look and sound like and how they were used in everyday life?</p> <p>Listen to and appraise "Boudica" and "Hadrian's wall"</p> <p><u>Keywords:</u> Fanfare Harmonic series March</p> <p><u>Pupils should:</u></p> <ul style="list-style-type: none"> > Perform a simple part rhythmically > Improvise using repeated patterns > Learn to read standard western notation > Use notations to record compositions in a small group or on their own > Describe and identify the different purposes of pieces of music | <p>What do the sounds of the rainforest sound like?</p> <p>Performing and composing activities</p> <p>Learn and perform the Rainforest song. Compose a rainforest scene in small groups. Explore the animals which live in the rainforest.</p> <p><u>Keywords:</u> Timbre Texture Structure</p> <p><u>Pupils should:</u></p> <ul style="list-style-type: none"> > Maintain their part whilst others are performing at the same time > Perform 'by ear' and from simple notations > Improvise within a group using melodic and rhythmic phrases > Recognise and use basic structural forms e.g. Rounds and variations > Compose music for a specific purpose or mood > Describe, compare and evaluate music using musical vocabulary | <p>How can we make music with everyday objects and ourselves?</p> <p>Performing, composing and listening activities</p> <p>Learn about how to make sounds using body percussion</p> <p><u>Keywords:</u> Ostinato Notation Duration</p> <p><u>Pupils should:</u></p> <ul style="list-style-type: none"> > Perform parts from memory > Perform using different notations > Take the lead in a performance > Take on a solo part Provide rhythmic support as an accompaniment > Read and use different forms of notation > Compose rhythmic patterns that others can copy > Appraise different arrangements of the same piece of music noting the |
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| | giving reasons | | <p>> Explain why they think their music is successful or unsuccessful</p> <p>> Suggest improvements to their own or others' work</p> | changes |
| Spanish (Recovery Subject) | | | | |
| PE (Wellbeing subject) | <p>Key Vocabulary: Active, Benefit, Bravery, Enjoyment, Encouragement, Happiness, Mindfulness</p> <p>Team building - OAA Key skills: Teamwork, Leadership, Communication, basic body movement, social skills (talking, listening, confidence, sharing ideas).</p> <p>OAA Challenge/ Team building activities for the first week/ 2 weeks.</p> <p>Cricket - <u>LO: To master basic movements including running, catching, throwing and hand eye coordination.</u></p> | <p>Key Vocabulary: Active, Benefit, Bravery, Enjoyment, Encouragement, Exercise, Hobbies, Happiness, Mindfulness</p> <p>Team building - OAA Key skills: Teamwork, Leadership, Communication, basic body movement, social skills (talking, listening, confidence, sharing ideas).</p> <p>Challenge/ Team building activities for the first week/ 2 weeks.</p> <p>Tennis - <u>LO: To develop flexibility, strength, technique, control, balance and hand eye</u></p> | <p>Key Vocabulary: Active, Benefit, Bravery, Endorphins, Enjoyment, Encouragement, Exercise, Hobbies, Happiness, Mindfulness</p> <p>Team building - OAA Key skills: Teamwork, Leadership, Communication, basic body movement, social skills (talking, listening, confidence, sharing ideas).</p> <p>Challenge/ Team building activities for the first week/ 2 weeks.</p> <p>Tennis - <u>LO: To develop flexibility, strength, technique, control, balance and hand eye</u></p> | <p>Key Vocabulary: Active, Benefit, Bravery, Endorphins, Enjoyment, Encouragement, Exercise, Hobbies, Happiness, Mindfulness</p> <p>Team building - OAA Key skills: Teamwork, Leadership, Communication, basic body movement, social skills (talking, listening, confidence, sharing ideas).</p> <p>Challenge/ Team building activities for the first week/ 2 weeks.</p> <p>Tennis - <u>LO: To develop flexibility, strength, technique, control, balance and hand eye</u></p> |

