2020-21 New Beginnings - Post Covid Curriculum Plan:

Issues and Principles

• Our classteachers face an unprecedented challenge of delivering and embedding more than four terms of curriculum knowledge and skills in three terms.

• To try to bring each year group back on track all teachers will need to reach back into the year group that typically precedes their work. They may be less familiar with this material.

• Opportunities to learn will need to be crafted to accommodate children functioning at a wide range of levels who have had very different experiences during the lockdown.

• Teachers will need to find ways of making the additional curriculum material "fit" within their existing school-designed programme for the year. Each school has invested considerable time in designing curriculum maps across EYFS, KS1 and KS2 and the outline of this programme will need to be respected so that it is not destabilised in the long term.

• Teaching and learning from the National Curriculum programmes of study is likely to be most successful if children have first been given time to feel confident and comfortable back in the school environment, to rebuild social relationships and to establish good work habits.

• Levels of attainment on return to school are difficult to prejudge and will vary widely within and between schools.

• Our classteachers will need to ascertain children's starting points and this will be done most effectively through formative assessment over a number of weeks; premature formal testing is unlikely to provide accurate information because children need time to recall and secure cognitive frameworks after time away from schooling.

• While learning programmes are adapted in these very particular circumstances children's entitlement to a broad and balanced curriculum remains. Intensive narrow accelerated programmes of learning may prove counterproductive in the long term when children are not allowed enough time to explore procedural and conceptual variation, practice skills and explore knowledge in meaningful contexts. Children may become overwhelmed, exhausted, and anxious meaning that skills and knowledge do not stick.

Manageable and Meaningful Teaching Programmes
A Way Forward for 2020-2021
Medium Term

We have considered how the space and the learning day will be organised. The year group curriculum programme will form the overarching framework for the year but the learning environment and teaching approaches will need a good deal of thought and in each year group will draw on models from the previous year group / key stage to best meet the learning needs of this cohort of children.

In each year group staff have identifed which aspects of the POS are non-negotiable and which non-statutory elements could be lighter touch or removed altogether from the offer for this unique year. This will clear teaching space to visit critical material from the previous year group. We have considered:

- aspects of the curriculum which have related or similar goals and, with respect to their subject integrity, could be merged or alternated across the programme for this year only.
- aspects of the curriculum which might be covered through one-off events e.g. Science week will combine lost learning with this years topic in the spring term.

- enrichment - time that can be saved by simplifying time consuming special events for this year only e.g. Harvest

PSHE will be a key focus post COVID-19, threaded throughout the year to ensure building a resilient school community, centred on mental health and wellbeing using our Jigsaw scheme of work

Short Term

We will deploy support staff to support quality first teaching within whole class sessions when at all possible. Investment of support staff time in extensive small group intervention programmes could fragment the class, leave some children unsupported in their independent learning and widen attainment gap

We will be flexible and prepared to slow down, revisit or speed up programmes of learning across a week and across weeks according to children's responses.

In every year group

Topic Titles will remain the same this year. This will preserve our overall curriculum map and help children build on learning year on year as they move through the school.

Class timetables will include outdoor games.
Pupils will be encouraged to engage in a wide range of physical activities which promote the development of enjoyment, fundamental skills and PE vocabulary. We know that this improves physical fitness as well as mental well-being. Our focus on fundamental skills in Games, athletics, gym, dance is important, and activities may have to be delivered outdoors and across subject areas. Agility, balance, coordination, and fundamental skills such as running, jumping, throwing, catching etc will be a key focus throughout the year.

Art and design technology projects will alternate across the year on a half termly basis and may sometimes be combined.

Computing, while retaining its subject integrity, will be taught as a stand - alone subject using the North Tyneside Curriculum units.

We will continue to use support from the NT Music Service for Key Stage 1/2 in the form of short face to face sessions from specialist teachers. This will ensure coverage of the appropriate statutory coverage of the appropriate statutory national curriculum requirements and the core roles from the government's National Plan for Music and is delivered in line with current national guidance for music during COVID 19.

For this year only each class will not prepare for a year group production in the hall to parents but will contribute to a whole school virtual Christmas Celebration video where they will share songs learned through the school assembly programme and music sessions with parents via a recorded video posted on the school website. (We are unable to hold large gatherings and our school hall is small)

There will be a Science Week this year in the spring term but the focus will be on blending the summer term 2020 units missed with Spring 2020 curriculum objectives.

Currently, we will not be having a whole school assembly programme due to social distancing guidance. However, a class assembly will take place in each class bubble combining our assembly themes alongside PSHE Jigsaw themes.

Year 1:

In the Autumn term, classroom organisation and teaching approaches will reflect key missing experiences from EYFS. Staff have identified connected learning strands from the Development Matters Guidance and the National Curriculum Programmes of Study. These inform approaches and activities to meet the needs of children at different levels of understanding within the same core ideas. Teachers will begin by securing skills and knowledge within the ELGs.

