



6 PRINCIPLES OF NURTURE

Learning is understood developmentally

The school offers a safe space for all

We understand the importance of nurture for well being

We understand that Language is a vital form of communication

We understand that all behaviour is communication

We understand the significance of transition for children

KEY DRIVERS

Relationships

- * Effectively communicate with peers and adults;
- * Develop mutual respect for all members of the community;
- * Create a safe learning environment for relationships to grow in;
- * Positive relationships modelled by staff;
- * Develop the skills for own conflict resolution.

Community

- * Positively contribute to the school, local and wider community;
- * Identify how the choices we make can have a global impact;
- * Show tolerance and appreciation for different cultures and religions;
- * Know how to keep ourselves safe in the local and virtual community.

Transparent Spiral Curriculum

- * Parents are kept informed of the approach to the recovery curriculum;
- * The curriculum will be iterative in nature;
- * Low stake testing will help inform staff of gaps in learning and to track progression;
- * Emotional, health and well-being will be at the forefront of the curriculum .

Metacognition

- * How to approach a variety of tasks will be discretely taught and modelled by teachers;
- * Pupils will be made critically aware of oneself as a learner;
- * Pupils will be introduced to higher-order thinking skills;
- * Pupils will self-evaluate their progress within a task and reflect upon their work.

Mathematics Key Objectives

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| Discrete teaching | <p>Place Value</p> <p>Count in 10s 100s and 1,000s.</p> <p>Count in 20s and 25s.</p> <p>Recognise the value of all digits in 4 digit numbers.</p> <p>Order and compare numbers beyond 1,000.</p> <p>Four Operations</p> <p>Add and subtract numbers up to 4 digits using formal written methods.</p> <p>Solve two step problems involving addition and subtraction.</p> <p>Recall and use multiplication and division facts for multiplication tables to 12x12. – no news if multiplication table test has been cancelled for the academic year 2020-2021.</p> <p>Solve problems involving multiplication and addition, including using the distributive law to multiply two digit numbers by 1.</p> <p>Multiply and divide three digit numbers by single digit numbers using formal methods.</p> |
| Wider curriculum | <p>STEM/Other</p> <p>Measure and calculate the perimeter of rectilinear shapes in centimetres and meters.</p> <p>Find the area of rectilinear shapes.</p> |
| Morning starters | <p>Recall and use multiplication and division facts for multiplication tables to 12x12.</p> <p>Number bonds to 10.</p> <p>Number bonds to 20.</p> <p>Mental addition and subtraction of two double-digit numbers.</p> <p>Mental addition of three numbers.</p> <p>2D and 3D shape names and features.</p> |

Reading Key Objectives

Develop positive attitudes to reading, and an understanding of what they read, by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Reading books that are structured in different ways and reading for a range of purposes.
- Discussing words and phrases that capture the reader's interest and imagination.

Understand what they read, in books they can read independently, by:

- Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.
- Asking questions to improve their understanding of a text.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Identifying main ideas drawn from more than 1 paragraph and summarising these.
- Identifying how language, structure, and presentation contribute to meaning.

Proposal

- Teaching of comprehension should be taking precedence over teaching word reading but individuals whose word reading is significantly below the expected standard should be support in word reading interventions.
- Every reading lesson should begin with a vocabulary element. This should be either discretely teaching word meaning that cannot be extracted from the text or teaching word meaning that can be deduced from its function as part of a sentence or paragraph.
- Pupils use the 'study book' Pax which will evoke strong conversations about more complex issues – this will be used as a vehicle for English.
- During one afternoon session pupils will use First News to explore a current affair and engage in associated reading. Imperative to maintain a balance of positive news stories and current affairs that are a point of interest e.g. the recent Space X launch as well as more controversial issues such as BLM.
- Reading to form a more prominent part of core subjects including entomology. E.g, reading an exert of a biography in STEM about an associated scientist or exploring the entomology of photosynthesis, or, pupils retrieve information from an information leaflet.
- Language use – teachers to use a range of vocabulary in their spoken language which may also allow pupils to infer from the comments or vocabulary used – when this is done it is imperative that teachers use this as a teaching point.
- Exam rubric – part of reading lessons must include exposure to exam rubric questions and the language used – particularly in inference and retrieval questions.

