



# Our Lady of Lincoln Catholic Primary School a Voluntary Academy

St Thérèse of Lisieux Catholic Multi Academy Trust Curriculum Aims and Values –  
**Intent Addendum**

Recovery Plan  
Autumn 2020



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#### Introduction:

Some young people will find the concept of returning to school after such a long break, due to unprecedented reasons, quite a challenge. It is also clear that some parents/carers will also be anxious regarding the return of their children to school. This Addendum has been designed to empower schools to reinforce their strategies for enabling parents/carers and young people to overcome any anxieties associated with the return to school. The purpose of this document is to set out adjustments to the curriculum required in response to COVID-19.

Although it is recognised that only a small percentage of children's overall time in school has been affected, amendments to the curriculum are still required in order to personalise learning. It is important to ensure that we place wellbeing at the forefront of our thinking and planning as schools return from September. This includes provision to address issues of safety alongside ensuring the Social, Emotional, Mental Health and Wellbeing of students and staff as a priority. Knowing these measures are securely in place will, in turn, develop in our parents, staff and young people the confidence to move forwards.

A recovery plan outlining action that will be taken in order to make up any "lost ground" or gaps in the child's knowledge and or education is outlined in this document. This plan will enable schools to personalise learning to meet a wide range of personal needs whether by quality first teaching or supported by potential additional support. As with all we do, our curriculum is deeply aligned with our Trust Mission, "We will work together in faith to achieve great action through little gestures in service of every young person to ensure they fulfil their unique, God-given potential."

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# Our Lady of Lincoln Catholic Primary School a Voluntary Academy

## *Recovery Plan—Autumn Term 1 2020*



Focus = pastoral support for emotional, social and mental wellbeing

Priority for each Year Group will be:

Revisiting and securing key objectives from the National Curriculum for:

- Reading
- Writing
- Number and 4 operations

Initially, non-core subjects will be replaced with over-arching themes that will run across the whole school: **Back in 5**

Staff will utilise PSHE objectives (SCARF) to plan and deliver sessions under these themes.

Assembly themes will be linked to these foci and will be used as a stimulus to support discussions in class.

Transition into school for FS2 children will not be affected by this plan. They will be following the EYFS

Policy to support their transition.

**Weeks 1 and 2** of the Autumn Term will be spent in classes re-connecting and building positive relationships with links being made to the weekly assembly themes:

- ❖ Connecting
- ❖ Compassion – Respect and Kindness
- ❖ Empathy
- ❖ Positive relationships
- ❖ Positivity and wellbeing

**Approx From Week 3** onwards, it is expected that we will deliver our new curriculum, one which is broad and balanced. For those children needing additional support they will be assigned a named adult to support their needs.

- ❖ EYFS will have their usual curriculum and activities each week
- ❖ KS1 and LKS2 will have sessions on a needs basis, these will take priority over any other curriculum subjects
- ❖ Checking in on a Monday morning
- ❖ Checking up on a Wednesday afternoon
- ❖ Checking out on a Friday afternoon
- ❖ For those children needing extra support the model will remain the same with children having a weekly mentoring session with a mentor or a member of the NHS mental health team based in school at an agreed time

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Resources to support the implementation of the plan:  
A folder has been created on the G Drive (@2020-2021)  
with all the re-sources used to created this plan. These  
include:

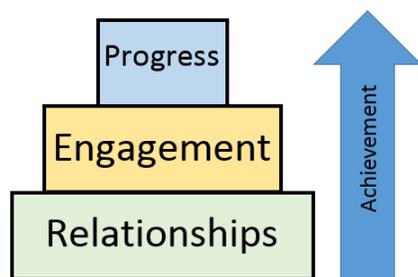
- ❖ planning and resources
- ❖ **Education Scotland - "Compassionate and connected classroom"** document
- ❖ The PSHE Association Programme of Study
- ❖ **The NHS' 5 Ways to Wellbeing – Back in 5**

These themes will utilise the PSHE objectives for each year group from the following themes:

### PSHE – Back in 5

I have learned how to keep myself and others safe in school and in my community.

