



YEAR GROUP CATCH UP / RECOVERY PLANS – Year 1 - 4

Year 1 Curriculum Planning for September – Catch Up / Recovery Plan

Listed below are the curriculum objectives that will need to be specifically taught from previous year groups curriculum plans due to 'lost learning' in summer term

	English	Maths	Science / Humanities	Other
Week 1 W/Th/F	Settling in – routines, procedures, PSHE			
	Red – ELG Blue – Year 1			
Week 2	<p>Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and</p>	<p>Maths: Count reliably with numbers 1 to 20. Place 1 to 20 in order and say which is 1 more or 1 less than a given number. Count to and across 100 forward and backward beginning with 0 or 1 or form any given number. Identify 1 more or 1 less than a given number.</p>	<p>Formative assessment at the start of the unit will determine prior knowledge before beginning Year 1 POS.</p> <p>Science weeks 2-7 The World: children know about similarities and differences in relation to places, objects, materials and living things.</p> <p><u>Everyday materials</u> Explain why a material might be useful for a specific job. Name some different everyday materials? e.g. wood, plastic, metal, water and rock</p>	<p>Technology: children recognise that a range of technology is used in places such as homes and schools. <u>Computing: Keeping Safe & Exploring Technology</u></p>

	<p>read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read</p> <p>Children will be assessed using the RWI phonic assessment to determine knowledge of sounds and reading level. Reading books will be sent home once all children have been assessed and grouped. Daily phonic sessions will begin in week 1 (SET 1 sounds – speed sounds, begin teaching SET 2 for all)</p> <p>ELG Writing Use phonic knowledge to write words in ways which match their spoken sounds. Write some common irregular words. Write simple sentences which can be read by themselves and others – some words are spelt correctly and others are phonetically plausible.</p>		<p>Sort materials into groups by a given criteria- their properties.</p>	
Week 3		<p>Add and subtract single digit numbers with objects and quantities, counting on or back to find the answer. Read, write and interpret statements involving +, - and =.</p> <p>Addition focus</p>	<p>History weeks 2-7 People & Communities: children talk about past and present events in their own lives and in the lives of family members.</p> <p><u>Toys</u> Knowing that some objects belong in the past. Use phrases like old, new and a long time ago. Identify objects from the past. Identify the main differences between old and new objects. Ask and answer questions about old and new objects. Spot old and new things in a picture.</p>	
Week 4		<p>Add and subtract single digit numbers with objects and quantities, counting on or back to find the answer. Read, write and interpret statements involving +, - and =.</p> <p>Subtraction focus</p>		
Week 5	Y1 Program of study	Solve problems including doubling and halving and sharing.		
Week 6	Possible additional activities for all children in weeks 1-3:	Count in multiples of 2s, 5s and 10s.		

Week 7	Dough disco Hold a sentence Build a sentence Handwriting Writing activities linked to a weekly book for the first 3 weeks. Opportunities in the environment to support fine motor control, letter formation, word building.	Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise and name 2D and 3D shapes.		
Week 8	These activities will continue for target children following formative assessment. Week 4 onwards will be planned based on formative assessments from weeks 1-3 using the Year 1 POS as a starting point and adapting as appropriate.	Use everyday language to talk about size, weight to compare objects and to solve problems. Compare, describe and solve practical problems for lengths, height and mass/weight.		
HALF TERM				

Listed below are the curriculum objectives that will need to be 'blended' into existing curriculum plans for current year group

	English	Maths	Science / Humanities	Other
Week 1	Year 1 POS for the term.	Count in multiples of 2s, 5s and 10s. Read and write numbers to 100 in numerals (to 50 initially).	Science: The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how	

			environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	
			Science weeks 1-7 Seasonal change	
Week 2		Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity.		
Week 3		Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.		
Week 4		Compare, describe and solve practical problems for capacity and volume.		
Week 5		Recognise and know the value of different denominations of coins and notes.		
Week 6		Sequence events in chronological order using language. Recognise and use language relating to dates including days of the week, weeks, months, years.		
Week 7		Consolidate and assess.		

Listed below are curriculum objectives that need to be carried over to Spring term to be taught / blended in to current years curriculum plan

Science: The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.



