

On the 8<sup>th</sup> of March, our children are returning to school. We want to ensure that we meet their academic, social and emotional needs. We have touched on our actions in the mental health and wellbeing section to support children integrate back into school.

We have spent a large amount of time considering our approach and timetable for when the children return in March. We decided to follow the DfE guidance about ensuring the curriculum was broad and balanced and not closing the curriculum like we did in September. We have reworked our timetable to include subjects such as History, Science, Art, PE, Music and PSHE and this is to ensure that children are exposed to all areas of the curriculum. We also know that some children thrive in these subjects and need to access a broad curriculum to gain the most from school.

Subject Leaders were tasked at reworking their curriculums looking at current coverage and also what we will be covering in further years and then developed a bespoke plan until the end of the year. This was completed as a whole group during a CPD session to ensure that staff voice and knowledge was shared.

The Maths Lead worked with all members of staff to create bespoke plans until the end of the year. Current objectives, objectives taught during lockdown and future objectives were all discussed and then a shared agreement was reached about what content was needed in our plans. Underneath is a plan of the current Maths plans.

#### Year 3 Overview

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15
Autumn	Transition	Place Value			Addition and Subtraction				Measure: Money	Multiplication and Division			Assessment	Multiplication and Division	
Spring	Multiplication and Division (Y2)		Measure: Money (Y2)	Statistics (Y2)		Statistics (Y3)	Money (Y3)	Multiplication and Division							
Summer	Multiplication and Division	Fractions			Assessment	Measure: Time		Measure: Length, Perimeter and Mass and Capacity	Geometry: Shape	Assessment	Geometry: Shape	Transition			

Multiplication and Division	
National Curriculum Objectives	White Rose Small Steps
<p>Count from 0 in multiples of 4, 8, 50 and 100</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>	<ul style="list-style-type: none"> <li>Multiplication – equal groups</li> <li>Make equal groups – sharing</li> <li>Make equal groups – grouping</li> <li>Multiply by 3</li> <li>Divide by 3</li> <li>The 3 times-table</li> <li>Multiply by 4</li> <li>Divide by 4</li> <li>The 4 times-table</li> <li>Multiply by 8</li> <li>Divide by 8</li> <li>The 8 times-table</li> <li>Consolidate 2, 4 and 8 times tables</li> <li>Comparing statements</li> <li>Related calculations</li> <li>Multiply 2 digit by 1 digit</li> <li>Divide 2 digit by 1 digit</li> <li>Scaling</li> <li>How many ways? (To be done in Spring 2/Summer 1)</li> </ul>
	DFE Guidance (ready to progress criteria)

We have also mapped out interventions for year groups for the remainder of the year to ensure that any objectives that have been covered remotely or missed from the previous year are taught in small groups. We will use Plickers and continuous assessments to decide the children needing to access these groups. We have continued to use White Rose small steps to ensure that progression is sequential, even with interventions. An example of an intervention plan is below.

Maths Intervention Time Table
<b>W/C 8<sup>th</sup> March – 1&amp;2 Time Week 3 money</b>
Monday - O'clock and half past Tuesday - Quarter past and quarter to Wednesday - Telling time to 5 minutes Thursday – Writing time Monday – Hours and Days Tuesday – Find durations of time Wednesday – Compare durations of time Thursday – Consolidate Monday – Pounds and pence Tuesday – Convert pounds and pence Wednesday – Add and Subtract money Thursday – Give change
<b>W/C 12<sup>th</sup> April Multiplication and division intervention Week 1- 3 Summer 1</b>
Monday – Multiplication equal groups Tuesday – Multiply by 3 Wednesday – Divide by 3 Thursday – Multiply by 4 Monday – Divide by 4 Tuesday – Multiply by 8 Wednesday – Divide by 8 Thursday – consolidate tables (Is any more table work needed with these children before written method?) Monday – Multiply 2 by 1 digit Tuesday – Multiply 2 by 1 digit Wednesday – Divide 2 by 1 digit Thursday – Divide 2 by 1 digit

In English, we have again focused on what objectives have already been covered, what was a focus during lockdown and what our remaining objectives are. We have done this for writing, reading and EGPS and also used the same method of sharing practice. We firstly discussed in CPD our approach and what we felt would work for phases and year groups. The English lead then sat with class teachers and developed bespoke plans for each year group. This has ensured that reading objectives are being covered, that text types and independent writes are planned out so no genres are missed and that all key EGPS objectives are taught effectively linked to the correct text type. Below is an example of our plans until July.

