

	7.9.20	14.9.20	21.9.29	28.9.20	5.10.20	12.10.20	19.10.20	Total time
English Genre	Recovery Curriculum	Recount Recount a text	Report Fact-file/information	Report Fact-file/information	Instructions	Instructions	Fiction/reading and performing a play.	62.5
Handwriting	Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.							
English Composition	<p>Consider what he/she is going to write before beginning by writing down ideas and / or key words, including new vocabulary.</p> <p>Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.</p> <p>Read aloud what he / she has written with appropriate intonation to make the meaning clear.</p> <p>Make simple additions, revision and corrections to his/her own writing by proof reading e.g check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a</p>	<p>I can write for different purposes to develop positive attitudes and stamina for writing. Write effectively and coherently for different purposes drawing on his/her reading to inform the vocabulary and grammar of his/her writing.</p> <p>I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like.</p> <p>I can draft and write descriptive work that creates settings, characters and plots.</p>	<p>Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form.</p> <p>Make simple additions, revisions and corrections to his/her own writing by proof reading e.g check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher.</p> <p>I can draft and write descriptive work that creates settings, characters and plots.</p>	<p>Understand the following terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) and apostrophe, comma.</p> <p>Write effectively and coherently for different purposes drawing on his/her reading to inform the vocabulary and grammar of his/her writing.</p> <p>I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like.</p> <p>I can use paragraphs to organise my writing so that blocks of text group related material.</p> <p>I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.</p>	<p>I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas.</p>	<p>I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like.</p> <p>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.</p> <p>I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.</p> <p>I can re-read my work to improve it for my audience.</p>	<p>Understand the following terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) and apostrophe, comma.</p> <p>I can read aloud poems and perform play scripts.</p>	

	conversation with the teacher.		<p>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.</p> <p>I can draft and write material such as instructions, using headings and sub-headings to organise my work.</p>					
English Grammar	Use commas to separate items in a list.	Intro- spelling Understand how the grammatical patterns in a sentence indicates its function as a statement, question, exclamation or command.	Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.	Use co-ordination (using or, and, but) and some subordination (using when, if that, because) to join clauses.	Understand the following terminology command, adverb, compound and verb.	I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas.	Prefixes- Pre I can use the prefixes un-, dis-, mis-, re-, pre-.	
English Reading (DR/DSR)	Inferring Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said. Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by	Intro- DR- Albums	Recap on the reading strategies	Clarifying I can use the first two or three letters of a word to check its spelling in a dictionary. Develop pleasure I reading motivation to read, vocabulary and understanding by discussing and clarifying the reading of words, linking new meanings to known vocabulary.	Questioning I can ask questions about the texts that I have read to help me understand them. Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects in accurate reading.	Summarising I can tell someone about the main ideas in a paragraph. I can use non-fiction texts to find out information on a subject. Develop pleasure in reading, motivation, to read, vocabulary, and understanding by discussing the sequence of events in the books and how items of	Evaluating I can tell you what a book that I am reading is about.	

	checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading. Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.					information are related.		
English Spelling	9.5	9.5 23. The Short vowel sound 'o' 2. The /u/ sound spelled 'ou.' 13. The long vowel /a/ sound spelled 'ai' 25. The 'ee' sound spelt '-ey'.	9.5 27. The /er/ sound spelled with 'o' or 'ar'. 22. 'or' sound spelt 'a' before ll and l. 26. words with the spelling 'a' after w and qu 1. The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.	9.5 I can spell words that are often misspelt.	9.5 33. Words ending in '-tion'. 3. I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.	28. The /zh/ sound spelled with a 's'. 4. Words with endings that sound like /ze/ as in measure are always spelled with '- sure.' 5. Words with endings that sound like /ch/ is often spelled – 'ture' unless the root word ends in (t)ch. 5. I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.	7.5 I can spell words that are often misspelt.	
Phonics	Phase 3 Phase 4 Re-visit	Spellings: 23.some 23.Other 23.Mother 2.enough	Spellings: 27.word 27.work 27.world 26.wand	Spellings: Challenge Words Last Past Class	Spellings: Station Option Vision	Spelling: Measure Treasure Pleasure	Spellings: Challenge Words Whole Any Clothes	