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| | <p>Team work skills: moving the ball from A-B without dropping. Retrieval of ball, team of fielders to get ball back to stumps in the shortest amount of time.</p> | <p><u>coordination.</u></p> <p>Warm up games to focus on teamwork and wellbeing (resilience, determination, competitiveness): Pairs or small groups timed games to build points by hitting a target and returning the ball to the team. Piggy in the middle style game to focus on accuracy and confidence hitting the ball.</p> | <p><u>coordination.</u></p> <p>Warm up games to focus on teamwork and wellbeing (resilience, determination, competitiveness): Pairs or small groups timed games to build points by hitting a target and returning the ball to the team. Piggy in the middle style game to focus on accuracy and confidence hitting the ball - variation in distances to achieve control over measuring power and accuracy.</p> | <p><u>coordination.</u></p> <p>Warm up games to focus on teamwork and wellbeing (resilience, determination, competitiveness): Pairs or small groups timed games to build points by hitting a target and returning the ball to the team. Piggy in the middle style game to focus on accuracy and confidence hitting the ball - variation in distances to achieve control over measuring power and accuracy.</p> |
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Recovery Curriculum Year 2/3

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| BIG QUESTION: What would I need to build a bridge? DRIVER: <u>WOW -Trip to the London Aquatic centre and Olympic park/ Tower bridge exhibition</u> | | Change of heart mind or action: Opportunities for: Children to explore different countries and the environment/weather found there. | | | |
| | |  Pioneers in engineering and how the architecture of our world is built. |  How could I contribute to building our world and what can I aspire to do? |  Write about someone who has inspired you. |  |
| Literacy Red Rated Objectives from Lockdown (Previous Year) | Year 2 Adverbs Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs | | | | |
| | Year 3 Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes (history) Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say (History) | | | | |
| | Year 2 Punctuation (R.E) Verbs (R.E) Checking that the text makes sense to them as they read and correcting inaccurate reading (science) | | | | |

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| Literacy Amber Rated Objectives from Lockdown (previous Year) | <p>Making inferences on the basis of what is being said and done</p> <p>Letter writing (science)</p> <p>Fact Files (science) (Music)</p> <p>Using the prefix un</p> |
| | <p>Year 3</p> <p>Imperative verbs and adverbs (R.E)</p> <p>Conjunctions (coordinating and subordinating) (R.E)</p> <p>Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] (history)</p> <p>Story writing (R.E)</p> <p>Adverbials of time (History)</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves (History)</p> |
| Maths Red Rated Objectives from Lockdown (Previous Year) | <p>Year 2</p> <p>Position and Direction-describe position, direction and movement, including whole, half, quarter and three quarter turns (science)</p> |
| | <p>Year 3</p> |
| Maths Amber Rated Objectives | <p>Year 2</p> <p>Multiplication-Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support</p> |

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| from Lockdown (previous Year) | of the teacher. | | | | | | | |
| | <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p>Year 3</p> <p>Measurement-choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Position and direction-order and arrange combinations of mathematical objects in patterns and sequences</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>Statistics - charts and graphs-interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> | | | | | | | |
| | Week 1 31/8/2020 - Inset day Wednesday 2nd September | Week 2 7/9/2020 | Week 3 14/9/2020 | Week 4 21/9/2020 | Week 5 28/9/2020 | Week 6 5/10/2020 | Week 7 12/10/2020 | Week 8 19/10/2020 |
| WOW /Experience s / Projects/ Reflection | Materials hunt with clues Design a bridge competition | *Whole School Assessment week - ten 30min tests, 2 to be done each day - will take place in maths and literacy | | | Tower Bridge exhibition | | Trip to the London Aquatic centre and Olympic park/ | |

