

Academic Curriculum Recovery Plan – 2020-21

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| Year group: | Year 3dftf | | | | | | |
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| Weekly plan: | 07/09/20 | 14/09/20 | 21/09/20 | 28/09/20 | 05/10/20 | 12/10/20 | 19/10/20 |
| Phonics/Spelling Lost Learning (previous yr group) | Phase 5 Autumn 2, Spring, Summer of Year 1 The children broaden their knowledge of sounds for use in reading and spelling. They will begin to build word-specific knowledge of the spellings of words. Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e oh, their, people, Mr, Mrs, looked, called, asked Phase 6 Throughout Year 2 and beyond Working on spelling, including prefixes and suffixes, doubling and dropping letters etc | | | | | | |
| Phonics/Spelling Intended Learning | Following Bounce back phonics 15 weeks As catch up Block 1 ee, e, ea | Following Bounce back phonics 15 weeks As catch up Block 2 : oo | Following Bounce Back phonics 15 weeks As catch up Block 3 : ai | Following Bounce Back Phonics 15 weeks As catch up Block 4 : igh | Following Bounce Back Phonics 15 weeks As catch up Block 5 : oa | Following Bounce back Phonics 15 weeks As catch up Block 6 : ow | Following Bounce Back Phonics 15 weeks As catch up Block 7 : oi |
| Reading- lost learning (previous year group) | Consolidation of reading accurately by blending sounds in words that contain the common graphemes for all 40+ phonemes 1a Consolidation of reading accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GCPs) 1a Consolidation of reading aloud many words quickly and accurately 1a Consolidation of sounding out many unfamiliar words accurately 1a Consolidation of answering questions about familiar books and make simple inferences 1d | | | | | | |
| Reading intended learning | Reading and assessment Enjoyment of reading again. Book talk | Reading and assessment enjoyment of reading again. Book talk | Ongoing objectives from the Year 3 reading assessment spreadsheet <ul style="list-style-type: none"> Cycle of content domain 2a-2g in daily reading lessons | Ongoing objectives from the Year 3 reading assessment spreadsheet <ul style="list-style-type: none"> Cycle of content domain 2a-2g in daily reading lessons | Ongoing objectives from the Year 3 reading assessment spreadsheet <ul style="list-style-type: none"> Cycle of content domain 2a-2g in daily reading lessons | Ongoing objectives from the Year 3 reading assessment spreadsheet <ul style="list-style-type: none"> Cycle of content domain 2a-2g in daily reading lessons | Ongoing objectives from the Year 3 reading assessment spreadsheet <ul style="list-style-type: none"> Cycle of content domain 2a-2g in daily reading lessons |
| Writing Lost Learning (previous yr group) | Writing lost learning. Year 2 Pie Corbett Talk for Writing booklet <ul style="list-style-type: none"> Text: Rainbows, Rainbows everywhere - Non fiction Grammar: Varied sentence structures (Expanded noun phrases) Text: Superheroes Focus: Fiction Grammar: Verbs | | | | | | |
| | 07/09/20 | 14/09/20 | 21/09/20 | 28/09/20 | 05/10/20 | 12/10/20 | 19/10/20 |
| Writing intended learning | Free writing every Friday | Text: Charlotte's Web Focus: Character Grammar: Adjectives Short burst writing focus: 2A sentences | Text: Charlotte's Web Focus: Character Grammar: Conjunctions Short burst writing focus: Boys Sentences | Text: The Truth about Trolls Focus: Character Grammar: Nouns Short burst writing focus: 2A sentence | Text: The Truth about Trolls Focus: Setting Grammar: Adjectives Short burst writing focus: Similes | Text: The Truth about Trolls Focus: Description Grammar: Verbs Short burst writing: Sentence of 3 | Text: Tell me a dragon Focus: Grammar: Adjectives Short burst writing focus: Similes |

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| Maths – lost learning (previous yr group) | Fractions Measurement length and height Position and direction Measurement time Measurement Capacity | | | | | | |
| Maths intended learning | 07/09/20 | 14/09/20 | 21/09/20 | 28/09/20 | 05/10/20 | 12/10/20 | 19/10/20 |
| | <u>Place Value</u> Represent numbers to 100 and Tens and ones. | <u>Place Value</u> Numberline to 100 | <u>Place Value</u> Compare objects and compare numbers | <u>Place value</u> Add and subtract multiples of 100 | <u>Place value</u> Subtract a 1 digit number from 2 digit numbers | <u>Place Value</u> Add and subtract to 100s | <u>Place Value</u> Add and subtract 2 and 3 digit numbers. |

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| Science | | | | | | | |
| Lost learning (previous year group) | Plants Animals Materials | | | | | | |
| Intended Learning | 07/09/20 | 14/09/20 | 21/09/20 | 28/09/20 | 05/10/20 | 12/10/20 | 19/10/20 |
| | What are flowers for? <ul style="list-style-type: none"> Flowering plants are known as angiosperms and most plants produce a flower in | What are flowers for? <ul style="list-style-type: none"> Flowers are the part of a plant that enables pollination and fertilisation | What are flowers for? <ul style="list-style-type: none"> Flowers have male and female parts. The male part is called the stamen and includes | What are flowers for? <ul style="list-style-type: none"> Pollination is essential for sexual reproduction. Pollen is transferred from the male anther to the | What are flowers for? <ul style="list-style-type: none"> A flower's bright colour and strong scent attracts | What are flowers for? <ul style="list-style-type: none"> Local florists may be willing to donate flowers that are just past | What are flowers for? Concluding and reflecting on learning |

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| | some form. | . It is responsible for sexual reproduction and allows a plant to complete its life cycle. | the anther, which produces pollen, and the filament. The female part is the carpel, which includes the stigma, style and ovary, and is sometimes called the pistil. | female stigma. It then burrows down the style and into the ovary, where it fertilises the ovule. | insects, which inadvertently transfer pollen from one flower to another. Plants can also self-pollinate or be wind-pollinated. | their best. Alternatively, children may have flowers in their gardens that they can bring into school. | |
| RE | | | | | | | |
| Lost learning (previous year group topics) | <div>Why is the church a special place for Christians?</div> <div>Ascension and Pentecost. What happened?</div> | | | | | | |
| Intended Learning | 07/09/20 People of God Tell the story of Noah. Under the qualities that Noah has. Human responsibilities as his followers. | 14/09/20 People of God Think about people who makes promises. Match the people to the promise they make. Children make their own promises. | 21/09/20 People of God Thinking of the symbol that god sends. Any other symbols. | 28/09/20 People of God Abraham Abraham was following Gods commands. Read the story and ask questions | 05/10/20 People of God Salvation Army | 12/10/20 People of God Pupils choose a person in the room they trust. | 19/10/20 People of God Reflect on both stories and compare. |