



# 6 PRINCIPLES OF NURTURE



## 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		
Discrete teaching	<p><b>Place Value</b> Read, write and order numbers up to 10,000,000 and determine the value of each digit.</p> <p><b>Four Operations</b> Add and subtract whole numbers with more than 4 digits using formal written methods. Solve addition and subtraction multistep problems in context deciding which operation and method to use and why. Multiply and divide 5 digit numbers by 1 digits numbers. Multiply and divide up to 4 digit numbers by 2 digit numbers. Solve problems involving addition, subtraction, multiplication and division.</p> <p><b>Fractions</b> Identify, name and write equivalent fractions. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Recognise mixed numbers and improper fractions and convert from one to another. Compare and order fractions. Add and subtractions fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and express the answer in its simplest form. Multiply proper fractions and mixed numbers by whole numbers. Divide proper fractions by whole numbers.</p>	<p><b>General</b> <a href="#">A range of resources</a> <a href="#">A range of resources</a></p> <p><b>Four Operations</b> <a href="#">Addition of 5 digit numbers</a> <a href="#">Decimal addition and subtraction</a> <a href="#">Division – formal operations</a> <a href="#">Subtract – formal operations</a> <a href="#">Mental Subtraction</a> <a href="#">Multiplication</a></p> <p><b>Fractions</b> <a href="#">Equivalent fractions</a> <a href="#">Mixed number</a> <a href="#">Ordering fractions</a> <a href="#">Ordering fractions</a> <a href="#">Adding fractions</a></p>
Wider curriculum	<p><b>STEM/Other</b> Use negative numbers in context and calculate intervals across zero. Add and subtract whole numbers with more than 4 digits using formal written methods. Multiply and divide 5 digit numbers by 1 digits numbers. Measure – general.</p>	<p><a href="#">Negative numbers</a> <a href="#">Measures</a> <a href="#">Measures</a> <a href="#">Measures</a></p>

<p>Morning starters</p>	<p>Multiplication tables to 12x12. Rounding. Square and cube numbers. Telling the time. Reading timetables. Multiply and divide numbers by 10, 100, 1,000. Prime numbers, factors and multiples. Order of operations.</p>	<p><a href="#">Multiplication tables TTRockstars</a> <a href="#">Multiplication tables 12x12</a> <a href="#">Rounding</a> <a href="#">Place Value - Various</a> <a href="#">Prime numbers, factors and multiples</a> <a href="#">Square Numbers</a> <a href="#">Multiply and divide by 10, 100, 1000</a> <a href="#">Order of operation</a> <a href="#">Multiples</a></p>
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**Reading Key Objectives**

<p>Maintain positive attitude to reading:</p> <ul style="list-style-type: none"> <li>Continue to read and discuss an increasing wide range of fiction, poetry, plays, non-fiction and reference books/texts.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>Checking that the books make sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>Asking questions to improve their understanding.</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul> <p>Discuss and evaluate how authors use language, considering the impact on the reader.</p> <ul style="list-style-type: none"> <li>Retrieve, record and present information from non-fiction.</li> </ul>	<p><a href="#">Bug Club</a> <a href="#">Audible free listens</a> <a href="#">Reading VIPER questions</a></p>
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<p><b>Proposal</b></p> <ul style="list-style-type: none"> <li>Pupils use a 'study book' such as Floodland, Wonder, Refugee Boy or potential shorter text such as Boy In A Dress, which will evoke strong conversations about more complex issues.</li> <li>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.</li> <li>Reading to form a more prominent part of core subjects including entomology. E.g, reading an excerpt of a biography in STEM about an associated scientist or exploring the entomology of photosynthesis, or, pupils retrieve information from an information leaflet.</li> </ul>
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- 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 the guidance for adding them;
- spell some words with ‘silent’ letters (for example, knight, psalm, solemn);
- continue to distinguish between homophones and other words which are often confused.