The learning experience will remain broad and balanced and promote the characteristics of effective learning. (A teaching bay with tables for 10 children initially gradually increasing to 15 by the end of term / beg of Spring term), with the rest of the room reflecting continuous provision)

Outdoor learning will continue in the autumn and summer terms in the Year 1 outdoor classroom as a powerful context for delivering key learning in science, geography, mathematics and art and physical education.

The attainment described in the ELGs will form the starting point for our teaching in late September / early October. Pupil attainment will be measured through observation of response to teaching and the programme of learning will either be moved back to DM 40 to 60 months for some or many children, remain centred on the ELG skills and knowledge or moved forward into the Y1 PoS.

Daily phonics lessons will be a protected part of the timetable. Groupings will need to be reviewed in light of social distancing guidance and be fluid to reflect progress pupils may have made more progress at home or significant regression.

The progressive teaching of handwriting will need to be revisited in order to ensure that pupils rapidly make progress towards KS1 SAT criteria for handwriting.

Reading will be given high priority in all areas of the curriculum so that skills can be practised and applied in order to improve outcomes and support pupils to be independent learners.

Year 2:

Daily phonics lessons will be a protected part of the timetable. Groupings will need to be reviewed in light of social distancing guidance and be fluid to reflect progress pupils may have made more progress at home or significant regression.

The progressive teaching of handwriting will need to be revisited in order to ensure that pupils rapidly make progress towards KS1 SAT criteria for handwriting.

Reading will be given high priority in all areas of the curriculum so that skills can be practised and applied in order to improve outcomes and support pupils to be independent learners.

We will identify connected learning strands from the specific Y2 and broader Key Stage 1 national curriculum programmes of study. e.g. these will inform approaches and activities to meet the needs of children at different levels of understanding within the same core ideas. We will begin by securing skills and knowledge within Y1.

Support staff will be deployed to support quality first teaching within whole class sessions when at all possible. This will include pre-teaching vocabulary or revisiting Y1 objectives orally or using games. (Investment of support staff time in extensive small group intervention programmes could fragment the class, leave some children unsupported in their independent learning and widen attainment gaps.) Support staff should be familiar with the maths and English teacher assessment frameworks (TAFs) and how to develop accurate evidence for each standard.

Although Y2 pupils would typically be more independent and have increasing capacity to write at length, this may not be the case initially. Stamina for writing will be built up carefully, linked with real life writing opportunities so that children remain engaged and see the purpose.

The Y2 team will be mindful of the criteria for pupils to reach the KS1 expected standard detailed in the statutory teacher assessment frameworks (TAFs) for reading, writing and maths. The exemplification materials from STA are a useful reference resource and will be used to inform planning, judgement making and moderation activities.
Diagnostic assessments will continue to be used in reading and maths to ensure that pupil attainment in the agreed year 1 programmes of study is secure for individuals, before moving on to the year 2 programmes of study. A comprehensive list of diagnostic assessment to be used in our school can be found: https://docs.google.com/document/d/1xRosf3WSRYw0bYiP0Ai-hE5D8Kf3ncylt0QuSR6V9VU/edit?usp=sharing

Initial informal qualitative assessments in reading (talking with children, discussions about texts and hearing children read) will take place quickly to ascertain what children's reading experience has been since school closure in March. In order to close gaps, and at the same time reach each child's potential, formative assessments will be carried out regularly and levels of progression recorded.

Phonics will be assessed every three weeks and a record of the GPCs and high frequency words that pupils have secured will inform teaching and learning.

Every three weeks, key stage meetings will be held instead of a whole school staff meeting. The purpose of these is to discuss pupils that are beginning to cause concern, either academically or pastorally, based on all of the above assessments.

In consultation with foundation subject leaders we will select some objectives to study in more depth and give others a lighter touch or restrict them to one off special day events. The Y2 units of work on 'What's the geography of where I live like?' and in science 'Living things and their

habitats' will use virtual visits for this year, to comply with social distancing guidance on transport. Further e-learning support may be needed.
We will link our non-fiction reading and writing with science, history and geography units where possible. Daily story reading for the Y2 class bubbles will take place.

The spoken language statutory requirements will be a focus, including learning poetry off by heart. Drama will be used as much as possible across the curriculum and be central to teaching approaches, so that there is a language-rich environment.
The cohort's Talk for Writing texts from EY & Y1 will be revisited and considered by staff and Y2 texts reviewed to ensure that a foundation for writing is secure.

In maths, we will have short focused activities (maths meetings) that promote maths vocabulary and modelling the use of manipulatives.

Art and design technology projects will be carefully planned to ensure secure progression of fine and gross motor skills within opportunities for creativity.

Year 3:

Reading should be given high priority in all areas of the curriculum so that skills can be practised and applied in order to improve outcomes and support pupils to be independent learners.

Daily phonics lessons should be a protected part of the timetable during the autumn term at least. Ensure that staff working with year 3 know which pupils did not pass the Phonics Screening Check in year 1 and the progress these pupils had made up until the point of the school closures.

Continue to develop parental skills and support for home learning – use CPG workbooks and video explanation by AHT.