1. I understand the reasons behind why I have to do these things...
2. I know what to do if I have any worries about COVID-19 or anything else...
3. I know what to do if I have any worries about COVID-19 or anything else...
4. I have used lots of resources to help me express my thoughts and feelings...
5. I have used lots of resources to help me express my thoughts and feelings...



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# The Curriculum

## Evaluate the curriculum content we missed or taught remotely

Subject leaders look back on what teachers would have covered in school while pupils were learning from home. Look at your curriculum map(s), long-term plans and medium-term plans. Expect all pupils to have some gaps in their knowledge, whatever your approach was.

## Decide what to reteach and what to let go

For all aspects of the curriculum that were missed you need to decide whether to:

Edit this content down so it can be recapped in a **few weeks**, or **Not** recap this content (or only touch on it lightly)

Divide curriculum into:

Non-negotiable key concepts, knowledge and skills all pupils need to understand

Deeper concepts and knowledge we would like pupils to learn if there's time (i.e. if you master the key concepts quicker than expected)

Details that are a bonus for pupils to learn, but aren't necessary for a good level of understanding (if pupils master 1 and 2 in the time you have, you can dip into these)

Make trade-offs and tough decisions, each cohort of children is different and teachers will need to use professional judgment.

## Guiding principles from Mary Myatt to help you consolidate our curriculum

**We will not try to reteach every lesson pupils missed.** The whole school population is in the same boat – everyone is losing at least 4 months of education and no school will be able to reteach every lesson pupils missed

**We will focus on what we can control**, including smartly planned curriculum coverage and sensitive, high-quality teaching

**For most subjects, pupils aren't only taught something once** – concepts reappear across Key Stages and are built on over time, e.g. if year 1 missed gathering and recording data in science, they will do this again in year 2; if year 2 missed this they will have done it in year 1

**We will think in terms of key concepts that run through our curriculum, rather than specific or units:** as long as your curriculum is sequenced properly, there will be main threads running through it i.e. Reading, British Values, computing, PSHE RE

**We will focus on the most important, threshold concepts:** pupils just need to understand enough of these concepts in order to access the next stage of their learning. Not knowing all the small details won't hold them back

**Our pupils are entitled to a broad, balanced curriculum:** teaching all subjects will help them get back on track (e.g. vocabulary they learned in history will impact overall learning), **WE WILL NOT** sacrifice foundation subjects to prioritise core ones

**We will dedicate time to this work, but be mindful of staff workload:** **We are starting with a brand new curriculum** and we may consider dropping meaningless marking and excessive data collection so teachers can focus on thoughtful lesson planning, and accurately assessing where pupils are - and avoid burn-out

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# The Curriculum

## **Staff will use discussion prompts to help us decide what to teach**

### **Subject-specific questions:**

What are the essential concepts in our curriculum that pupils need to understand before moving on? What do we not want pupils to leave their Key Stage without knowing? We'll prioritise reteaching this.

What parts of our curriculum are less essential, that we can miss or just touch on quickly? E.g. in geography, knowing the length of the river Nile isn't essential, as long as pupils understand the main features of a river.

What are the threshold concepts that enable pupils to better understand other ideas/concepts? As mentioned above, these are the ideas that underpin multiple other aspects of the curriculum – e.g. pupils need to understand the characteristics of 2D shapes before they can understand those of 3D shapes, so we'll prioritise reteaching this

Is there a common thread running through the units we've missed, that we'll return to in a future unit? Following on from the example above, if pupils have missed for example The Magna Carta in history, but there's a common thread of 'democracy' that runs through to the next unit on ancient Greece, we'll decide to let one of these units go if need be.