English Overview		
Y1 Overview		
<b>Vocabulary, Grammar &amp; Punctuation</b>	<b>Spelling</b>	<b>Handwriting</b>
<ul style="list-style-type: none"> <li>Independently written simple sentences.</li> <li>Beginning to use compound sentences.</li> <li>Word and clauses are joined using and</li> <li>Spaces left between words</li> <li>Sentences sometimes demarcated with capital letters AND full stops.</li> <li>Sentence boundaries sometimes demarcated with an exclamation or question mark.</li> <li>Capital letters used for names of people, places, days of week and personal pronoun I.</li> </ul>	<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly.</li> <li>Apply taught Y1 spelling rules to spell many words correctly.</li> <li>Spelling many Y1 common exception words correctly.</li> <li>Spell the days of the week correctly (ensuring capitalisation).</li> <li>Name the letters of the alphabet in order.</li> <li>Use letter names to distinguish between alternative spellings of the same phoneme.</li> <li>Adding Y1 suffixes to spell some words correctly in their writing</li> </ul>	<ul style="list-style-type: none"> <li>Lower case letters are formed correctly</li> <li>Capital letters and digits are formed correctly</li> </ul>
<b>Organisation of Text</b>	<b>Compositions</b>	
<ul style="list-style-type: none"> <li>Sentences within simple texts are sequenced.</li> <li>A simple opening and/ or ending (Once upon a time...Yesterday we made cakes...Dear Santa...At the end we went home...)</li> <li>Some ideas/events linked by connecting vocabulary, e.g. through repetition of a connective, subject or pronoun relating to the main idea (I made a tree shape. Then I cut it out. Then I stuck a star on then I put the glitter on: my dragon is purple and it has green spots and it has sharp claws and it has a long tail and it breathes fire).</li> </ul>	<ul style="list-style-type: none"> <li>Some appropriate (mostly simple) word choice helps to convey information and ideas, e.g. story or topic related vocabulary (the policeman wore a helmet and a badge); simple description (the giant has red hair).</li> <li>Some awareness of purpose with basic ideas and content usually linked to the task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions.</li> </ul>	
<b>Text Types covered</b>	<b>Completed Star write text types</b>	<b>EGPS covered</b>
<b>Autumn term 1.1 – The Gruffalo</b> Narrative – story retell <b>Autumn term 1.2 – The tiger who came to tea</b> Non chronological report – Tigers <b>Remote Learning</b> Where the Wild Things are (Novel) <ul style="list-style-type: none"> <li>Character study</li> <li>Story writing</li> <li>Thank you letter</li> </ul>	<b>Autumn term</b> Baseline write Character description Story ending Character profile <b>Remote Learning</b> N/A	<b>Autumn term</b> Days of the week Letters of the alphabet Spacing between words CL for nouns and pronoun 'I' Grammatical terminology Punctuation

Text Types to Cover	Star Write to Cover	EGPS to Cover
<p><b>Spring 2 – Why the whales came</b>  Wk 3 - <u>Non fiction</u> (whales)  Wk 4 – <u>Non fiction</u> (whales)  Wk 5 – Star write (section of the non fiction)</p> <p><b>Summer 1 – Why the whales came (3wks) Lighthouse Keeper's Lunch (3 wks)</b>  Wk 1- Inferences and predictions  Wk 2- Instructions  Wk 3- <u>Instructions</u>  Wk 4 - Letter  Wk 5 – Assessment Week  Wk 6 - <u>Letter</u>  Wk 7 - Poetry</p> <p><b>Summer 2 – Lighthouse Keeper's lunch</b>  Wk 1- Poetry  Wk 2 – Narrative  Wk 3 – Narrative  Wk 4 – Assessment Week  Wk 5 – Transition  Wk 6 – Transition</p>	<p><b>Spring 2 –</b>  <u>Non fiction</u> section (whales)</p> <p><b>Summer 1</b>  Instructions – sandwich making</p> <p><b>Summer 2</b>  Narrative – Alternative viewpoint</p>	<p><b>Spring 2</b>  Wk 3 – Recap of exclamations  Wk 4 – Recap of questions  Wk 5 – Spelling rules</p> <p><b>Summer 1</b>  Wk 1- singular and plural  Wk 2- singular and plural  Wk 3- prefixes  Wk 4 - prefixes  Wk 5 – Assessment Week  Wk 6 - conjunctions  Wk 7 - conjunctions</p> <p><b>Summer 2</b>  Wk 1- suffixes  Wk 2 – suffixes  Wk 3 – sequencing sentences  Wk 4 – Assessment Week  Wk 5 – sequencing sentences  Wk 6 - Transition</p> <p>Handwriting to be taught explicitly.</p>