# English

EYFS Ready to Progress (RtP) priorities identified by Swansfield Early Years teachers to guide English recovery curriculum.

**National Curriculum Links**

**Speaking and listening**

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- maintain attention and participate actively in conversations.

**Reading**

Pupils should be taught to:

- begin to use Set 2 sounds to decode green words (RtP)
- read red words from Red Word Walls 1-4 (RtP)
- respond speedily to match graphemes for all phonemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words
- read aloud accurately books that are consistent with their developing phonic knowledge.

**Reading Comprehension**

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction
- being encouraged to link what they read or hear read to their own experiences
- recognising and joining in with predictable phrases
- discussing the significance of the title and events
- making inferences/predictions on the basis of what is being said and done
- participate in discussion about what is read to them, taking turns and listening to what others say.

**Writing**

Pupils should be taught to:

- begin to use Set 2 sounds to write words in a way that matches the spoken sounds they hear (RtP)
- write a simple caption or sentence that can be read by others with growing independence (RtP)
- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- spell: words containing each of the 40+ phonemes already taught; common exception words
- name the letters of the alphabet in order
- form capital letters and digits.

Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense
- beginning to punctuate sentences using spaces, capital letters and full stops.

**Topic-based English (Trash to Treasure) – writing instructions and recipes.**

**Possible Stories:** Environmental stories including *Clean Up!* by Nathan Byron, *Michael Recycle* by Ellie Bethal, *Dinosaurs and All That Rubbish* by Michael Foreman, *Varmits* by Helen Ward, *The Messy Magpie* by Twinkl Originals, *Little People, Big Dreams* by David Attenborough and *A Planet Full of Plastic* by Neal Layton.

# Maths

EYFS Ready to Progress (RtP) priorities identified by Swansfield Early Years teachers to guide Maths recovery curriculum.

**National Curriculum Links**

**Number: Place Value (within 20)**

Pupils should be taught to:

- count to and across 100, forwards, backwards, beginning with 0, 1 or any given number
- count, read and write numbers forwards from any number (0 to 20)
- count, read and write numbers backwards from any number (0 to 20)
- sort, count and represent objects up to 20 objects
- given a number, identify one more and one less
- identify and represent numbers using the language of tens and ones
- compare and order groups and numbers using the language of: equal to, more/greater than, less/fewer than.

**Number: Addition and Subtraction (within 20)**

Pupils should be taught to:

- show understanding of how numbers can be partitioned by the part whole model (RtP)
- identify and tell number stories for numbers up to 10 (RtP)
- partition a number into two or more parts
- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- use addition fact families to represent different ways of showing a number sentence
- represent and use number bonds to 10
- compare number bonds
- use a part whole model to add together two single-digit numbers within 20
- use concrete and pictoral representations to count on from a given number within 20
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = __ - 9.

**Geometry: Properties of Shapes**

Pupils should be taught to:

- recognise and name common 2-D and 3-D shapes, including:
  - 2-D shapes: rectangles, squares, circles and triangles
  - 3-D shapes: cuboids, cubes, pyramids and spheres

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# Trash to Treasure!

Ash Class
Spring 1

# RE

**Northumberland Agreed Syllabus**

Theme: Passover  Religion: Judaism

Key Question: how important is it for Jewish people to do what God asks them?

**Learning Outcomes**

Children will:

- understand the special relationship between Jews and God.
- understand what a promise/agreement is and link this to making resolutions and the Ten Commandments.
- listen to the story of Passover and learn about the special rituals Jews follow, such as the Seder Meal.

# P.S.H.E.

**Dreams and Goals**

Pupils should be taught to:

- choose a realistic goal and think about how to achieve it
- persevere even when tasks are difficult
- share success with others.

**Learning Outcomes**

Children will:

- identify their own achievements and talk about them
- understand how working in a team can help them to learn.

# Physical Education

**Fundamental movements/multi-skills - NUF (Tuesdays am) and teacher-led session (Monday pm).**

**National Curriculum Links**

Pupils should be taught to:

- master basic movements, including running, jumping, throwing and catching as well as developing balance, agility and coordination, and apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending.