Writing Key Objectives

Spelling:

- Use further prefixes and suffixes and understand how to add them
- Spell further homophones

Handwriting:

- Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Composition:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements

Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Proposal

- Writing is directly linked to class story.
- Recap of KS1 grammatical structures through discrete teaching then progressing into LKS2 grammatically structures.
- Look to use accompanying writing strategies such as Alan Peat sentences.
- Plan and facilitate increased productivity and writing stamina.
- Strong modelling from teacher relating to text type being taught.
- ~3 week teaching cycle for each text type.
- Discrete teaching of spelling.

PSHE Key Objectives

Proposal

- Communication approach to support pupils in appropriate speaking and listening such as Kagan structures to be used in all lessons.
- Introduce schools 'drivers' and create opportunity for pupils to explore them.
- Activities around current affairs e.g. BLM, COVID-19, reduced homelessness, improved air quality and environmental factors since COVID lockdown, financial situation both at home and across the UK etc – finish on positive elements at the end of every session.
- Internet safety, bullying, LGBTQ – 'crunch moments'.

Wider Curriculum – History (The Egyptians) Key Objectives

- To understand the characteristic features of **Egyptian society** in comparison to our current society. (eg. burial, afterlife and [pharaohs](#))
- to understand the abstract term of **Egyptian civilisation** and knowing how to recognise it. (link to Geography)
- Compare and contrast **religious, cultural and social history of Egypt** with modern day Britain. (eg. focusing on [pyramids](#) as [tombs](#), [hieroglyphics](#) as an early form of [writing](#) and their [gods and goddesses](#) impact on their everyday life).

Geography (The Nile and Africa) Key Objectives

- **Continents** – recognising Africa as a **continent** and Egypt as a **country** and Cairo as the **capital city**.
- **Comparison between the Nidd and the Nile** – similarities and differences
 - o The source and the delta
 - o [Wildlife](#)
 - o Oasis and deserts
- use **maps, atlases, globes** and **digital/computer mapping** to locate Africa, Egypt and [the Nile](#).
- recognise the **physical features** of the Nile river (delta and source), Red Sea, Mediterranean Sea, surrounding deserts, Lake Nasser and the **man-made features** of the Suez Canal and Aswan Dam.
- Understand where the **Equator** and **Tropic of Cancer and Capricorn** cross the African **continent**.

Art (African Art and Egyptian Art) Key Objectives

- [Polystyrene printing](#) – African / geometric pattern printing.
- **Clay / Paper Mache** - [Canopic Jars](#).

- Pencil and drawing - [Tutankhamun](#) Death Mask.