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| | | lessons - children will need the tests read to them where possible.* | | | | | | |
| Literacy | Three day week: Design a bridge competition -Link to scientific language Mechanisms and slider leavers. Materials hunt with clues. Writing a description about myself. | | WOW activities and topic exploration : Design a bridge competition- Link to scientific language Mechanisms and slider leavers. Materials hunt with clues. SPaG focus(if possible): Year 2: suffixes- ing and ment Year 3: Conjunctions subordinatin g | SPaG focus: Year 2: punctuation - apostrophes contractions Year 3: quotation marks Inverted commas | SPaG focus: Year 2: Expanded noun phrases to describe and specify Year 3: Causal conjunctions | SPaG focus Year 2: progressive verbs Y2-Verbs in the continuous form Year 3: suffixes ly fully | SPaG focus: Year 2: expanded noun phrases expanded noun phrases to describe and specify Year 3: expanded noun phrases progressive verbs | SPaG focus: Year 2: past tense Year 3: using the present perfect form of verbs in contrast to the past tense |

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| | | | <p>Use inference to make a prediction about the story using front and back cover.</p> <p>Y2 - label diagram with parts linked to science - materials and mechanisms</p> <p>Y3- definitions of parts</p> <p>Children read and learn the parts of tower bridge in reading comprehension and write definitions</p> | <p>Writing outcomes: 1. Write a character description using an illustration from the text</p> <p>Analyse characters not from text. Whole class writing up of a description for that character (C.T modelling)</p> <p>- Description of the Grandma and what she used to do for a living. Y2- Use senses- physical appearance and personality. Y3- Focus more on characterisation. Draw on characters' thoughts, motives and feelings. Challenge: to include 'show don't tell Technique'</p> <p>Y2- Give children a bank of high quality adjectives to include. - magnificent, ambitious, industrious</p> | <p>Writing outcomes: To write a letter</p> <p>Write a dictated letter</p> <p>Analyse features of an informal letter</p> <p>expanded noun phrases linked to different feelings in the story</p> <p>Y2- With C.T, locate and underline high level adjectival phrases/words used in text- daring, dismayed, perplexed, raging success, ridiculous, embarrassed. Write meanings.</p> <p>Y3- Independently/ in pairs, using dictionaries to check the meaning of words that they have read. challenge:</p> | <p>Writing outcomes: To write a poem</p> <p>Rhyming- Look at extracts from text and identify its rhyming scheme. Y2- match up rhyming words? Y3-</p> <p>Read and recite different poems with appropriate intonation. Identify rhyming scheme used</p> <p>Analyse features of a free verse poem</p> <p>Y2- Prepare a class poem with AABCC rhyming scheme about Rosie's engineering Journey.</p> <p>Y3- Prepare a poem to read aloud showing understanding of intonation, pace and volume. Must include the rhyming scheme covered. Challenge:</p> | <p>Writing outcomes: To write a non-chronological report</p> <p>Examine features of non chronological report and plan subheadings (year 3 paragraphs)</p> <p>To create an advert for the exhibition. write expanded noun phrases for description and specification</p> <p>Year 3 - persuasive language rhetorical questions</p> <p>To write an introduction for your non-chronological write commands</p> <p>Write report on Tower Bridge</p> | <p>Writing outcomes:</p> <p>To write a fictional style story with Zaha Hadid being the main character.</p> <p>New book: Zaha Hadid - little people big dream</p> <p><u>Plan story</u></p> <p>Y2- planning or saying out loud what they are going to write about boxing it up pictures- Sheet keywords</p> <p>Y3- discussing and recording ideas, planning paragraphs</p> <p><u>Write:</u></p> <p>Y2- writing narratives about personal experiences and those of others (real and fictional)</p> |
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| | | | | <p>us, grandiose, marvellous</p> <p>Y3- ambitious vocabulary, thesaurus</p> <p>2. To write speech</p> <p>Analyse speech extracts from text</p> <p>Analyse features of a dialogue</p> <p>Character feelings</p> <p>speech bubble - hot seating of different characters and write an example of what each person could say</p> <p>Write a conversation between grandma and girl. What do you think she said?</p> <p>2 lessons (year 3 inverted commas)</p> <p>Y2- Apply SPAG taught this week</p> <p>Y3- words instead of said, inverted commas</p> <p>Challenge:</p> | <p>Synonyms</p> <p>Persuasive language/technique</p> <p>Sentence types To identify how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p>Compose a letter to Rosie to tell her not to give up. Y2/3- write simple sentences dictated by the teacher</p> <p>Y3- Independently finish off the letter. Include persuasive language and high level vocab found in text. Include causal conjunctions e.g when, before,</p> | <p>ABABCD CD rhyming scheme.</p> <p>Trip related-write questions to ask an engineer</p> <p>TRIP DAY:Progressive verbs and</p> <p>Finish book Rosie Revere Engineer</p> | <p>model using progressive verbs commands and description</p> <p>Year 3 challenge: read facts and look at images about 2 London landmarks and choose one to create their report about.</p> <p>continue/ create a factual diagram of engine room</p> | <p>Y3-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p><u>Edit to improve:</u></p> <p>Y2-rereading to check that their writing makes sense</p> <p>Y3-proofread for spelling and punctuation errors</p> |
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| | | | | add adverbial phrases. | after, while, so, because | | | |
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| | Speaking & listening: Y2/3-Ask relevant questions to extend their understanding and knowledge | Speaking & listening: Y2/3-Ask relevant questions to extend their understanding and knowledge | Speaking & listening: Y2/3-Ask relevant questions to extend their understanding and knowledge | Speaking & listening: Y2/3-use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Give well-structured descriptions, | Speaking & listening: Use relevant strategies to build their vocabulary | Speaking & listening: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | Speaking & listening Participate in discussions, presentations, performances, role play, improvisations and debates | Speaking & listening: Explanations and narratives for different purposes, Gain, maintain and monitor the interest of the listener(s) |
| | Reading: Identifying clues in a text - inference Y2- Making inferences on the basis of what is being said and done Y3- increasing their familiarity with a wide range of books | Reading: Identifying clues in a text - inference Y2- Making inferences on the basis of what is being said and done Y3- increasing their familiarity with a wide range of books | Reading: Identifying clues in a text - inference Y2- Making inferences on the basis of what is being said and done Y3- increasing their familiarity with a wide range of books | Reading: Y2-discussing and clarifying the meanings of words, Y3- Using a dictionary in preparation for next week. | Reading: Y2-answering and asking questions Y3 - identifying how language, structure, and presentation contribute to meaning | Reading: Y2-recognising simple recurring literary language in poetry Y3- recognising simple recurring literary language in stories and poetry | Reading: Y2-listening to, discussing and expressing views of non-fiction text at a level beyond that at which they can read independently Y3-Listen to and discuss a wide of text: non-fiction | Reading: Y2-listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Y3- identifying how language, structure, and presentation contribute to meaning |