Learning experience will remain broad and balanced for all our children. Once they are settled and new routines are established, the overarching **aims** of the Y2 programmes of study will be the starting point for teaching and learning. Y2 skills, concepts and knowledge will need to be secured. We recognise that our programme of visits and visitors into school will need to be risk assessed in-line with government guidance and may need to be postponed for this year.

At least at first, classroom organisation and teaching approaches may reflect Y2 more than Y3. For example, short daily phonics phase 5 and 6 revision sessions will form part of the programme. The learning may remain entirely at the Y2 level for some children initially and draw on both the Y2 and Y3 skills, concepts and knowledge for others.

Attainment, with its implications for planning, will be measured through observations of their responses to teaching. Diagnostic assessments will continue to be used in reading and maths to ensure that pupil attainment in key year 2 programmes of study is secure, before moving on to the year 3 programmes of study.

Phonics will be assessed monthly. A record of the GPCs and high frequency words that pupils can read and spell will be shared to inform teaching and learning. Every three weeks, key stage meetings will be held instead of a whole school staff meeting. The purpose of these will be to discuss children that are beginning to cause concern, either academically or pastorally.

Our Y3 units of work will remain the same. This will preserve our overall curriculum map and help children build key knowledge year on year as they move through the school. In consultation with foundation subject leaders, we will select some of units to study in more depth and give others a lighter touch or restrict them to one off special day events.

Many of the lower key stage two science units of work have direct foundations in the Y2 curriculum. Some topics will have been covered before school closures in line with the curriculum map. At the beginning of each unit of science work, children will be given opportunity to demonstrate what they have remembered if the topic has been taught in KS1. Where KS1 units of work have not been studied, this should be the starting point, for example, 'Plants'

We will link our non-fiction reading and writing with science, history and geography units where possible.

Year 4:

This cohort are a young cohort with 52% of them having summer birthdays. They were a focus in our school as they moved from KS1 to KS2 prior to lockdown. The children in this year group will require more support than other year groups to develop and build up resilience and the appropriate characteristics of learning. They will also need support to learn to 'work together' positively and independently. The highly structured approach and more formal teaching required to meet social distancing guidelines may actually offer more support to this group of children.

Reading should be given high priority in all areas of the curriculum so that skills can be practised and applied in order to improve outcomes and support pupils to be independent learners.

Regular phonics catch up sessions may still be needed for a targeted group.

There will be an initial focus on speaking and listening and vocabulary development.

Classteachers will review handwriting grips and handwriting statements in the NTAG's. They will help children build stamina for writing at length for real purposes over the first few weeks.

Initially in there will be direct teaching of grammar, punctuation and spelling from year 3 in 'catch up lessons' to ensure that all children are secure. This is also true of key performance indicators in maths.

At least at first, classroom organisation and teaching approaches may reflect Y3 more than Y4. The learning may remain entirely at the Y3 level for some children initially and draw on both the Y3 and Y4 skills, concepts and knowledge for others.

Attainment, with its implications for planning, will be measured through observations of their responses to teaching.

Diagnostic assessments will continue to be used in reading and maths to ensure that pupil attainment in key year 3 / lower key stage 2 programmes of study is secure, before moving on.

Every three weeks, key stage meetings will be held instead of a whole school staff meeting. The purpose of these will be to look at progress in books and discuss pupils that are beginning to cause concern, either academically or pastorally.

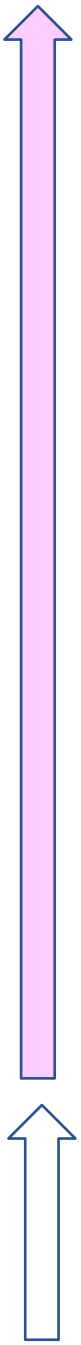
Circle time and discussion activities previously used to support the PHSCE curriculum, will still be used however physical organisation of the children will need to be reconsidered, in light of government guidance. PSHE will be taught in daily class assemblies to promote, resilience, self-regulation and build relationships. This will include using stories from booklists. Some issues may be discussed through stories during read loud time in the classroom.

The Year 4 residential visit will be planned to go ahead as usual at the end of the Spring term (dependent on DfE restrictions on overnight residential visits due to Covid -19).