| Autumn 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|-------------|--|---|--|---|--|--|--|
| Mathematics | Number and Place Value | | | Addition and Subtraction | | Measure | |
| | Count in multiples of (2 – 10) Spotting sequences Comparing Numbers Solve Number Problems Maths Puzzles | Recognise each digit in 3 and 4 digit numbers Solve Number Problems Place Value | Ordering Numbers Number lines to 10,000 Solve Number Problems Deca Tree | + mentally HTO+O, HTU+T, HTU + H Rapid recall number bonds Use near doubles etc Dicey Addition | - mentally HTO+O, HTU+T, HTU + H Rapid recall number bonds Use near doubles etc Oak Academy Lessons | (+ -) Measure, compare and add and subtract lengths (mm, cm, m) Measure & calculate perimeter Oak Academy Lessons | (+ -) Convert between different units (mm – cm, cm – m, m – km) Measure & calculate perimeter Oak Academy Lessons |
| | Oak Academy Lessons Year 3 – Recognising the value of 3 digit numbers. Year 3 – partitioning numbers. Year 3 – ordering and comparing 3 digit numbers. Year 3 – rounding 2 and 3 digit numbers to the nearest 10. Year 3 – problem solving using place value. Year 3 – problem solving using place value continued. Year 4 – recognizing the place value of a 4 digit number. Year 4 – ordering and comparing numbers beyond 1000. Year 4 – ordering and comparing numbers beyond 1000 continued. Year 4 – finding 10, 100 and 1000 more than a given number. Year 4 – Rounding to the nearest 10. Year 4 – Rounding to the nearest 100 | | | Oak Academy Lessons Year 3 – adding and subtracting 1 digit numbers to/from 3 digit numbers. Year 3 – adding multiples of 10 to 3 digit numbers. Year 3 – subtracting multiples of 10 from 3 digit numbers. Year 4 – deriving addition and subtraction facts from numbers. Year 4 – choosing the appropriate addition strategies Year 4 – choosing the appropriate subtraction strategies. | | Oak Academy Lessons | |

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| | Year 4- rounding to the nearest 1000 | | | | | | |
| | Rapid Recall: Number bonds Times Tables Hit the Button | Rapid Recall: Number bonds Times Tables | Rapid Recall: Number bonds Times Tables Value of Digits | Rapid Recall: Number bonds Times Tables Value of Digits | Rapid Recall: Number bonds Times Tables Value of Digits 10 x bigger 10 x smaller | Rapid Recall: Number bonds Times Tables Value of Digits 10 x bigger 10 x smaller HTU + | Rapid Recall: Number bonds Times Tables Value of Digits 10 x bigger 10 x smaller HTU + |
| | Oak Academy Lessons | | Oak Academy Lessons | | Oak Academy Lessons | | |
| Reading Comprehension | Novel: The Lost Thing Inference, explanation, sequence | | Novel: To Be A Cat Vocabulary, prediction, explanation, retrieval, summarise | | | | |
| | Oak Academy Lessons Year 3 – The Firework Maker’s daughter by Phillip Pullman Year 4 – I was a rat! By Phillip Pullman | | | | | | |
| Writing | Narrative/descriptive Writing - setting | | Non-chronological reports | | Newspaper reports | | Poetry - shape poems |
| | 1st person Word classes Expanded noun phrases | | 3rd person Conjunctions Paragraphs Headings/subheadings | | Inverted commas for direct speech Using a dictionary and thesaurus Headings/subheadings | | |

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| | Oak Academy Lessons Year 3 – Narrative writing unit – The BFG Year 4 - Narrative writing unit – The Borrowers | | Oak Academy Lessons Year 3 – Non-chronological report unit – Portia Spiders Year 4 - Non-chronological report unit – Angler Fish | | | Oak Academy Lessons Year 4 - Writing Poetry Unit – John Lyons | |
| Science | Animals, including Humans | | | | | | |
| | To find out about healthy and balanced diets. | To compare the diets of different animals. To gather, record and present data in different ways. | To describe the basic parts of the skeletal system. | To observe and compare animals with and without skeletons. | To look at joints, and how bones and muscles help us move. | To make systematic and careful observations. | |
| | Oak Academy Lessons Year 3 and 4 – Human Body | | | | | | |
| PSHE | Relationships | | | | | | |
| | What are rules? What are our classroom /school rules? (Develop class charter) | How does our behaviour affect others? | How can I be polite and respectful? | What are good/bad manners? | Do I know the difference between fair and unfair, kind and unkind and right and wrong? | Do I know what to do and who to go to if I am worried? | |
| | Oak Academy Lessons Friendships Who Am I? All Around Me | | | | | | |
| History/Geography | The Continent of Africa and the Ancient Egyptians | | | | | | |
| | Continents – recognising Africa | To understand the characteristic | To understand the abstract term of | Compare and contrast <i>religious</i> , | Compare and contrast <i>religious</i> , | Compare between the Nidd and the | Recognise the <i>physical features</i> of |