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| Maths Year 2 | <p>Place Value</p> <p>Read and write numbers to at least 100 in numerals and words.</p> <p>Recognise the place value of each digit in a two digit number (tens and ones).</p> | | <p>Place Value</p> <p>Read and write numbers to at least 100 in numerals and words.</p> <p>Recognise the place value of each digit in a two digit number (tens and ones).</p> | <p>Place Value</p> <p>Identify, represent and estimate numbers using different representations including the number line.</p> | <p>Place Value</p> <p>Compare and order numbers from 0 - 100 using, less than, greater than and equal to symbols $<$, $>$ and $=$</p> <p>Find 1 or 10 more or less than a given number.</p> | <p>Addition/Subtraction</p> <p>Add and subtract numbers using concrete objects, pictorial representation, and mentally, including a 2 digit number and ones, a 2 digit number and tens, two 2 digit numbers, adding three 1 digit numbers.</p> <p>Show that the addition of two numbers can be done in any order (commutative) and subtraction from one number to another cannot.</p> | <p>Addition/Subtraction</p> <p>Solve problems with addition and subtraction, using concrete objects and pictorial representation, including those involving numbers, quantities and measures, applying their increasing knowledge of mental and written methods</p> | <p>Addition/Subtraction</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> |
| Maths Year 3 | <p>Place Value</p> <p>Read and write numbers up to 1000 in</p> | | <p>Place Value</p> <p>Read and write numbers up to 1000 in</p> | <p>Place Value</p> <p>Identify, represent and estimate numbers using different</p> | <p>Place Value</p> <p>Compare and order numbers up to 1000.</p> | <p>Addition/Subtraction</p> <p>Add and subtract numbers mentally, including: a 3 digit</p> | <p>Addition/Subtraction</p> <p>Add and subtract numbers with up to 3 digits using</p> | <p>Addition/Subtraction</p> <p>Estimate and use inverse calculations to</p> |