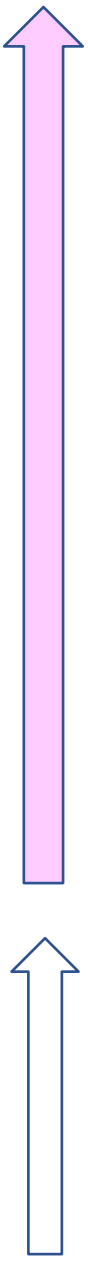
YEAR 1: Curriculum Recovery Priorities

	Reading	Writing	Mathematics
Y1 PoS	Apply phonic knowledge as the route to decode words. Respond speedily to the correct sounds for graphemes, including alternative sounds. Read accurately by blending sounds in unseen words. Read words containing GPCs and s, es, ing, ed, er and est endings. Read words of more than one syllable. Read words with contractions. Read decodable books and re-read to develop fluency and confidence. Listen to and discuss a range of poems and non-fiction, linking what they hear or read to their experiences. Become familiar with key stories, retelling them, considering their particular characteristics and recognising and joining in with predictable phrases. Check the text makes sense as they read. Discuss the significance of title and events. Make inferences and predictions. Participate in discussions of stories and explain their understanding clearly.	Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters correctly, understanding which letters belong in which handwriting families Say out loud what they are going to write about and compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read what they have written to check it makes sense. Discuss what they have written. Read aloud their writing clearly. Leave spaces between words. Join words and clauses using and. Begin to punctuate sentences using a capital letter, full stop, question mark or explanation mark. Use capital letters for names, days of the week and I. Spell words with consonant and vowel digraphs. Spell words with adjacent consonants.	Count to and across 100 forwards and backwards, beginning with 0 or 1 or from any given number. Read and write numbers to 100. Count in multiples of 2s,5s and 10s Identify 1 more or 1 less than a given number. Read and write numbers from 1 to 20 in words as well as numerals. Red, write and interpret statements involving +, - and = Represent and use number bonds within 20. Add and subtract one and two digit numbers to 20, including zero. Solve one step addition and subtraction problems using objects and pictures. Solve missing number problems. Solving multiplication problems using objects, pictures and arrays with support. Recognise, find and name halves or quarters as equal parts of objects, shapes and quantities. Compare, describe and solve practical measure problems. Recognise and know the value of coins and notes. Sequence events in chronological order using the language of order and diurnal measure. Use correct language for days of the week, months and years. Tell the time to the hour and half hour. Recognise and name 2D and 3D shapes.
EL G	**Read and understand simple sentences.** **Use phonic knowledge to decode regular and read them aloud accurately.** **Read common irregular words. Demonstrate understanding when talk with others about what they have read.**	**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.**	**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.** **Add and subtract single digit numbers with objects and quantities, counting on or back to find the answer.** **Solve problems including doubling halving and sharing.**
DM 40-60	Continue a rhyming string. Hear and say initial sounds in words. Segment and blend sounds and know which letters represent them. Link sounds to letters. Use language increasingly influenced by books. Enjoy an increasing range of books. Know that information can be retrieved from books and computers.	Give meaning to marks. Begins to break the flow of speech into words. Continue a rhyming string. Hears and says initial sounds in words. Segment and blend sounds. Link sounds to letters, naming and sounding the letters of the alphabet. Use some identifiable letters to communicate, representing some sounds clearly and in sequence. Write own name and other things such as labels and captions. Attempt to write short sentences in meaningful contexts.	Match correct numeral for 1 o 10 objects. Count irregular arrangements of up to 10. Estimate and check by counting. Uses more or fewer to compare two sets. Finds the total from two groups by counting all. Says one more than a given number. Finds one more or one less from up to 5 then 10 objects. Beginning to use the vocabulary of addition and subtraction. Records using marks. Explore problems within fascinations.

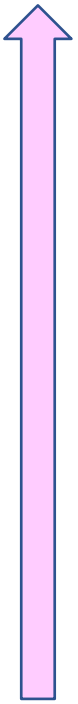
	Science	History	Geography
Y1 PoS	Identify and name common plants, including deciduous and evergreen trees. Identify and describe the basic structure of plants. Identify and name a variety of common animals. Identify carnivores, herbivores and omnivores. Describe and compare the structure of common animals. Identify, name, draw and label parts of the human body. Know which part represents each sense. Distinguish between each object and the material from which it is made. Identify and name a variety of everyday materials. Describe the simple properties of everyday materials. Compare and group together a variety of everyday materials on the basis of their properties. Observe change across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	Changes within living memory, aspects of change in national life. Events beyond living memory. The lives of significant individuals in the past. Significant historical events, people and places in their own locality.	Name and locate the four countries and capital cities of the UK. Understand similarities and differences through human and physical geography of a small area of the UK. Identify seasonal and daily weather patterns. Use basic geographical vocabulary to refer to physical and human features of places. Use world maps, atlases and globes to identify the UK and its constituent countries. Use simple compass directions and directional and locational language to describe the location and features of routes on a map. Use aerial photographs and plans to recognise landmarks and features. Use fieldwork and observational skills to study the geography of their school and its grounds and key human and physical features in the surrounding environment.
EL G	**Know about similarities and differences in relation to objects, materials and living things.** **Make observations of animals and plants, explain why some things occur and talk about changes.**	**Talk about past and present events in their own lives and those of family members.** **Know about similarities between themselves and others and among families, communities and traditions.**	**Talk about features of the immediate environment and how environments might vary from one another.** **Know about similarities and differences between themselves and others and between places.**
DM 40-60	Look closely at similarities, differences, patterns and change.	Look closely at similarities, differences, patterns and change.	Look closely at similarities and differences.



