

Academic Curriculum Recovery Plan – 2020-21

Year group:							
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)	<b>Phase 2- Rachel, Junior, Yannis, Mate, Kieran, Kayden</b>		<b>Phase 3 - Olivia, Joseph</b>		<b>Phase 5 Ava ,Ethan, Zak, Lucy, Eva, Harrison ,</b>		
	<b>Year 3, 4, Emily, Leah, Soz</b>						
	Different groups of children are at different levels. See previous groups from across KS2						
	<u>Phase 3</u>	<u>Phase 4/5</u>	<u>Phase 6</u>		<u>Year 3/4</u>		
	igh oi ure	u-e ue ou	wr le er and est		ly/ally ch (k) sc		all forms of tion c (s sound before l or e)
Phonics/Spelling Intended Learning	<b>Phonics assessment</b>	<b>Group carousel</b> Direct reaching/ word level and sentence level/ test <b>Personal spellings at the beginning of each lesson</b> • Daily spelling lessons • Each group gets a day of focused teaching using spelling shed resources Other groups have application and retrieval exercises	<b>Group carousel</b> Direct reaching/ word level and sentence level/ test <b>Personal spellings at the beginning of each lesson</b> • Daily spelling lessons • Each group gets a day of focused teaching using spelling shed resources Other groups have application and retrieval exercises	<b>Group carousel</b> Direct reaching/ word level and sentence level/ test <b>Personal spellings at the beginning of each lesson</b> • Daily spelling lessons • Each group gets a day of focused teaching using spelling shed resources Other groups have application and retrieval exercises	<b>Group carousel</b> Direct reaching/ word level and sentence level/ test <b>Personal spellings at the beginning of each lesson</b> • Daily spelling lessons • Each group gets a day of focused teaching using spelling shed resources Other groups have application and retrieval exercises	<b>Group carousel</b> Direct reaching/ word level and sentence level/ test <b>Personal spellings at the beginning of each lesson</b> • Daily spelling lessons • Each group gets a day of focused teaching using spelling shed resources Other groups have application and retrieval exercises	<b>Group carousel</b> Direct reaching/ word level and sentence level/ test <b>Personal spellings at the beginning of each lesson</b> • Daily spelling lessons • Each group gets a day of focused teaching using spelling shed resources Other groups have application and retrieval exercises
Reading- lost learning (previous year group)	<b>All reading skills</b>						
Reading intended learning	Book Talk strategies	Book Talk strategies Fluency	Talk for Reading <b>Ongoing objectives from the Year 5 reading assessment spreadsheet</b> Cycle of content domain 2a-2g in daily reading lessons	Talk for reading <b>Ongoing objectives from the Year 5 reading assessment spreadsheet</b> Cycle of content domain 2a-2g in daily reading lessons	Talk for reading <b>Ongoing objectives from the Year 5 reading assessment spreadsheet</b> Cycle of content domain 2a-2g in daily reading lessons	Talk for reading <b>Ongoing objectives from the Year 5 reading assessment spreadsheet</b> Cycle of content domain 2a-2g in daily reading lessons	Talk for reading <b>Ongoing objectives from the Year 5 reading assessment spreadsheet</b> Cycle of content domain 2a-2g in daily reading lessons
Writing Lost Learning (previous yr group)	<b>Trust- Issues and dilemmas, Adventure at Sandy Cove- Adventure- Explanation, How a Jellyfish Stings</b>						
	<b>Grammar- Apostrophes</b>						
	07/09/20	14/09/20	21/09/20	28/09/20	05/10/20	12/10/20	19/10/20

Writing intended learning	Revisit transition poem	Text: Class story Focus: Basic skills Grammar: Capital letters/Basic punctuation Short burst writing focus: Fantasy/emotion word comma	Text: Class story Focus: Basic skills Grammar: Capital letters/basic punctuation Short burst writing focus: Animal/3 ed sentences	Text: Seasons Focus: Settings Grammar: Nouns Short burst writing focus: Weather-personification	Text: Cold dreams Focus: Character Grammar: Figurative language/ adjectives Short burst writing focus: Similes/ 2a sentences	Text: Cold dreams Focus: Character Grammar: Figurative language/ verbs Short burst writing focus: verb/person sentences	Text: Cold dreams Focus: Poetry into prose Grammar: Conjunctions Short burst writing focus: boys/double ly
Maths – lost learning (previous yr group)	Decimals, Money, Co-ordinates, Statistics, Geometry						
Maths intended learning	07/09/20	14/09/20	21/09/20	28/09/20	05/10/20	12/10/20	19/10/20
	Basic number skills-counting	Counting/time/times tables	<b>Daily MM/Arithmetic/counting Number and place value</b> - PV- 1000,100,10,1, Numbers to 10,000, Rounding to the nearest 10, Rounding to the nearest 100, Rounding to 10,100,1000	<b>Daily MM/Arithmetic/counting Number and place value</b> - Numbers to 100,000 Compare and order to 100,000 round to 100,000, numbers to 1 million	<b>Daily MM/Arithmetic/counting Number and place value</b> - Counting tin10s, 100,s, 1000s,10,000 and 100,000 Compare and order to 1 million Round to 1 million Negative numberes Roman numerals	<b>Daily MM/Arithmetic/counting Number and place value</b> - Add whole numbers with more than 4 digits Subtract numbers with more than 4 digits Round to estimate and approximate Inverse operations	<b>Daily MM/Arithmetic/counting Number and place value</b> - Read and interpret line graphs Draw line graphs Use line graphs to solve problems Read and interpret tables 2 way tables
Science							
Lost learning (previous year group)	<b>Solids, Liquids and Gases</b> compare and group materials together, according to whether they are solids, liquids or gases <b>4c2:</b> observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius <b>4c3:</b> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.						
Intended Learning	07/09/20	14/09/20	21/09/20	28/09/20	05/10/20	12/10/20	19/10/20
	Introduce class scientist/ Revision of knowledge mats	<b>Forces</b> To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object by identifying forces acting on objects. To identify the effects of air resistance, water resistance and friction by identifying forces	<b>Forces</b> To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object by measuring the force of gravity pulling on objects. To explore the effect that gravity has on	<b>Forces</b> To identify the effects of air resistance by investigating the best parachute to slow a person down. To investigate the effects of air resistance.	<b>Forces</b> To identify the effects of water resistance by creating and racing streamlined boats. To explore the effects of water resistance.	<b>Forces</b> To identify the effects of friction by investigating brakes. To investigate the effects of friction.	<b>Forces</b> To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect by exploring and designing a simple mechanism. To explore and design mechanisms.

		acting on objects. To identify forces acting on objects.	objects and how the first theory of gravity was developed.				
RE							
Lost learning (previous year group topics)	<b>4.5 Are all churches the same? 4.6 What is prayer?</b>						
	07/09/20	14/09/20	21/09/20	28/09/20	05/10/20	12/10/20	19/10/20
Intended Learning		I know that the Bible is the inspired word of God.	I know that there are many translations of the Bible.	I know that the Bible guides Christians and effects their daily lives.	I know about holy books from other faiths and their impact.	I can recognise and talk about the similarities and differences between holy books.	I can explain how the teaching in the Bible helps to answer ultimate and ethical questions.