#### Writing composition:

- plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;
- noting and developing initial ideas, drawing on reading and research where necessary;
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;
- using a wide range of devices to build cohesion within and across paragraphs;
- using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)

[Literacy shed inspiration](#) – Use these videos to inspire pupils writing

[KS2 Spelling games](#)

[Grammar game](#) – Various elements of grammar

[Prefix and suffix spelling game](#)

[Noun and adjective game](#)

[Various grammar resources](#)

#### Proposal

- Writing is directly linked to class story.
- Recap of LKS2 grammatical structures through discrete teaching then progressing into UKS2 grammatically structures.

- Look to use accompanying writing strategies such as Alan Peat sentences.
- 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.

## PSHCE

### Proposal

- Communication approach to support pupils in appropriate speaking and listening such as Kagan structures to be used in all lessons.
- Introduce four schools 'drivers' (Relationships, Community, Transparent Curriculum and Metacognition) and create opportunity for pupils to explore them.
- Fortnightly target meetings on Friday afternoons with individuals and class teachers to review academic targets and ensure rapid progress.
- Activities around current affairs e.g. BLM, COVID-19, reduced homelessness, etc – finish on positive elements.
- Internet safety, bullying, LGBTQ – 'crunch moments'.

## Wider Curriculum - Aztecs

### Key Objectives

#### Art

Developing ideas:

- Collect information, sketches and resources and present ideas imaginatively in a sketch book.

Mastering sculpting techniques:

- Show life-like qualities and real-life proportions;
- Use tools to carve and add shapes, textures and patterns;
- Combine visual and tactile qualities.

#### History

Investigate and interpret the past:

- Use sources of evidence to deduce information about the past;
- Seek out and analyse a wide range of evidence in order to justify claims about the past;
- Understand that no single source of evidence gives the full answer to questions about the past.

Build an overview of the world:

- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Understand chronology:

- Identify periods of rapid change in history and contrast them with times of relatively little change.

Communicate historically:

Use appropriate historical vocabulary such as: era, chronology, change, century, decade, legacy.

**Design Technology**

Master food techniques:

- Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms);
- Measure accurately and calculate ratios of ingredients to scale up or down from a recipe;
- Demonstrate a range of baking and cooking techniques;
- Create and refine recipes, including ingredients, methods, cooking times and temperatures.

Design, make, evaluate and improve:

- Design with the user in mind;
- Ensure products have a high quality finish, using art skills where appropriate.

Aut 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Mathematics</b>	Read, write and order numbers up to 10,000,000 and determine the value of each digit.	Add and subtract whole numbers with more than 4 digits using formal written methods.	Add and subtract whole numbers with more than 4 digits using formal written methods.	Solve addition and subtraction multistep problems in context deciding which operation and method to use and why.	Multiply and divide 5 digit numbers by 1 digits numbers.	Multiply and divide 5 digit numbers by 1 digits numbers. Multiply and divide up to 4 digit numbers by 2 digit numbers (revisit later).	Solve problems involving addition, subtraction, multiplication and division.
<b>Reading</b>	<b>On the Origin of the Species</b>	<b>On the Origin of the Species</b>	<b>Voices of the Future</b>	<b>A wild Childs guide to endangered animals</b>	<b>Aron Ralston’s – Extract</b>	<b>Titanium – music and music video</b>	<b>The Raven – Edgar Allen Poe</b>
<b>Writing</b>	<b>Diary Entry (1<sup>st</sup> person)</b>			<b>Setting description (3<sup>rd</sup> person)</b>			<b>Instructional text</b>
	Expanded noun phrases (use of comma in a list).	Similes; Rhetorical questions.	Adverbials including adverbials of time.	Verb placement - starting a sentence with a verb.	Subordination.	Relative clause.	Use of a semicolon between clauses.
<b>History</b>	<b>Introduction to Aztecs</b> Use appropriate historical	<b>Citizens roles in society</b> Describe the characteristic	<b>Religious beliefs in society</b> Describe the characteristic	<b>Exports and trade</b> Identify periods of rapid change in history and			