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| | numerals and words. Recognise the place value of each digit in a three digit number (hundreds, tens and ones). | | numerals and words. Recognise the place value of each digit in a three digit number (hundreds, tens and ones). | representations. | Find 10 or 100 more or less than a given number. | number and ones, a 3 digit number and tens, a 3 digit number and hundreds. Show that the addition of two numbers can be done in any order (commutative) and subtraction from one number to another cannot. | formal written methods of column addition and subtraction. Estimate and use inverse calculations to check answers to a calculation. | check answers to a calculation. Solve problems involving missing number problems, using number facts, place value, and more complex addition and subtraction. |
| R.E. Year 2 Big Question: Who made the world? | Title page / What do I remember about what I have learned in RE. | Chn to answer big Q: Who made the world. Can answer this in whichever way they want to e.g draw, write. What do you already know? What questions do you have about this | What do I know about the story of creation from Genesis 1:1–2.3? (T) Literacy: Verbs Chn could draw and/or role play the story. Chn to create or be given verb cards to aid retell of story. | How does 'Creation' fit into the 'big story' of the Bible? (T). | What does the Genesis account tell Christians about God, Creation and the world? (T) Literacy: Punctuation Chn could write a few sentences to answer this question. They use capital letters for names of people (God, Christians), at the start of a sentence and full stop at the end Can also include | How do Christians say thank you to God for the Creation? (I) Harvest festival Harvest prayers and hymns Ask pupils to choose the line in a song which they think is most important for Christians, and say why. Mathew 10:8 Saying thank you | What are my questions about living in an amazing world?(C) Interactive activity to make connection between Christian ideas of God as Creator and the importance for everyone of being grateful If you could ask the world-maker any questions, what questions would they ask? | Creatively answer the big question. Add to work from the first lesson in a different colour pen. |

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| | | new topic? | | | exclamation marks. | everyday- grace <i>EXT:What difference does it make if you say something every day? Pupils are often told to say please and thank you. Why is that?</i> | | |
| R.E Year 3 Big Question: People of God- What is it like to follow God? | Title page / What do I remember about what I have learned in RE. | Chn to answer the big question. Could choose to do this creatively . <i>What do you already know?</i> <i>What questions do you have?</i> | What is the story of Noah? Drama activity Literacy: Imperative verbs and adverbs | What are the links between the story of Noah and the idea of covenant? (T) Literacy: Subordinating and coordinating conjunctions- Write an article for the new Christian Magazine using subordinating and coordinating conjunctions. | What links can I make between people of God and how some Christians choose to live in their whole lives ?(i) William Booth Literacy: Story writing Write a story based on a Christian (William Booth) who has given up much to follow God. | What are the links between promises in the story of Noah and promises that Christians make at a wedding ceremony? (I) Hold a 'promise scavenger hunt' | What are the links between the story of Noah and how we live in school and the wider world?(C) | Answer the big question creatively . Add ideas to work completed at the start of the topic in a different colour pen. |
| Computing | E-Safety How do I stay safe online? | E-Safety How do I stay safe online? | E-Safety What makes a secure password and why they are important? | E-Safety Plan a story about how to stay safe online. use online safety video as a stimulus | E-Safety Write story about how to stay safe online | E-Safety Write a story about how to stay safe online. | Digital literacy creating a table - arrays in maths | Digital literacy creating a collage - maths shape repeating patterns |