If there is a common thread, which unit do we think is most important to the aims of our curriculum, or most meaningful to our pupils? E.g. we'll just teach ancient Greece because we think an understanding of this is most important, or we'll just teach the Magna Carta because our school is in Salisbury so it has a meaningful link to our local area

### **Cross-curricular questions:**

Which skills or knowledge from one subject can children not access the rest of the curriculum without? E.g. learning to read in Year 1

Which topics or units have cross-curricular value so are worth focusing on? E.g. vocabulary from history or science that feeds into reading and writing in English

Which subjects (if any) did we focus on, or not focus on, while pupils were learning at home? E.g. if reading was your main focus over English and maths, there might not be as much of a focus on reading when pupils return

## **Use low-stakes assessment to find out where our pupils have gaps in knowledge**

We will find out where the gaps are in the key concepts and knowledge we have decided to reteach

We **will not** present pupils with written tests as soon as they come back to school, and will not expect staff to carry out formal assessments. Instead, teachers will carry out some low-stakes quizzing and low-threat knowledge checks during lessons to find out what pupils can remember and where they have gaps. Depending on the subject, these could take the form of:

A quick quiz at the back of exercise books, e.g. 10 minutes to write down everything you can remember about the 'Communion'

Multiple choice questions in a Google Form

Discursive pair work, e.g. read the textbook for 10 minutes, then can you tell you partner the 10 features you read about?

Checking knowledge through discussion, e.g. can they explain a concept in their own words

This low-stakes approach should help pupils feel secure in what they already know and confident about what else they need to learn.

We will ask teachers to feed the findings of these knowledge checks back to subject leaders– informally, not in the form of data.

### **We will adapt what we are consolidating in light of these findings**

Based on these findings, we might choose to adapt:

The content we are consolidating

How long we are consolidating for – e.g. if the majority of pupils have fewer gaps than you anticipated, so we might decide to consolidate for a shorter period of time – each class is different

Teachers will also adapt their short-term planning in light of what they're finding out about where pupils are (e.g. if there's one concept the majority of pupils in a year group are struggling with, devote more time to re-teaching this).

# The Curriculum

## **Set aside a few weeks at the start of term for consolidation lessons if applicable**

We want to get our pupils up to speed quickly without rushing through content.

**We may** want to take longer to consolidate (e.g. 2 to 6 weeks), especially for years 2 and 6 following the findings of your low-stakes assessment.

## **We will continue on with our normal curriculum**

We will start normal September curriculum. As soon as pupils have mastered the key knowledge we have identified, we will run our curriculum as normal

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### Year 1

#### EYFS Prime areas ELGs

The Y1 provision and curriculum will cater for opportunities to revisit Early Learning Goal (ELG) statements for the children to support their transition into KS1.

<b>Making relationships</b>
<i>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</i>
<b>Self-confidence and self-awareness</b>
<i>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</i>
<b>Managing feelings and behaviour</b>
<i>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</i>
<b>Listening and attention</b>
<i>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</i>
<b>Understanding</b>
<i>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</i>
<b>Speaking</b>
<i>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</i>
<b>Moving and handling</b>
<i>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</i>
<b>Health and self-care</b>
<i>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</i>

### Year 1

#### Objectives for reading, writing and number

These objectives have been taken from the previous year groups' statements

<u>Reading</u>	<u>Writing</u>	<u>Number</u>
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.	Children use their phonic knowledge to write words in ways which match their spoken sounds.	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
They also read some common irregular words.	They also write some irregular common words. They write simple sentences which can be read by themselves and others.	Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
They demonstrate understanding when talking with others about what they have read.	Some words are spelt correctly and others are phonetically plausible.	They solve problems, including doubling, halving and sharing.