Year 2

Curriculum Planning for September – Catch Up / Recovery Plan

Listed below are the curriculum objectives that will need to be specifically taught from previous year groups curriculum plans due to 'lost learning' in summer term

	English	Maths	Science / Humanities	Other
Week 1 W/Th/F	Settling in – routines, procedures, PSHE Introduce 'Here We Are' by Oliver Jeffers			
Week 2	<p>Reinforce correct use of 'non negotiables' – capital letters, full stops and finger spaces.</p> <p>Features of a non-fiction text – dictionary, contents page, glossary</p> <p>Links made to Oliver Jeffer's 'Here We Are' as we read around the subject matter in each session.</p>	Place Value – Counting forwards and backwards in steps of 2, 5, 10 and 3s	Science – Investigation skills practised through Year 2 topic – animals and their habitats.	PE – Send and return (use of bat moved to spring term) – linked in with Y2 Attack, Defend, Shoot
Week 3	<p>Use the familiar structure of a 'defeat the monster story' Taught through Talk for Writing Unit – Little Red Riding Hood</p> <p>Recap use of simple punctuation and introduce the use of capital letters for proper nouns.</p>	Place Value – reading and writing numbers 50 – 100 (Link in with Y2 objectives for place value – read and write numbers to at least 100 in numerals and words.)		<p>RE – Christianity • Church: its functions and features; importance to Christians</p> <ul style="list-style-type: none"> • Worship activities including praise and prayer • Local Christian communities and religious buildings (church, chapel etc). • The Bible: special book for Christians, source of authority, teaching and help. <p>This will all link in with the year 2 unit – Christianity- Beliefs and Practices</p>
Week 4	Taught through Talk for Writing Unit – Little Red Riding Hood Spelling work suffix 'er' as Red Riding Hood compares the size of the wolf's features to grannies.	<p>Measures – Capacity –</p> <ul style="list-style-type: none"> - Measure volume using a range of non-standard units and compare. - Measure capacity using a range of non-standard units and compare. - Begin to measure capacity in ml/l 		

		- Record amounts using ml/l		
Week 5	Taught through Talk for Writing Unit – Little Red Riding Hood The use of exclamation marks to demarcate sentences	Addition and Subtraction Consolidation of Year 1 - Subtract a 1-digit number from a 2-digit number up to 20. - Subtract a 2-digit number from a 2-digit number up to 20. Make links to money Year 2 addition and subtraction - Recall addition bonds to 20 based on instant recall. - Recall subtraction facts to 20 based on instant recall.		The following is dependent upon the availability of the ICT suit ICT - • use technology purposefully to create, organise, store, manipulate and retrieve digital content Link in with Year 2 unit – presenting information
Week 6	Journey Story – The Snail and the Whale How the prefix 'un' changes the meaning of verbs and adjectives.	Year 2 addition and subtraction - Know addition facts (multiples of 10) up to 100, e.g. 60+20=80 - Know subtraction facts (multiples of 10) up to 100, e.g. 90-70=20 - Explain how to use bonds to ten to derive other number facts.		
Week 7	Journey Story – The Snail and the Whale Use of subordination and coordination.	Time - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. - Tell o'clock times. - Tell half past times. - Draw hands on clock to show o'clock times. - Draw hands on clock to show half past times. - Know some key events associated with o'clock and half past times, e.g. lunchtime etc. Where appropriate, begin to look at Y2 time objectives of quarter to and past the hour.		Music – creating your own lyrics – Charanga - Imagination
Week 8	Journey Story – The Snail and the Whale	Recognise & name common 3D shapes, including: 3D. E.g. cuboids (including		

		<p>cubes), pyramids, spheres.</p> <ul style="list-style-type: none"> - Start with reminder about names of 2D shapes - Identify and name cubes, pyramids, spheres and cylinders. <p>Describe and identify 3D shapes using the terms edge, vertex, vertices and face</p>		
HALF TERM				

List below are the curriculum objectives that will need to be 'blended' into existing curriculum plans for current year group