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| | as a <i>continent</i> and Egypt as a <i>country</i> and Cairo as the <i>capital city</i> . Use <i>maps, atlases, globes</i> and <i>digital/computer mapping</i> to locate Africa, Egypt and the Nile . Understand where the <i>Equator</i> and <i>Tropic of Cancer</i> and <i>Capricorn</i> cross the African <i>continent</i> . | features of <i>Egyptian society</i> in comparison to our current society. (eg. burial, afterlife and pharaohs) | <i>Egyptian civilisation</i> and knowing how to recognise it. | <i>cultural and social history of Egypt</i> with modern day Britain. (eg. focusing on pyramids as tombs , hieroglyphics as an early form of writing and their gods and goddesses impact on their everyday life). | <i>cultural and social history of Egypt</i> with modern day Britain. (eg. focusing on pyramids as tombs , hieroglyphics as an early form of writing and their gods and goddesses impact on their everyday life). | Nile – similarities and differences: <ul style="list-style-type: none">• The source and the delta• Wildlife• Oasis and deserts | the Nile river (delta and source), Red Sea, Mediterranean Sea, surrounding deserts, Lake Nasser and the <i>man-made features</i> of the Suez Canal and Aswan Dam. |
| | Oak Academy Lessons Rivers Maps and fieldwork | | | | | | |
| Art | Polystyrene printing – African / geometric pattern printing. | | Clay / Paper Mache - Canopic Jars . | | Pencil and drawing - Tutankhamun Death Mask. | | |
| ICT Covered in Summer Term | Desktop publishing - Microsoft Word Create a fact file on Africa | | Computer networks | eSafety - research Tutankhamen using the internet | Scratch - design, write and debug programs Create a maze game based on Ancient Egypt | | |

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| Music | Understanding Tempo Listen to range of pieces with differing tempos. Does the speed of a piece of music effect how people feel? | Pulse Feel the pulse of a range musical pieces. Walk to the pulse of a piece whilst singing. Sing the same song changing the pulse. | Explore Rhythm Compare rhythm to pulse. Sing song whilst walking and then clap rhythm whilst singing and walking. | Create Rhythmic Patterns Explore rhythms of children's names and other objects by clapping syllables. Create rhythmic patterns by combining rhythms from names. | African Clapping Music Listen to percussive piece performed on percussion instruments. Follow score whilst listening to the piece. | Performance Create own rhythmic piece, creating score similar to African Clapping music. Rehearse. | Performance Performances of pieces. |
| | Hall of the Mountain King (Grieg), Clapping Music (Reich), Zorba the Greek, Russlan and Ludmilla (Glinka), Flight of the Bumble Bee (Rimsky Korsekov) Adagio (Albinoni), Beethoven 7 th Symphony Allegretto, Pachelbel Canon | | | | | | |
| | Oak Academy Lessons Understanding rhythm Understanding pulse and metre | | | | | | |
| RE | Light and Dark | | | | | | |
| | Oak Academy Lessons Christianity Islam | | | | | | |

| Autumn 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| Mathematics | Multiplication and Division | | Measure | | Fractions, Decimals and Percentages | | Statistics |
| | Use known tables facts to support multiplying TO x O Games | Use known tables facts to support division statements | (x & ÷) Finding area of rectilinear shapes by counting squares Measure games | (x & ÷) Finding area of rectilinear shapes by counting squares | Fractions are equal parts of a whole Find name and write fractions of a length, shape, set of objects or quantity Unit and non-unit fractions Fractions | Recognise fractions as numbers | Interpret and present data using pictograms and bar charts |
| | Oak Academy Lessons | | Oak Academy Lessons | | Oak Academy Lessons | | Oak Academy Lessons |