# Science

**Materials and Seasonal Changes**

**National Curriculum Links**

**Materials:** Pupils should be taught to:

- distinguish between an object and the material from which it is made and describe its simple physical properties
- identify, name and describe, and group and compare the simple physical properties of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

**Seasonal changes:** Pupils should be taught to:

- observe changes across the four seasons; observe and describe weather associated with the seasons and how day length varies.

**Learning Outcomes**

Children will:

- name everyday materials, describe how they are used and decide upon suitability of materials for purpose
- use vocabulary to describe the simple properties of materials such as hard/soft, stretcy/stiff, rough/smooth, shiny/dull, flexible/rigid, waterproof/not waterproof, absorbent/non-absorbent
- learn about people who have developed useful new materials for example John Dunlop, Charles Macintosh
- make tables and charts about the weather.

# Computing

**Computer skills, staying safe online, digital art**

**National Curriculum Links**

Pupils should be taught to use technology:

- to create, organise, store, manipulate and retrieve digital content
- safely and respectfully, keeping personal information private.

**Learning Outcomes**

Children will:

- log on and off independently and practise basic computing skills
- learn about SID's Top Tips for staying safe online
- take part in activities for Safer Internet Day (8th February)

# Design and Technology

**Upcycled treasure box**

**National Curriculum Links**

Pupils should be taught to:

- design purposeful, functional and appealing products for themselves and others
- select from and use a range of tools and equipment to perform practical tasks
- explore and evaluate their ideas and products against design criteria
- build structures, exploring how the can be made stronger, stiffer and more stable.

**Learning Outcomes**

Children will:

- use examples, discussion and observations to design a treasure box suitable for their stated purpose; use equipment safely and accurately to measure, mark, cut out and shape suitable materials
- use correct vocabulary to name and describe tools and how they are used
- evaluate during and after the making process by referring back to their original designs to ensure it is meeting the purpose.

# Music

**Charanga – I wanna play in a band**

**National Curriculum Links**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically
- listen with concentration and understanding to a range of music.

**Learning Outcomes**

Children will:

- listen to and appraise music, and learn about pulse, rhythm and pitch, focusing on keeping the 'beat'
- learn to sing and play instruments to songs and experiment with music.

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# Geography

**National Curriculum Links:**

Pupils should be taught to:

- use world maps, atlases and globes to identify the 7 continents and 5 oceans, and the United Kingdom
- use simple compass directions (north, south, east and west) and locational and directional language to describe the location of features and routes on a map.

**Learning Outcomes**

Children will:

- use maps with growing confidence to locate the UK, the 7 continents and 5 oceans
- use technology (e.g. Google Earth) to explore different continents and countries.

## Mastering English

**Opportunities for children to develop deep learning:**

- Applying new topic vocabulary when writing across the curriculum.
- Using appropriate features when writing in different styles across topic areas.
- Using their speech and language skills to question, discuss and explain their thinking.
- Applying learnt grammar and punctuation conventions when writing across the curriculum.

**For example:**

- *Writing instructions, such as how to make upcycled boxes, how to follow a route.*
- *Writing recipes for food at the Seder meal.*
- *Retelling stories using a variety of conjunctions.*
- *Using texts as a creative base for writing their own stories.*

## Mastering Maths

**Opportunities for children to develop deep learning:**

**Geography:**

- Positional and directional language used during mapwork.
- Look at currencies from around the world. How do they differ from our own coins and notes?

**Computing:**

- Using directional language to programme Beebots.

**Science:**

- Measuring how long it takes for water to soak through different materials and for how long it takes for ice to melt.

## Investigation Possibilities

**Science**

- How many different ways can materials be sorted?
- How can we change the shape of different materials?
- Which material will be best to make a waterproof hat for a Womble?
- What material is best at stopping ice from melting?

## Philosophy for Children

**Geography**

- Do we own the oceans?

**P.S.H.E.**

- Should we always let people hug and kiss us even if we don't like it?
- Do we always have to agree with our friends?

**Science**

- Should we drop litter if there is not a litter bin?
- Should we use plastic if it cannot be recycled?

## Opportunities for Outdoor Learning

**RE**

- Making a shelter for a Seder meal.

**Science**

- Finding natural and man-made materials.
- Sorting materials.

**Geography**

- Use compass directions to move around the school field.

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