	Design Technology	Art and Design	Musi c
Y1 PoS	Design purposeful, functional and appealing products for themselves and others. Generate, develop, model and communicate their ideas. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components. Explore and evaluate a range of products. Evaluate their own ideas and products according to design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use simple mechanisms.	Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of design and art techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.	Use their voices expressively and creatively, by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high- quality recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music.
EL G	**Safely use and explore a variety of materials, tools and techniques, experimenting with design and function.** **Use what they have learned about media and materials in original ways, thinking about uses and purposes.** **Represent their own ideas through design and technology.**	**Safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture and form.** **Use what they have learned about media and materials in original ways, thinking about uses and purposes.** **Represent their own ideas through art.**	**Sing songs, make music and dance and experiment with ways of changing them.** **Represent their own ideas through music and dance.**
DM 40-60	Construct with a purpose in mind using a variety of resources. Creates simple representations of objects. Use simple tools and techniques competently and appropriately.	Explore what happens when they mix colours. Experiment to create different textures. Understand that different media can be combined to create new effects. Manipulates materials to achieve a planned effect.	Build a repertoire of songs and dances. Explore the different sounds of instruments.



	Physical Development	Computing	Religious Education
Y1 PoS	Perform dances using simple movement patterns. Participate in team games, developing simple tactics for attacking and defending. Master running, jumping, throwing and catching and apply these in a range of activities Develop balance, agility and co- ordination and apply in a range of activities	Understand what algorithms are. Create and debug simple programs. Use reasoning to predict the behaviour of programs. Use technology purposefully to create, organise, store, manipulate and retrieve content. Recognise common uses of IT beyond school. Use technology safely and respectfully.	Durham Agreed Syllabus 2019
ELG	**Know the importance of good health for physical exercise.** **Manage their own basic hygiene and personal needs successfully, including toileting and dressing independently.** **Show good control and co-ordination in large and small movements** **Move confidently in a range of ways, negotiating space.** **Represents their own ideas, thoughts and feelings through dance.**	**Recognise that a range of technology is used in homes and schools.** **Select and use technology for particular purposes.**	**Know about similarities and differences among families, communities and traditions.**
DM 40-60	Understands how to transport and store equipment safely. Shows understanding of good practices with regard to exercise. Show an understanding of safety when tackling new challenges and manage some risks. Practices some safety measures without adult supervision. Initiates new combinations of movement and gesture in order to express and respond to feelings ideas and experiences.	Complete a simple programme on the computer. Use hardware to interact with age appropriate software.	Enjoy joining in with customs and routines.





YEAR 2: Curriculum Recovery Priorities

Literacy ***Key Year 1 objectives to secure in the autumn term first*** *Please see additional detail and information in 'Return to School Guidance' by Eve Morton*		
		Rationale
Speaking and listening	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary	Speaking and listening activities provide opportunities to build relationships, take turns, share ideas etc. Building vocabulary and developing strategies
Reading	• apply phonic knowledge and skills as the route to decode words (see phonics guidance section) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading • listening to and discussing a wide range of poems, stories and non- fiction at a level beyond that at which they can read independently • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • checking that the text makes sense to them and they read and correcting inaccurate reading	Guidance states 'as soon as they can read words comprising the Year 1 GPCs accurately and speedily, they should move on to the Year 2 PoS for word reading.' This will provide more vocabulary building opportunities along with strategies to tackle new words. This is best done through guided reading sessions. Model and build skills to do this rather than actually point out mistakes to a pupil – this will build metacognition and self- regulation.
Writing & handwriting	• using the spelling rule for adding -s or -es as the plural marker for nouns and third person singular	Commonly used spelling rule so should be revised.

	marker for verbs • using -ing and -ed where no change is needed in the spelling of root words • revise all lower-case letters, ensuring that pupils start and finish in the right place • form capital letters • leave space between words • punctuate sentences with capital letter, full stop, question marks and exclamation marks • use capital letters for proper nouns and pronoun 'I'	Focus upon these suffixes as this will support appropriate tenses in simple sentence construction. Many pupils may not have written as much during lockdown. There should be a focus on this skill to correct pencil grip, letter orientation and sizing in preparation for the Year 2 PoS. Basic sentence construction needs to be secure before introducing compound sentences and clauses in Year 2.
Phonics *Daily phonics sessions should be timetabled and protected. Additional opportunities to recall and apply GPCs throughout the day should be provided.*		
Phase 3 Phase 4	• Revise blending and segmenting of words containing the 19 letters taught in Phase 2. • Revision of consonant digraphs and vowel phonemes. • Know letter names. • Read 2 syllable words and simple captions. • Practise reading and spelling Phase 3 HFW • Know graphemes for each of the 42 phonemes, including long vowel sounds and split digraphs. • Practise spelling words with adjacent consonants and polysyllabic words. It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate	Letters and Sounds Phase 1 skills and objectives should continue to be assessed and gaps addressed as necessary. Place emphasis on oral blending and segmenting Intentionally plan 'little and often, low effort, high impact' activities to recall and retrieve phase 2 and phase 3 GPCs. Pupils should be exposed to real and nonsense words as part of their phonics sessions.

	goal. Pupils should have access to a wide range of decodeable books which will allow regular practice and application.	