		<p>2.rough 2.young 13.snail 13.chained 13.Waist 25.donkey 25.monkey 26.chimney</p> <p>Phase 5 Sound families</p> <p>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>I can spell the /z/ sound spelled se.</p> <p>I can spell and write words containing graphemes with alternative pronunciations (ow, ie, ea, er, ch, ou)</p>	<p>26.wasps 26.qulaity 22.walk 22.always 22.small 1.Mouth 1.Sound 1.Proud</p> <p>Phase 5 Further Graphemes</p> <p>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>I can read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>I can spell and write words containing graphemes with alternative pronunciations (ow, ie, ea, er, ch, ou)</p> <p>I can spell 'or' sound spelled 'a' before ll and ll I can spell the /ee/ sound spelled '-ey'</p>	<p>grass plant path bath Home hour many only because</p> <p>Phase 5 Further Graphemes</p> <p>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>I can read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>I can spell and write most words using graphemes (ay,ou,ie,ea,oy,ir,ue,aw,wh.ph,ew,oe,au) I can spell the /er/ and /or/ sound spelled with or or ar.</p>	<p>explosion</p> <p>Myth pyramid lyric Crystal</p> <p>Father Mother Later wiser</p> <p>Phase 5 Different pronunciations</p> <p>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>I can read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>I can spell words ending in '-tion.'</p>	<p>Enclosure</p> <p>Picture furniture adventure</p> <p>Assessments</p> <p>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>I can read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>	<p>Busy any People Water Again Half Money Who Dragon</p> <p>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>I can read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>	
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Maths	4 Place Value Represent numbers using different representations Read and write numbers up to 100 in words. Read and write numbers up to 1000 in numerals. Solve number and problems and practical problems involving these ideas.	5 Place Value Recognise the place value of each digit in a three- digit number. Solve number and problems and practical problems involving these ideas.	5 Place Value Recognise the place value of each digit in a three- digit number. Solve number and problems and practical problems involving these ideas.	5 Place Value Measure and convert length. Recognise the place value of each digit in a three- digit number. Solve number and problems and practical problems involving these ideas.	5 Place Value Measure mass. Recognise the place value of each digit in a three- digit number. Solve number and problems and practical problems involving these ideas.	5 Place Value Compare and order numbers up to 1000. Compare and order amounts. Solve number and problems and practical problems involving these ideas.	4 Place Value Compare and order amounts. Find 10 or 100 more or less than a given number. Solve number and problems and practical problems involving these ideas.	33
Science				I can explain that soils are made from rocks and organic matter. I can simply describe how fossils are formed when things that have lived are trapped within rock. 5.5	I can examine and do practical experiments on various types of rocks in order to group them on the basis of their appearance and simple physical properties. 5.5			11
Computing		1 I can use a search engine to find web pages. I can use a search engine to find web pages. I understand that computer networks allow data to be transferred and shared. I understand that the internet is a large network that enables computers to share information.	1 I can use a search engine to find web pages. I can use a search engine to find web pages. I understand that computer networks allow data to be transferred and shared. I understand that the internet is a large network that enables computers to share information.	1 I can use a search engine to find web pages. I can use a search engine to find web pages. I understand that computer networks allow data to be transferred and shared. I understand that the internet is a large network that enables computers to share information.	1 I can use a search engine to find web pages. I can use a search engine to find web pages. I understand that computer networks allow data to be transferred and shared. I understand that the internet is a large network that enables computers to share information.	1 I can use a search engine to find web pages. I can use a search engine to find web pages. I understand that computer networks allow data to be transferred and shared. I understand that the internet is a large network that enables computers to share information.	1 I can use a search engine to find web pages. I can use a search engine to find web pages. I understand that computer networks allow data to be transferred and shared. I understand that the internet is a large network that enables computers to share information.	7

Music							I can confidently recognise a range of musical instruments. I can play and perform in solo or ensemble contexts with confidence. I can find the pulse in songs/music with confidence.	4
PE	2	2 Real PE- personal I try several times, if at first I don't succeed. I ask for help when appropriate. I have begun to challenge myself. I know where I am with my learning. 6 love	2 Real PE- personal I try several times, if at first I don't succeed. I ask for help when appropriate. I have begun to challenge myself. I know where I am with my learning. 6 love	2 Real PE- personal I try several times, if at first I don't succeed. I ask for help when appropriate. I have begun to challenge myself. I know where I am with my learning. 6 love	2 Real PE- personal I try several times, if at first I don't succeed. I ask for help when appropriate. I have begun to challenge myself. I know where I am with my learning. 6 love	2 Real PE- personal I try several times, if at first I don't succeed. I ask for help when appropriate. I have begun to challenge myself. I know where I am with my learning. 6 love	2 Real PE- personal I try several times, if at first I don't succeed. I ask for help when appropriate. I have begun to challenge myself. I know where I am with my learning. 6 love	16
PSHE	0.75 Recognise my worth and identify positive things about myself and my achievements. Set personal goals. Value myself and know how to make someone else feel welcome and valued.	0.75 Face new challenges positively, make responsible choices and ask for help when I need it. Recognise how it feels to be happy, sad or scared and to be able to identify if other people are feeling these emotions.	0.75 Understand why rules are needed and how they relate to rights and responsibilities. Know how to make others feel valued.	0.75 Understand that my actions affect myself and others and I care about other people's feelings. Understand that my behaviour brings rewards/consequences.	0.75 Make responsible choices and take action. Work cooperatively in a group.	0.75 Understand my actions affect others and try to see things from their points of view.		4.5
MFL		0.75 I can speak clearly to an audience using good pronunciation.	0.75 I can recognise and respond to words and phrases I hear	0.75 I can match written words and phrases to pictures or symbols	0.75 I can write a sentence to describe a picture or object using a word bank to help me.	0.75 I know that nouns may be masculine or feminine (or neuter).		3.25

IDEAS								
TRIPS/ VISITORS		Dig- Treasure hunters. Visit from Prime VR					Celebration (Cave Paintings)	
TOTAL TIME	19.5	24	24	24	24	24	24	187