	vocabulary such as: era, chronology, change, century, decade, legacy.	features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	contrast them with times of relatively little change.			
	Use sources of evidence to deduce information about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past.						
Art					<b>Create a 'mood board' of potential images and sketch design</b> Collect information, sketches and resources and present ideas imaginatively in a sketch book.	<b>Practice clay skills</b> Use tools to carve and add shapes, textures and patterns.	<b>Final piece</b> Show life-like qualities and real-life proportions; Use tools to carve and add shapes, textures and patterns; Combine visual and tactile qualities.
Science	<b>Living things and their habitats</b>	<b>Living things and their habitats</b>	<b>Living things and their habitats</b>	<b>Living things and their habitats</b>	<b>Living things and their habitats</b>	<b>Living things and their habitats</b>	<b>Living things and their habitats</b>
PSHE	<b>Managing friendships and developing relationships</b>		<b>Recognising self-worth and developing confidence</b>		<b>Recognise prejudice and discrimination (cyber bullying, prejudiced based language, trolling etc.)</b>		

Aut 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Mathematics	Identify, name and write equivalent fractions.	Recognise mixed numbers and improper fractions	Compare and order fractions.	Add and subtractions fractions with the	Multiply proper fractions and	Divide proper fractions by whole numbers.	



	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.	and convert from one to another.		same denominator and denominators that are multiples of the same number.	express the answer in its simplest form. Multiply proper fractions and mixed numbers by whole numbers.	
	<a href="#">Oak National Academy – Fraction lessons</a> <a href="#">Oak National Academy - Consolidation of multiplication and division</a>				<a href="#">Oak National Academy – Multiply fractions</a>	<a href="#">Oak National Academy – Divide fractions</a>
Reading	Frankenstein extract - Mary Shelley	A wild Childs guide to endangered animals	Women in Science	Rudimental ft. Emily Sande - Free	Counting on Katherine	A Christmas Carrol extract – Charles Dickens
	<a href="#">Oak National Academy – The fire work makers daughter</a>		<a href="#">Oak National Academy – Exploring the deep</a>		<a href="#">Oak National Academy – A Christmas Carrol</a>	
Writing	Informal letter			Explanation text		
	<a href="#">Oak National Academy Diary section – turn into informal letter</a>			<a href="#">Oak National Academy Explanation Text</a>		
	Subjunctive	Metaphors	Adverbials	Parenthesis	Direct speech	Use of a colon
	General Grammar: <a href="#">Oak National Academy Week 1</a> <a href="#">Oak National Academy Week 2</a> <a href="#">Oak National Academy Week 3</a>			General Grammar: <a href="#">Oak Academy National Week 4</a> <a href="#">Oak Academy National Week 5</a> <a href="#">Oak Academy National Week 6</a>		
DT	Collect data about chocolate Design with the user in mind; Ensure products have a high quality finish, using art	Collect information and design logo Design with the user in mind; Ensure products have a high quality	Design net and complete Design with the user in mind; Ensure products have a high quality	Create hygiene poster Understand the importance of correct storage and handling of ingredients	Attempt first make and evaluate Measure accurately and calculate ratios of ingredients to scale up or down from a recipe;	Final make and box up Create and refine recipes, including ingredients, methods, cooking

	skills where appropriate.	finish, using art skills where appropriate.	finish, using art skills where appropriate.	(using knowledge of micro-organisms);  Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.	Demonstrate a range of baking and cooking techniques.	times and temperatures.
Science	<b>Light</b> Understand that light travels in straight lines.	<b>Light</b> Use the phenomena that light travels in straight lines to explain how an object is seen.	<b>Light</b> Use the phenomena of light travelling in straight lines to explain how shadows are formed.	<b>Light</b> Use the phenomena of light travelling in straight lines to explain why shadows can appear the same shape as the object.	<b>Light</b> Use the phenomena of light travelling in straight lines to explain what they expect to happen to the size and position of shadows dependent of the position of the light source.	<b>Light</b> Use the phenomena of light travelling in straight lines to explain what they expect to happen to the size and position of shadows dependent of the position of the light source.
	<a href="#">Oak National Academy – Light and dark</a>					
PSHE	What kinds of relationships can people be a part of?	Anti-bullying week	Sex and relationship education			
	<a href="#">Oak National Academy – All around me</a>		<a href="#">Oak National Academy – Keeping safe</a>			