Mathematics ***Key Year 1 objectives to secure in the autumn term in order*** *Please see additional information in 'Year 2 Special Provision Guidance' by Richard Brown and Lisa Heatherington*		
Priority strands	***Key concepts*** descriptions	Guidance
Number and Place Value	***Unitising*** Seeing a group of things as one unit. Knowing that a unit is a contained amount with a fixed value to aid the organisation and understanding of larger numbers. ***Language of place value*** Describing 2 digit numbers by expressing how many tens and ones are in the number.	The 'Ten -ness of ten'
Addition and Subtraction	***Part / Whole relationship*** Knowing that whole numbers can be broken into parts, eg. 6 can be made into 4 and 2 etc.	That there are usually many combinations of parts that make the same whole number (number bonds) Addition and Subtraction should be understood through Part/Whole representations.
Multiplication and Division	*Counting in unitised steps* Counting in steps of equal sizes is based on the big idea of 'unitising' *Working/Playing with Arrays* Working with arrays helps pupils to become aware of the commutative property of multiplication, that 2 × 5 is equivalent to 5 × 2.	Treating a group of five objects as one unit of five. This is crucial to secure before working with larger numbers. Lots of practical play and manipulation of arrays is key to developing this awareness.

Measures	*Comparisons* *Equivalences* *Practical contexts* Measuring should be a normal part of children's everyday experience.	Asking and answering questions around "which is the lightest, tallest, longest, etc Measuring how many lollipop sticks are the same length as the desk. - seeing, noticing, wondering - teacher modelling - finding out practically

Elements of wider curriculum

History *Aims of the curriculum* and key objectives	**Geography** *Aims of the curriculum* and key objectives
Aims of the KS1 curriculum *Use a wide vocabulary of everyday historical terms.* *Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.* *Know where the people and events they study fit within a chronological framework.* *Identify similarities and differences between ways of life in different periods.* In discussion with Y1 staff, identify which of the following objectives the cohort need more experience changes within living memory. events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements.	***Aims of the KS1 curriculum*** *Understand and use subject specific vocabulary.* *Use geographical skills, including first-hand observation, to enhance locational knowledge.* **Locational knowledge** Name and locate the world's seven continents and oceans. Name, locate and identify characteristics of the four countries and capital cities oh the UK and its surrounding seas. **Human and Physical** Use basic geographical vocabulary to refer to: key physical and human features (see NC document p.185) **Skills and Fieldwork** Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continent and oceans studied at this key stage.

Science Y2 units with foundations in Y1 (not all Y2 units)	*Y1*	*Y2*
Plants	identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.	observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Materials	distinguish between an object and the material from which it is made identify and name a variety of everyday materials. 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.	identify and compare the suitability of a variety of everyday materials, including for particular uses. find out how the shapes of solid objects made from some materials can be changed.
Animals including humans	identify and name a variety of common animals. identify and name a variety of common animals that are carnivores, herbivores and omnivores. describe and compare the structure of a variety of common animals. identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	notice that animals, including humans, have offspring which grow into adults. find out about and describe the basic needs of animals, including humans, for survival. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

YEAR 3: Curriculum Recovery Priorities

Literacy ***Key Year 2 objectives to secure in the autumn term first*** *Please see additional detail and information in 'Return to School Guidance' by Eve Morton*		
		Rationale
Speaking and listening	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary	Speaking and listening activities provide opportunities to build relationships, take turns, share ideas etc. Building vocabulary and developing strategies
Reading	• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent (see below) • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in a word • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • drawing on what they already know or on background information provided by the teacher • making inferences on the basis of	Guidance states 'as soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly.' This supports movement to the years 3 & 4 PoS sooner. A wide range of reading is crucial as pupils move into the 'reading to learn' phase' and this should be done *across* the curriculum. This will provide more vocabulary building opportunities along with strategies to tackle new words. This is best done through guided reading sessions. Many children underestimate the power of background knowledge to support reading. Remember text to self, text the world and text to text as part of discussions. So much understanding of text comes from being able

	what is being said and done	to infer meaning. Guided reading will be a good vehicle for this early in September.
Writing	• learning how to use both familiar and new punctuation correctly • expanded noun phrases to describe and specify • present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and or but)	For Year 3, suggest recap of full stops, capital letters and question marks to ensure simple sentence construction is sound. Build from simple sentence revision above to addition of noun phrases. Recap simple present and past before moving onto progressive form More complex sentences once simple sentences secure.
Phonics *Daily phonics sessions should be timetabled and protected at least during the first term. Ensure that pupils who did not meet the standard PSC in Y1 receive targeted, planned support. Children who are currently secure with Phase 4 will also need extra support to close gaps.*		
Phase 4 Phase 5	• Revise graphemes while reading and spelling words containing adjacent consonants and polysyllabic words. (Phase 4) • Alternative pronunciations of graphemes when reading • Recognise and recall graphemes and different pronunciations of graphemes • Practise reading and spelling words with adjacent consonants and words with newly learned graphemes • Read and spell KS1 high-frequency words • Read and write sentences	Letters and Sounds Phase 1 skills and objectives should continue to be assessed and gaps addressed as necessary. It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.