	English	Maths	Science / Humanities	Other
Week 1	Consolidate use of question marks	<p>Consolidate - Compare mass/weight</p> <p>Measuring in cm</p> <p>Compare & order lengths, mass, & record the results using >, < and =.</p> <ul style="list-style-type: none"> - Order different lengths using cm and m - Order different weights using g and kg - Use the symbol < > = to compare two amounts of length and weight - Record information using < > = 	<p>History – Key skills/objectives taught through Year 2 Great Fire of London topic</p> <ul style="list-style-type: none"> •Can they ask and answer questions about old and new objects? •Know that some objects belong to the past? 	
Week 2	Correct use of past tense	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> - Know addition facts (multiples of 10) up to 100, e.g. 60+20=80 - Know subtraction facts (multiples of 10) up to 100, e.g. 90-70=20 - Explain how to use bonds to ten to derive other number facts. 	History - Place historic events on a timeline.	
Week 3	Formation of adjectives using suffixes 'less' and 'ful'	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> - Add 10 to any 2-digit number 		

		<ul style="list-style-type: none"> - Add any 10s number to a 2-digit number (up to 100) - Subtract 10 from any 2-digit number - Subtract any 10s number from a 2-digit number 		
Week 4		<p>Solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 tables, including recognising odd and even numbers</p>		
Week 5	Commas to separate items in a list	<p>Consolidate - recognise, find and name a half as one of two equal parts and a quarter as being one of four equal parts of an object, shape or quantity.</p> <p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ of a length, shape, set of objects, or quantity.</p>	History - Retell a familiar story set in the past	
Week 6		Recognise & use symbols for pounds (£) and pence (p); combine amounts to make a particular value.		
Week 7		Interpret and construct: pictograms, tally charts, block diagrams, simple tables – Christmas based.		

List below any curriculum objectives that need to be carried over to Spring term to be taught / blended in to current years curriculum plan

Maths –

- Find fractions of lengths and numbers
- Symmetry of shape
- Money – making values to £5

Add and subtract numbers mentally, including:

- - 2-digit numbers & ones
- - 2-digit numbers & tens
- - two 2-digit numbers
- - adding three 1-digit numbers

History – The following objectives will be incorporated into our spring term topic which looks into the lives of famous people eg. Mary Seacole, Florence Nightingale, Grace Darling amongst others.

- Appreciate that some famous people have helped our lives be better today
- Compare similarities and differences between achievements

PE – Use of a bat to pass a ball

DT – Axels and wheels lined in to Kapow unit

RE – Islam - Mosque: its functions and features; importance to the Muslim community

- Worship activities including wudu and prayer.
- Hajj
- Eid-ul-Fitr
- Eid-ul-Adha.

This unit will be moved to spring or summer term to fit in with the new RE curriculum for Year 2

The following is dependent upon the availability of the ICT suit

ICT - Topic: Exploring digital sound. – *Depending on children's progress through 'presenting information' this unit could be taught across the 2 half terms.*

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

Explore and evaluate a range of different programs to produce digital sounds.



Listed below are the curriculum objectives that will need to be specifically taught from previous year groups curriculum plans due to 'lost learning' in summer term

	English	Maths	Science / Humanities	Other
Week 1 W/Th/F	Settling in – routines, procedures, PSHE			
Week 2	<p>Basic sentence work- Using correct punctuation and grammar (Verbs, adjectives and nouns).</p> <p>Can I use an increasing range of sentence structures?</p>	<p>Time- 5 minute intervals.</p> <p>Y3 Place value Count from 0 in multiples of 4, 8, 50 and 100. Find 10 or 100 more or less than a given number.</p>	<p>Rocks Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.</p> <p>Linked with topic of Stone Age.</p>	<p>DT - Research, design, make and evaluate models (Pneumatic toys). Carried throughout Autumn term.</p> <p>PE - Dance - Develop and perform simple routines Perform to an audience</p> <p>Invasive games.</p>
Week 3	<p>Basic sentence work- Using correct punctuation and grammar (Conjunctions)</p> <p>Can I use an increasing range of sentence structures?</p> <p>Can I use conjunctions to express time & cause? (e.g. <i>when, before, after, while, so, because</i>)</p>	<p>Measures- Temperature</p> <p>Y3 Place Value- Read and write numbers to 1,000 in numerals and words</p>	<p>Rocks Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them.</p>	<p>Music - Listen with attention to detail. Singing a variety of songs, some topic linked</p> <p>French- classroom rules</p> <p>Stone Age Art using different materials.</p> <p>PE - Dance - Develop and perform simple routines Perform to an audience</p> <p>Invasive games</p>
Week 4	<p>Instructions- Use of imperative verbs, heading and subheadings.</p> <p>In non-narrative material, can I use simple organisational devices e.g. <i>heading and sub-headings</i>?</p>	<p>Compare and sort common 2D and 3D shapes and everyday objects.</p> <p>Measure the perimeter of simple 2D shapes.</p>	<p>Rocks Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed</p>	<p>French- Understanding France.</p> <p>Stone Age Art using different materials.</p> <p>PE - Dance - Develop and perform simple routines Perform to an audience</p>