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| | | | How can I protect my personal information when I do different things online? | I can talk about why it is important to be kind and polite online and in real life. I know that not everyone is who they say they are on the Internet. | | | | |
| Science | KWL grid/ title page | Materials hunt using clues of properties of materials to find the letter from Rosie Revere KWL grid | Materials reading comprehension Non-fiction Year 3 - Rocks | Materials reading comprehension Non-fiction Year 3 - Rocks | Which materials would be best to make a bridge? Make a hypothesis and create a plan - how can you adapt your plan made in writing given what you have learned from reading? Corrugated paper Rock plastic straws newspaper Foil - metal | Experiment make bridge and write conclusions of the building process and reflect on the success of the project KWL grid | How would you classify different objects? Create a venn diagram of classification of properties. hard soft bendy rough smooth fragile and strong challenge can a material change from fragile to strong - Is this always absolute - justify your answer | Experiment: Which bridge would survive best outside? Monday Hypothesis Fair test - where should we put them? How long for? What time will we monitor them? Daily diary entry on observations as early morning work (year 3 catch up) Friday Conclusion KWL grid |
| PSHE/Circle time | <u>Week 1</u> Reconnectin | <u>Week 2</u> | <u>Week 3</u> Same but | <u>Week 4</u> Managing change | <u>Week 5</u> Being challenged | <u>Week 6</u> Our support | <u>Week 7</u> Good | <u>Week 8</u> Hearing not |

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| | <p>g and reengaging</p> <ul style="list-style-type: none"> •Reconnecting with friends and the wider school community •Establishing new routines •Re-engaging with school life | <p>My mind</p> <p>Healthy body, healthy mind pt 1 Slide 9-13</p> | <p>different.</p> <ul style="list-style-type: none"> •Comparing how things were before the pandemic to how they are now •Reflecting on what is the same and different about ourselves and our family •Reflecting on what is the same and different about school life <p>My mind</p> <p>Healthy body, healthy mind pt2 Slide 18</p> | <ul style="list-style-type: none"> •Recognising different types of change •Exploring the different feelings relating to change •Identifying strategies to manage change <p>My mind</p> <p>Feelings slide 12 or 13</p> | <ul style="list-style-type: none"> •Understanding challenge and the feelings associated with this •Building resilience to overcome challenge <p>My mind</p> <p>Resilience Slide 18</p> | <p>network</p> <ul style="list-style-type: none"> •Identify a support network of people who you can talk to when you need help •Understand when you may need a support network <p>My mind</p> <p>Mind training Slide 24</p> | <p>conversations</p> <ul style="list-style-type: none"> •Establishing a set of talking guidelines •Maintaining conversations by asking questions, listening to answers and responding to answers <p>My mind</p> <p>Determination slide 17</p> | <p>listening</p> <ul style="list-style-type: none"> •Recognise the importance of not interrupting others •Understand how to listen well •Recognise the difference between hearing and listening <p>My mind</p> <p>Emotions slide10 or 13</p> |
| MFL | <p>Spanish - Language Angels</p> <p>Early Language Teaching -</p> <p>Unit 1 - I'm Learning Spanish - May not need to spend too much time on these if covered before/in lockdown.</p> <p>Recap Lessons - Intro to Spanish, Spanish Greetings, What is your name?, Colours</p> <p>Unit 2 - Animals</p> | | | | | | | |

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| | Unit 3 - Musical Instruments |
| Art /DT | <p>Design and build a bridge - choose materials, test its strength, evaluate.</p> <p>DT LO- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>DT LO- select from and use a wide range of materials and components, including construction materials.</p> <p>DT LO- to evaluate their ideas and products against design criteria.</p> <p>DT LO- I can explain how to improve a finished model - I know why a finished model has/ has not been successful.</p> |
| P.E - TB | <p>Week 1- 2 Team building games</p> <p>Tennis Week 3 - 8 - <u>LO: To develop flexibility, strength, technique, control, balance and hand eye coordination.</u></p> <p>Warm up games to focus on teamwork and wellbeing (resilience, determination, competitiveness) :</p> <p>Pairs or small groups timed games to build points by hitting a target and returning the ball to the team.</p> <p>Piggy in the middle style game to focus on accuracy and confidence hitting the ball.</p> |