Phase 6	*Teaching spelling* • the past tense • adding suffixes • spelling long words • find and learn the difficult bits in words *Developing comprehension* • activating prior knowledge • clarifying meanings – a focus on vocabulary work • generating questions, interrogating the text • constructing mental images during reading • summarising	Many pupils leave KS1 reading longer and less familiar texts independently and with increasing fluency. Pupils should have access to early chapter books while securing missed GPCs.

Mathematics ***Key Year 2 objectives to secure in the autumn term in order*** *Please see additional information in 'Year 3 Special Provision Guidance' by Richard Brown and Lisa Heatherington*		
Priority strands	***Key concepts*** descriptions	Guidance
Number and Place Value	***Language of place value*** Describing 2, 3 and 4 digit numbers by expressing how many thousands, hundreds, tens and ones are in the number. ***Unitising*** Place value is based on unitising, treating a group of things as one 'unit'. ***Positioning*** The value of a digit is determined by its position in a number.	Modelling and contextualizing the words "value" and "place" through intentional maths talk. This generalises to 3 units + 2 units = 5 units (where the units are the same size).
Addition and Subtraction	***Commutativity 5 and 10*** Relating numbers to 5 and 10 helps develop knowledge of the number bonds within 20. ***Equivalence Relationship +/-*** Subtraction bonds can be thought of in terms of addition. ***Mental Fluency*** In order to successfully complete formal written algorithms pupils must have a well developed fluency with the addition and subtraction of one and two digit numbers.	For example, given 8 + 7, thinking of 7 as 2 + 5, and adding the 2 and 8 to make 10, then the 5 to 15. This should then be applied when calculating with larger numbers. For example, in answering 15 – 8, thinking what needs to be added to 8 to make 15. Counting on for subtraction is a useful strategy that can also be applied to larger numbers. To carry out the subtraction of 237 from 1891 it's important to know that 11 - 7 = 4 for example.
Multiplication and Division	***Fluency of facts*** It is important that pupils both commit multiplication facts to memory and also develop an understanding of conceptual relationships.	This will aid them in using known facts to work out unknown facts and in solving problems.

	Seeing patterns Pupils should look for and recognise patterns within tables and connections between them (e.g. 5× is half of 10×). ***Relationship*** Pupils should recognise multiplication and division as inverse operations and use this knowledge to solve problems.	The recognition of pattern in multiplication helps pupils commit facts to memory, for example doubling twice is the same as multiplying by four, or halving a multiple of ten gives you the related multiple of five. They should also recognise division as both grouping and sharing
Fractions	***Equal Parts*** Fractions are equal parts of a whole. ***Decimal Fractions*** Decimal fractions are linked to other fractions. ***Fractions as Numbers*** The number line is a useful representation that helps children to think about fractions as numbers.	Equal parts of shapes do not need to be congruent but need to be equal in area.
Measures	Measuring in practical contexts should be a normal part of children's everyday experience.	- seeing, noticing, wondering - teacher modelling - finding out practically

Wider curriculum		
	History	**Geography**
Key aims and skills to secure KS1 - KS2	Understand and use subject specific vocabulary. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.	Understand and use subject specific vocabulary. Use geographical skills, including first- hand observation, to enhance locational knowledge. Extend knowledge and understanding beyond the local area to include UK and Europe
KS2	KS1 introduces pupils to historical periods that are studied in more detail in KS2. In the first instance, pupils should revise the eras studied in KS1 ensuring that they; *Continue to develop a chronologically secure knowledge and understanding of British, local and world history.* *Note connections, contrasts and trends over time.* *Develop the use of historical terms Devise historically valid questions about change, cause, similarity, difference and significance.*	*Locational knowledge* Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these have changed over time. *Human and Physical* Types of settlement and land-use, economic activity including trade links and the distribution of natural resources. *Skills and Fieldwork* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
KS1	*Know where people and events they study fit within a chronological framework.* Changes within living memory Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality.	*Locational knowledge* Name and locate the world's seven continents and oceans. Name, locate and identify characteristics of the four countries and capital cities oh the UK and its surrounding seas. *Human and Physical* Use basic geographical vocabulary to refer to: key physical and human features (see NC document p.185) *Skills and Fieldwork* Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continent and oceans studied at this key stage.

YEAR 4: Curriculum Recovery Priorities

Literacy ***Key Year 3 objectives to secure in the autumn term first*** *Please see additional detail and information in 'Return to School Guidance' by Eve Morton*		
		Rationale
Speaking and listening	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary	Speaking and listening activities provide opportunities to build relationships, take turns, share ideas etc. Building vocabulary and developing strategies
Reading	• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet • listening to and discussing a wide range of fiction, poetry, plays, non- fiction and referenced books or textbooks • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • drawing inferences such as inferring characters' feelings, thoughts and motives form their actions, and justifying inferences with evidence	Many of the words in our language are built upon root words. Knowing and understanding morphology and etymology is important when encountering new words. Many of the spelling patterns include prefixes and suffixes A wide range of reading is crucial as pupils move into the 'reading to learn' phase' and this should be done *across* the curriculum. This will provide more vocabulary building opportunities along with strategies to tackle new words. This is best done through guided reading sessions. So much understanding of text comes from being able to infer meaning. Guided reading will be a good vehicle for this early in September.