				Invasive games
Week 5	<p>Instructions- Use of imperative verbs, heading and subheadings.</p> <p>In non-narrative material, can I use simple organisational devices <i>e.g. heading and sub-headings?</i> Can I use a variety of adverbs? (<i>e.g. then, next, soon, therefore</i>)</p>	<p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>interpret and present data using: bar charts, pictograms, tables</p>	<p>Rocks Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together.</p>	<p>French- Understanding France.</p> <p>Pop art</p> <p>PE - Dance - Develop and perform simple routines Perform to an audience</p> <p>Invasive games</p>
Week 6	<p>Instructions- Use of imperative verbs, heading and subheadings.</p> <p>In non-narrative material, can I use simple organisational devices <i>e.g. heading and sub-headings?</i> Can I use prepositions? (e.g. before, after, during, in, because of) Can I use paragraphs and/or sections to group related material?</p>	<p>Multiplication- Inverse operation Add and subtract numbers mentally, including: - 3-digit number & ones - 3-digit numbers & tens - 3-digit numbers & hundreds (Y4 4 digits)</p>	<p>Rocks They can raise and answer questions about the way soils are formed.</p>	<p>French- Understanding France.</p> <p>Self portraits</p> <p>PE - Dance - Develop and perform simple routines Perform to an audience</p> <p>Invasive games</p>
Week 7	<p>Setting writing- expanded noun phrases, adverbs,</p> <p>Can I propose changes to vocabulary to improve consistency?</p>	<p>Know $\frac{1}{2}$, $\frac{3}{4}$, $\frac{1}{4}$ of numbers and work out equivalence of fractions</p> <p>Add and subtract numbers with up to 3 digits, using informal/formal written methods of addition and subtraction.</p>	<p>Rocks Consolidation of learning Assess learning</p>	<p>French- Understanding France.</p> <p>Art- Self Portraits</p> <p>PE - Dance - Develop and perform simple routines Perform to an audience</p> <p>Invasive games</p>
Week 8	<p>Setting writing- expanded noun phrases, adverbs,</p> <p>Can I propose changes to vocabulary to improve consistency?</p>	Y3 Place value		

Listed below are the curriculum objectives that will need to be 'blended' in to existing curriculum plans for current year group (Second half term)

	English	Maths	Science / Humanities	Other
Week 1	<p>Character description- expanded noun phrases, adverbs,</p> <p>Can I propose changes to vocabulary to improve consistency? Can I use prepositions? Can I use conjunctions?</p>	<p>Recall and use multiplication and division facts for the 2, 5 and 10 tables, including recognising odd and even numbers</p>	<p>Light Recognise that they need light in order to see things and that dark is the absence of light .notice that light is reflected from surfaces</p> <p>Geography local area.</p> <p>Identify, describe and give reasons for why environments change;</p> <p>Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life;</p> <p>Identify, describe and explain how an aspect of life in the local area has changed over a long period of time,</p>	<p>Music- Let your spirit fly</p> <p>Composing music using instruments. P.E Gym unit 1-</p> <p>Swimming</p> <p>Art- Colour - pigment – paint, inks, pastels, etc and tools to apply colour – brushes, sponges, straws etc</p>
Week 2	<p>Character description- expanded noun phrases, adverbs,</p> <p>Can I propose changes to vocabulary to improve - consistency? Can I use prepositions? Can I use conjunctions?</p>	<p>Recall and use the multiplication and division facts for the 3, 4 and 8 tables.</p>	<p>Light Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p>	<p>Art- Colour - pigment – paint, inks, pastels, etc and tools to apply colour – brushes, sponges, straws etc</p> <p>P.E Gym unit 1-</p> <p>Swimming</p>
Week 3	<p>Character description- expanded noun phrases, adverbs,</p>	<p>Mental addition and subtraction Write and calculate mathematical statements for multiplication using known multiplication tables, including 2-digit x 1-digit, using mental</p>	<p>Light Recognise that shadows are formed when the light from a light source is blocked by a solid object . find patterns in the way that the size of shadows change -</p>	<p>P.E Gym unit 1-</p> <p>Swimming</p>

