

## English

### 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:

- read and understand a simple sentence (RtP)
- use Set 1 sounds to decode green words and read them aloud accurately (RtP)
- begin to use Set 2 sounds to decode green words (RtP)
- read red words from Red Word Walls 1-4 (RtP)
- show understanding of the books they read by talking and answering questions about them (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:

- use Set 1 sounds to write words in a way that matches the spoken sounds they hear (RtP)
- begin to use Set 2 sounds to write words in a way that matches the spoken sounds they hear (RtP)
- write red words from Red Word Walls 1 and 2 (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.

#### Possible Stories

Oi! Get off our train *by* John Burningham, *Terrific Trains by* Tony Mitton, *The Silver Serpent Cup by* Jonathan Emmett and Ed Eaves, *On the Train by* Carron Brown, *The Space Train by* Maudie Powell-Tuck, *The Little Red Train by* Benedict Blaythwayt.

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

## Maths

### National Curriculum Links

#### Number: Place Value

Pupils should be taught to:

- count forwards accurately to 10; to 20; beyond 20 (RtP)
- count backwards accurately from 10; from 20 (RtP)
- count objects that can or cannot be seen, touched or moved to 10; to 20 (RtP)
- recognise the quantity of items in a group without needing to count them (RtP)
- match a number symbol with a number of things (RtP)
- compare collections and groups of objects using equal to, more and less (RtP)
- recognise and identify one more and one less (RtP)
- 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 10
- count, read and write numbers backwards from any number 0 to 10
- sort, count and represent objects up to 10 objects
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line
- compare groups using the language of: equal to, more/greater than, less/fewer than
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#### Number: Addition and Subtraction

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 10
- use concrete and pictorial representations to count on from a given number within 10
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \_ - 9$ .

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



### All Aboard!

Ash Class  
Autumn 1



## History

### How has transport changed?

#### National Curriculum Links:

Pupils should be taught:

- changes in living memory (linked to aspects of local and national life)
- the lives of significant individuals in the past (George Stephenson, Amelia Earhart, Garrett Morgan), and significant local people

#### Learning Outcomes

Children will:

- identify, research and talk about the differences between old and new transport
- gain an understanding of the chronology of the invention of different modes of transport
- discover more about the life and achievements of George Stephenson and Amelia Earhart
- find out about the railway station in Alnwick and about local transport now and in the past.

## Music

### Charanga – Hands, Feet, Heart.

#### National Curriculum Links

Pupils should be taught to:

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

#### Learning Outcomes

Children will:

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

## Physical Education

### Fundamental movements/multi-skills - NUF (Fridays am).

#### 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 begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending.

## P.S.H.E.

### Being me in my world.

Pupils should be taught to:

- understand the rights and responsibilities as a member of Ash Class
- recognise the choices they make and to understand the consequences.

#### Learning Outcomes

Children will:

- think about everyone's right to learn
- consider other children's feelings in Ash Class
- work together to create a Learning Charter for Ash Class

## Design and Technology

### Moving picture.

#### National Curriculum Links

Pupils should be taught to:

- design purposeful, functional and appealing products
- generate, model and communicate ideas
- use a range of tools and materials to complete practical tasks
- evaluate existing products and their own ideas
- build and improve structure and mechanisms

#### Learning Outcomes

Children will:

- consider examples of moving pictures from books and other media
- design their own transport-themed picture
- practise different techniques to create movement
- select appropriate tools and materials to create their moving picture
- evaluate the process and finished product.

## Science

### Plants and Seasonal Changes.

#### National Curriculum Links

Pupils should be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees
- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

#### Learning Outcomes

Children will:

- identify and name some common wild and garden plants.
- name parts of a plant.
- observe how different plants grow in the school environment (over the course of the year)
- make tables and charts about the weather.

## Computing

### Computer skills and staying safe online.

#### National Curriculum Links

Pupils should be taught to:

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

#### Learning Outcomes

Children will:

- log on and off independently
- practise basic computing skills
- learn about SID's Top Tips for staying safe online through the story of Lee & Kim.

## RE

### What did Jesus teach?

#### Christianity

Key enquiry question: is it possible to be kind to everyone all of the time?

Pupils should be taught to:

- use enquiry skills to explore Bible stories

#### Learning Outcomes

Children will:

- re-tell Bible stories that show kindness (e.g. The Good Samaritan, The Paralyse Man)
- explore how these stories encourage Christians to behave towards other people
- show empathy and understanding of others' needs.



## 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 about famous people from history, such as George Stephenson.*
- *Writing a recount of the trip to Aln Valley Railway.*

## Mastering Maths

### Opportunities for children to develop deep learning:

#### Science:

- Measure and record the growth of plants
- Measuring how far a variety of paper aeroplanes can fly, and comparing/interpreting the results
- Measuring how much weight a bridge can hold, and comparing and interpreting the results.

#### History

- Placing historical events on a timeline.

#### Design Technology

- Naming and describing shapes when constructing moving picture
- Selecting suitable shapes according to their properties.

## Investigation Possibilities

### Science

- Why do flowers have different colours?
- What do plants need to grow?
- Do plants need soil to grow?
- Do seeds need sunlight to grow?
- Do plants move?
- Can plants grow in different environments?
- Which plants grow the quickest?
- Do all plants need the same amount of water?

### Design technology

- Can you build a bridge that can hold a model train?

## Philosophy for Children

### Science

- Should we pick wild flowers?
- Does anyone own something that is wild?

### History

- Should cars be banned?
- What was the most important invention ever?

### PSHE

- What makes us special?

## Opportunities for Outdoor Learning

- Trip to Aln Valley Railway.

### Science

- Identifying plants in our school environment.
- Looking for signs of seasonal change.

### English

- Outdoor grammar hunt.

### Design technology

- Make an animal hibernation shelter.
- Create train tracks using natural resources.



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