Writing	• 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 • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	For Year 4, suggest recap of full stops, capital letters, question marks & exclamation marks to ensure simple sentence construction is sound first. Build from simple sentence revision above to recapping the creation of sentences with more than one clause using conjunctions. Recap simple and progressive forms of present and past before moving onto present perfect form of verbs

Mathematics ***Key Year 3 objectives to secure in the autumn term in order*** *Please see additional information in 'Year 4 Special Provision Guidance' by Richard Brown and Lisa Heatherington*		
Priority strands	***Key concepts*** descriptions	Guidance
Number and Place Value	***Language of place value*** Describing 2, 3 and 4 digit numbers by expressing how many thousands, hundreds, tens and ones are in the number. ***Unitising*** Place value is based on unitising, treating a group of things as one 'unit'. ***Positioning*** The value of a digit is determined by its position in a number.	Modelling and contextualizing the words "value" and "place" through intentional maths talk. This generalises to 3 units + 2 units = 5 units (where the units are the same size).
Addition and Subtraction	***Commutativity 5 and 10*** Relating numbers to 5 and 10 helps develop knowledge of the number bonds within 20.	For example, given 8 + 7, thinking of 7 as 2 + 5, and adding the 2 and 8 to make 10, then the 5 to 15. This should then be applied when calculating with larger numbers.

	Equivalence Relationship +/- Subtraction bonds can be thought of in terms of addition. ***Mental Fluency*** In order to successfully complete formal written algorithms pupils must have a well developed fluency with the addition and subtraction of one and two digit numbers.	For example, in answering 15 – 8, thinking what needs to be added to 8 to make 15. Counting on for subtraction is a useful strategy that can also be applied to larger numbers. To carry out the subtraction of 237 from 1891 it's important to know that 11 - 7 = 4 for example.
Multiplication and Division	***Fluency of facts*** It is important that pupils both commit multiplication facts to memory and also develop an understanding of conceptual relationships. ***Seeing patterns*** Pupils should look for and recognise patterns within tables and connections between them (e.g. 5× is half of 10×). ***Relationship*** Pupils should recognise multiplication and division as inverse operations and use this knowledge to solve problems.	This will aid them in using known facts to work out unknown facts and in solving problems. The recognition of pattern in multiplication helps pupils commit facts to memory, for example doubling twice is the same as multiplying by four, or halving a multiple of ten gives you the related multiple of five. They should also recognise division as both grouping and sharing
Fractions	***Equal Parts*** Fractions are equal parts of a whole. ***Decimal Fractions*** Decimal fractions are linked to other fractions. ***Fractions as Numbers*** The number line is a useful	Equal parts of shapes do not need to be congruent but need to be equal in area.

	representation that helps children to think about fractions as numbers.	
Measures	Measuring in practical contexts should be a normal part of children's everyday experience.	- seeing, noticing, wondering - teacher modelling - finding out practically

Wider curriculum		
	History	**Geography**
Key aims and skills to secure KS1 - KS2	Understand and use subject specific vocabulary. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.	Understand and use subject specific vocabulary. Use geographical skills, including first- hand observation, to enhance locational knowledge. Extend knowledge and understanding beyond the local area to include UK and Europe
KS2	KS1 introduces pupils to historical periods that are studied in more detail in KS2. In the first instance, pupils should revise the eras studied in KS1 ensuring that they; *Continue to develop a chronologically secure knowledge and understanding of British, local and world history.* *Note connections, contrasts and trends over time.* *Develop the use of historical terms Devise historically valid questions about change, cause, similarity, difference and significance.*	*Locational knowledge* Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these have changed over time. *Human and Physical* Types of settlement and land-use, economic activity including trade links and the distribution of natural resources. *Skills and Fieldwork* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
KS1	*Know where people and events they study fit within a chronological framework.* Changes within living memory Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality.	*Locational knowledge* Name and locate the world's seven continents and oceans. Name, locate and identify characteristics of the four countries and capital cities oh the UK and its surrounding seas. *Human and Physical* Use basic geographical vocabulary to refer to: key physical and human features (see NC document p.185) *Skills and Fieldwork* Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continent and oceans studied at this key stage.

Science	*Y4* units with foundations in other year groups not all Y4 Science units represented here – refer to national curriculum	*Foundations in other year groups*
Living things and their habitats	Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things	**Y3** identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. **Y2** observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
States of matter	Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**Y3** distinguish between an object and the material from which it is made identify and name a variety of everyday materials. 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. **Y2** identify and compare the suitability of a variety of everyday materials, including for particular uses. find out how the shapes of solid objects made from some materials can be changed.

Animals, including humans	Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey	**Y3** identify and name a variety of common animals. identify and name a variety of common animals that are carnivores, herbivores and omnivores. describe and compare the structure of a variety of common animals. identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Y2** notice that animals, including humans, have offspring which grow into adults. find out about and describe the basic needs of animals, including humans, for survival. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.