	<p>Can I propose changes to vocabulary to improve consistency? Can I use prepositions? Can I use conjunctions?</p> <p>This gives opportunity for creative writing.</p>	<p>and progressing to informal/formal written methods.</p>	<p>translucent, transparent and opaque.</p>	
Week 4	<p>Informal letter writing- Non-fiction- Write from the stone ages.</p> <p>Discrete teaching of prefix, suffixes.</p>	<p>Multiplication recall Write and calculate mathematical statements for division using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to informal/formal written methods.</p>	<p>Light Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves.</p>	<p>Art- Colour - pigment – paint, inks, pastels, etc and tools to apply colour – brushes, sponges, straws etc</p> <p>P.E Gym unit 1- Swimming</p>
Week 5	<p>Informal letter writing- Non-fiction- Write from the stone ages.</p> <p>Can I plan writing by discussing and recording ideas? Can I organise paragraphs around a theme?</p>	<p>Division using arrays. Estimate and read time with increasing accuracy to the nearest minute; Tell and write the time from an analogue clock, including using Roman numerals from I to XII</p>	<p>Light Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</p>	<p>Art- Colour - pigment – paint, inks, pastels, etc and tools to apply colour – brushes, sponges, straws etc</p> <p>P.E Gym unit 1- Swimming</p>
Week 6	<p>Recap and consolidate learning</p>	<p>Position and direction- right angles. Make 3D shapes using modelling materials; recognise 3D shapes in different orientations; & describe them</p>	<p>Consolidation of learning Assess learning</p>	<p>P.E Gym unit 1- Swimming</p>
Week 7	<p>Recap and consolidate learning</p>	<p>Consolidate and assess ready for Spring term catch up.</p>		

Listed below are the curriculum objectives that need to be carried over to Spring term to be taught / blended in to current years curriculum plan

Maths-

- **Recall and use the multiplication and division facts for the 3, 4 and 8 tables.**

- **Write and calculate mathematical statements for multiplication using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to informal/formal written methods.**

ICT- **Real life Algorithms-** *unsure as of when due to the ICT suite availability*

To understand what an algorithm is.

Create a simple algorithm.

Apply coding knowledge to create a sequence that can be followed from input to output.

(Summer 1) - **Programming Scratch Maze – Using NT Computer planning Year 3-** *unsure as of when due to the ICT suite availability*

To understand and apply simple programming

Be able to design and apply a simple programme to control and stimulate a physical system.

To understand debugging and its effects on an algorithm.

Build adventure maze games and design your own levels, characters and objects to collect.

Autumn - RE - *Covered in year 4 topic places of worship - Christianity*

God and Worship in the Home

Explore ideas about God and ways to worship

Explain why worship is important

Understand the meaning symbol and its significance

Spring - Science (summer 1) – Include year 2 plants with Y3 plants

Skills which need covered our planning an experiment to investigate plants. This will be done alongside Y3 plants in Spring 2.