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| | Rapid Recall: Times Tables Value of Digits 10 x bigger 10 x smaller HTU + Converting measures | Rapid Recall: Times Tables Value of Digits 10 x bigger 10 x smaller TO X O Converting measures Calculating perimeter | Rapid Recall: Times Tables Value of Digits 10 x bigger 10 x smaller TO X O ÷ facts derived from tables facts Calculating perimeter | Rapid Recall: Times Tables 10 x bigger 10 x smaller ÷ facts derived from tables facts | Rapid Recall: Times Tables ÷ facts derived from tables facts Area of shapes | Rapid Recall: Times Tables ÷ facts derived from tables facts Area of shapes Identify fractions of shapes | Rapid Recall: Times Tables ÷ facts derived from tables facts Area of shapes Identify fractions of quantity |
| Reading Comprehension | Novel: Matilda vocabulary, inference, prediction, explanation, retrieval, sequence, summarise | | | | | | |
| | Oak Academy Lessons | | | | | | |
| Writing | Character descriptions of Miss Honey and Miss Trunchbull. Narrative/descriptive writing - character. | | Report writing - school reports | | Letter writing - persuasive letters and letters to a friend | | Drama - play scripts |
| | Similes Mnemonics | | Plurals Pronouns | | Standard English Apostrophes for possession and omission Paragraphs | | Stage directions - in italics to set the scene, in brackets to describe emotion or movement |
| | Oak Academy Lessons | | | | | | |
| Science | The Moon | | | | | | |

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| | To observe and draw the Moon from real life and secondary sources. | To make a model rocket and explain how it works. | Describe the movement of the Moon relative to the Earth. | To describe what happened in the 'Space Race' in the 1960. | To explain what a magnetic pole is and what it can do. | To predict whether two magnets will attract or repel each other. | |
| | Oak Academy Lessons | | | | | | |
| PSHE | Relationships (continued) | | | | | | |
| | What makes a positive, healthy relationship that makes us feel comfortable? | How do we recognise and respond appropriately to a wider range of feelings? | How do I keep safe on-line? | How do I keep safe on-line? | How will I grow and change this year? (new opportunities, responsibilities, independence, emotions, body etc.) | What strengths skills and interests do I have? | |
| Geography | The Arctic and Antarctic | | | | | | |
| | To locate the coldest places on Earth. To explain why they are so cold. To describe what they look like. | To name the countries found within the Arctic Circle. To explain why different seasons exist and what impact this has. | To illustrate how images can be used to convey meanings about people and places. To compare and contrast people's views of the Arctic/Antarctic. | To recognise and make connections between different places around the world. To explain how people adapt to living in difficult places. | To recall different types of wildlife found in the Arctic/Antarctic. To explain what impact seasonal change can have on a place and its wildlife. | To explain why we should care about our environment. To discover that the choices we make individually can make a difference. | |
| DT | Textiles - Cuddly Polar Animals | | | | | | |

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| | Design - To use research and develop design criteria. To generate, develop, model and communicate their ideas. | | Make - To select from and use a wider range of materials according to their functional properties and aesthetic qualities. | | | Evaluate - To evaluate their product against their own design criteria and consider the views of others to improve their work. | |
| ICT | Desktop publishing - Microsoft PowerPoint Create a PowerPoint about the moon. | | Scratch - use sequence, selection, and repetition in programs Create a quiz game on the Arctic/Antarctic. | | | Esafety - use technology safely, respectfully and responsibly | |
| French | Bonjour Mes Amies | | | | | | |
| | Say hello and goodbye in French; say what you are called; and take part in a French poem. | Say what you are called; ask others what they are called; identify a question word in French. | Use some French greetings; ask how someone is; say how you are and take part in a French rap. | Introduce your own family and sing a song about families. | Read phrases describing family; pronounce phrases correctly. | Count up to 12 in French; sing a counting song. | Say your age and ask others how old they are. |
| RE | Hinduism and Diwali | | | | | | |