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### Year 2

#### Objectives for reading, writing and number

These objectives have been taken from the previous year groups' statements

Reading	Writing
<p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p>	<p>spell:</p> <p>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>the days of the week</p> <p>write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p>

Year 1: Detail of content to be introduced (statutory requirement)	
Word	<p>Regular plural noun suffixes <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	Sequencing sentences to form short narratives
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun <i>I</i></p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>

#### Number – number and place value

##### Statutory requirements

Pupils should be taught to:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

#### Number – multiplication and division

##### Statutory requirements

Pupils should be taught to:

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

#### Number – addition and subtraction

##### Statutory requirements

Pupils should be taught to:

- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$ .

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### Objectives for reading, writing and number

These objectives have been taken from the previous year groups' statements

### Year 3

Reading	Writing
<p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p>	<p>develop positive attitudes towards and stamina for writing by:</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing for different purposes</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher and other pupils</p> <p>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p>

#### Number – number and place value

##### Statutory requirements

Pupils should be taught to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use <, > and = signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

#### Number – addition and subtraction

##### Statutory requirements

Pupils should be taught to:

- solve problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and ones
  - a two-digit number and tens
  - two two-digit numbers
  - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

#### Number – multiplication and division

##### Statutory requirements

Pupils should be taught to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er</i>, <i>-est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn <b>adjectives</b> into <b>adverbs</b></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and <b>co-ordination</b> (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive form of verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
<b>Terminology for pupils</b>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

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### Year 4

#### Objectives for reading, writing and number

These objectives have been taken from the previous year groups' statements

Reading	Writing
<p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>develop positive attitudes to reading, and an understanding of what they read, by:</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>discussing words and phrases that capture the reader's interest and imagination</p>	<p>Spell further homophones</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>

#### Year 3: Detail of content to be introduced (statutory requirement)

<b>Word</b>	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
<b>Sentence</b>	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
<b>Text</b>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
<b>Punctuation</b>	<p>Introduction to inverted commas to punctuate direct speech</p>

#### Year 3: Detail of content to be introduced (statutory requirement)

<b>Terminology for pupils</b>	<p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>
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#### Number – number and place value

##### Statutory requirements

Pupils should be taught to:

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.

#### Number – addition and subtraction

##### Statutory requirements

Pupils should be taught to:

- add and subtract numbers mentally, including:
  - a three-digit number and ones
  - a three-digit number and tens
  - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

#### Number – multiplication and division

##### Statutory requirements

Pupils should be taught to:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

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### Objectives for reading, writing and number

These objectives have been taken from the previous year groups' statements

Reading	Writing
<p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>develop positive attitudes to reading, and an understanding of what they read, by:</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>discussing words and phrases that capture the reader's interest and imagination</p>	<p>organise paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p>

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

### Year 5

#### Number – number and place value

##### Statutory requirements

Pupils should be taught to:

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.

#### Number – addition and subtraction

##### Statutory requirements

Pupils should be taught to:

- add and subtract numbers mentally, including:
  - a three-digit number and ones
  - a three-digit number and tens
  - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

#### Number – multiplication and division

##### Statutory requirements

Pupils should be taught to:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

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# Our Lady of Lincoln Catholic Primary School a Voluntary Academy

## Recovery Plan—Autumn Term 1 2020



Focus = pastoral support for emotional, social and mental wellbeing

### Objectives for reading, writing and number

These objectives have been taken from the previous year groups

Reading	Writing
<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet</p> <p>recommend books that they have read to their peers, giving reasons for their choices</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p> <p>understand what they read by:</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p>	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie</p>

## Year 6

Year 5: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>]</p> <p>Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]</p>
<b>Sentence</b>	<p>Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]</p>
<b>Text</b>	<p>Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</p>
<b>Punctuation</b>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>
<b>Terminology for pupils</b>	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>

### Number – number and place value

#### Statutory requirements

Pupils should be taught to:

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

### Number – addition and subtraction

#### Statutory requirements

Pupils should be taught to:

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

### Number – multiplication and division

#### Statutory requirements

Pupils should be taught to:

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000,

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