Geography - Map and atlas skills

Summer - PE - Striking and fielding games - Play in competitive games developing simple tactics. Master basic movements including running, throwing, catching and striking. Work collaboratively to use basic tactics for batting and fielding. *Unsure if contact sport is allowed.*

P.E- Swimming – reviewed in Sept 2020 based on covid 19 infection control guidelines



Year 4

Curriculum Planning for September – Catch Up / Recovery Plan

Listed below are the curriculum objectives that will need to be specifically taught from previous year groups curriculum plans due to 'lost learning' in summer term

	English	Maths	Science / Humanities	Other
Week 1 W/Th/F	Settling in – routines, procedures, PSHE			
Week 2	Prepositions (before, so, during, after, in because of)	Know the numbers of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events, for example to calculate time taken by particular events or tasks.		DT - Research, design, make and evaluate models (car model Kapow) PE - Dance - Develop and perform simple routines Perform to an audience
Week 3	Adverbs (then, next, soon, therefore)	(Link to Y3 time to Y4 work on Roman Numerals and the clock face) Y4 Place value including Roman Numerals.		Music - Listen with attention to detail. Singing a variety of songs, some topic linked French -Describing members of the family
Week 4	Discuss using inverted commas to punctuate direct speech.	Place value - Y4 to include:- Catch up Y3 Count up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts and dividing numbers or quantities by 10.		French -Describing members of the family
Week 5	Expressing time, place and cause using conjunctions (for example when, before, after, while, so because),	Y4 addition and subtraction. Add and subtract measures (length, weight and volume) with up to 3 digits, using formal written methods of columnar addition and subtraction. Extend to 4 digits - Y4		French 21-30
Week 6	Expressing time, place and cause using conjunctions (for	Solve word problems including missing number problems, number facts, place value and		French 21-30

	example when, before, after, while, so because),	more complex addition and subtraction. (Y4 4 digits)		
Week 7	Discuss using inverted commas to punctuate direct speech.	Y4 Geometry and shape.	Cross curricular link - Non-fiction - Newspaper recount - History - link to discovery of Tut's tomb.	
Week 8		Y4 time.		

Listed below are the curriculum objectives that will need to be 'blended' into existing curriculum plans for current year group (Second half term)

	English	Maths	Science / Humanities	Other
Week 1	Headings and subheadings to aid presentation.	Y4 mental multiplication and division.	<p>Geography - Describe and understand key aspects of human geography, including: types of settlement and land use.</p> <p>Locate the major cities</p> <p>Identify the main rivers and surrounding oceans</p> <p>Science -Apply their scientific skills and build on prior knowledge</p>	Art - Learning about great artists
Week 2	Headings and subheadings to aid presentation.	Additional practise for formal methods of multiplication and division, including a high focus on reasoning. (Y3)		<p>French - Colours and preferences</p> <p>Asking and answering questions</p>
Week 3	Using inverted commas to punctuate direct speech.	<p>Write and calculate measures for multiplication and division using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to formal written methods. (Y3)</p> <p>Y4 multiplication and division.</p>		
Week 4	<p>Persuasive writing- Museum Guide application</p> <p>Adverbs</p>	Y4 position and direction		

Week 5	Prepositions	Y 3 Statistics - Solve 1-step and 2-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts pictograms and other graphs		
Week 6		Year 4 statistics		
Week 7		Consolidate and assess ready for Spring term catch up.		

Listed below are curriculum objectives that need to be carried over to Spring term to be taught / blended in to current years curriculum plan

Week 4 - Fractions and decimals - Revisit - Count up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts and in dividing numbers or quantities by 10.

Fiction – Portal story

Fiction – Dilemma - summer term

Autumn - ICT (Summer 1) - Covered as aspect of year 4 - **unsure as of when due to the ICT suite availability** - Searching the web ICT

- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour

Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

- Summer 2 - Covered as aspect of year 4 - **unsure as of when due to the ICT suite availability** - Kodu sports
- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Autumn - RE - **Covered in year 4 topic places of worship - Christianity**

God and Worship in the Home

Explore ideas about God and ways to worship

Explain why worship is important

Understand the meaning symbol and its significance

Spring - Science (summer 1) - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

- Technology (summer 2) - Healthy and varied diet

Spring - Art - Search for patterns around us in the world, pictures, objects. - Covered in ICT.

Identify that humans and some other animals have skeletons and muscles for support, protection and movement

Spring - Geography - Map and atlas skills

Summer - Victorians - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Summer - PE - Striking and fielding games - Play in competitive games developing simple tactics. Master basic movements including running, throwing, catching and striking. Work collaboratively to use basic tactics for batting and fielding.

Summer - PE - Athletics - Compete against self and others developing simple technique. Master basic movements including running, throwing and jumping. Work collaboratively and individually to help improve self and others