

# CLAYPOLE C.E. PRIMARY SCHOOL

## CATCH-UP-KEEP-UP



**Rationale:** We recognise that the international Covid pandemic has had an impact upon not just children's education but also the mental health and wellbeing of families and adults in our community. There will therefore need to be a great deal of 'recalibration' in how we look at our curriculum and care offer when we re-open in September. We will need to ensure that we accurately assess and acknowledge where the key gaps lie within learning, wellbeing and confidence.

### **Aims:**

- To ensure that all of our children, families and staff feel confident and comfortable being back within the school environment;
- To establish specific gaps in learning and emotional wellbeing for all children;
- To re-design key elements related to curriculum and wellbeing in order to address the needs of all groups of children;
- To ensure all groups of pupils are able to 'get back on track' within a manageable time-frame.

### **Pre-Summer Transition Arrangements:**

- Pastoral Support Sessions (remotely) once a week for half a term with their current teacher/class;
- Virtual Transition Session with new class/teacher;
- Video tour and photographs of school/classroom(s);
- Clear and timely communications & guidance's with all parents regarding September start;
- Claypole Padlet with ideas, inspirations, suggestions etc for home
- Signposting to learning platforms and support agencies for families

Potential Issue	Actions to support
<ul style="list-style-type: none"> <li>• <b>Awareness of curriculum gaps from previous year</b></li> </ul>	<ul style="list-style-type: none"> <li>• Planning meetings re catch-up plans;</li> <li>• Transition meetings with previous class teachers;</li> <li>• Ongoing consultation meetings;</li> <li>• Formal pupil progress meetings.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Rigour of workload and pace</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all staff are able to access a restful period of time over the holidays and a suitable transition back into school in September;</li> <li>• Regular check-ins with staff;</li> <li>• Introduce and guide staff into 'combining learning' with the aid of termly forecasting.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Confidence</b></li> </ul>	Supporting staff with organisation of time, resourcing and preparation.
<ul style="list-style-type: none"> <li>• <b>Mental Health &amp; Wellbeing</b></li> </ul>	Mutual support across the school team - appropriate signposting to support and counselling services

## EYFS (Bluebirds)

Curriculum Gap	Curriculum Action
<p><b>PSED:</b></p> <ul style="list-style-type: none"> <li>• Children out of routine</li> <li>• Separation from parents</li> <li>• Peer interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Staggered transition into school – afternoon/morning followed by start date;</li> <li>• PSED focus curriculum for the first few weeks;</li> <li>• Support peer interactions during continuous provision;</li> <li>• Promote ‘recognition’ for positive reasons;</li> <li>• Responding to children’s interest and needs.</li> </ul>
<p><b>Listening &amp; Attention:</b></p> <ul style="list-style-type: none"> <li>• Following instructions</li> </ul>	<p>Set out clear principles, expectations and routines from the start – remain consistent.</p>
<p><b>Basic Skills</b></p> <ul style="list-style-type: none"> <li>• Recognise own name</li> <li>• Attempt to write own name</li> <li>• Recite numbers to 10</li> <li>• One to one correspondence – counting</li> <li>• Use scissors</li> <li>• Vocabulary and sentence building</li> </ul>	<ul style="list-style-type: none"> <li>• Group and 1:1 work on name recognition/writing name. Send home with parents as well;</li> <li>• Number rhymes, counting songs throughout the day;</li> <li>• Enhancing continuous provision with extra counting opportunities and play facilitation from adults;</li> <li>• Fine motor skill groups focusing on handwriting and scissor skills. Adult intervention in the creative area to promote proper use;</li> <li>• Stories and rhymes throughout the day – speaking and listening activities.</li> </ul>
<p><b>Summer term: catch-up (now our Y1’s)</b></p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• RWI (assessment)</li> <li>• [Guided] Reading</li> <li>• Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Reading books linked directly to the sound being learnt;</li> <li>• Second reading book to go home to enjoy and read together too;</li> <li>• Same day interventions for children struggling with sounds during the morning session;</li> <li>• Daily reading;</li> <li>• RWI testing children, will group and put onto a grid;</li> <li>• RWI refresher training for all (inc. assessment procedure understanding for Y2 teacher);</li> <li>• Maths: prioritise number, grouping and sorting objects, counting to 20, number bonds to 5, adding by counting on and counting back (see WRMH LTP);</li> <li>• Daily CLIC (arithmetic) lessons</li> </ul>
<p><b>September: Action plan</b></p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• RWI (assessment)</li> <li>• Guided Reading</li> <li>• Maths</li> </ul>	<ul style="list-style-type: none"> <li>• RWI (phonics sessions daily) Teacher whole-class input to start;</li> <li>• Children re-assessed every 4 weeks (re-group children from assessments made and re-evaluate teacher/TA delivery);</li> <li>• Maths taught daily (inc. daily CLIC arithmetic lessons);</li> <li>• Evidence of maths work in books too;</li> <li>• Maths challenges within the environment (enhancements from WRMH Reception Guidance);</li> <li>• Daily afternoon ‘same day intervention’ sessions for Phonics, Reading and Maths where necessary.</li> </ul>

## Year 1 (Eagles)

Curriculum Gap	Curriculum Action	Additional support
<p><b>Reading inc. phonics:</b></p> <ul style="list-style-type: none"> <li>Phonics: Set 2 RWI/Phase 3-4 sounds</li> <li>Early Reading - decoding and fluency &amp; reading comprehension skills</li> </ul>	<ul style="list-style-type: none"> <li>On-entry phonics assessment leading to grouping of children;</li> <li>Daily Phonics sessions with built in consolidation of skills/sounds;</li> <li>(pm) Incidental phonics intervention focussing on gaps in Speed Sounds</li> <li>Each child individually read with adult min once a week - or more for those that are behind - list of 'essential readers' created;</li> <li>Consolidation of the skills/sounds during teachable moments;</li> <li>Introduce Y1 Common exception words for reading initially (then writing)</li> <li>Daily exposure to quality texts through class read and daily reading lessons;</li> <li>Essential readers list (priority order for children to be heard read each week).</li> </ul>	<ul style="list-style-type: none"> <li>Daily check-in &amp; greeting;</li> <li>Weekly PSHE lessons &amp; discussion of routines, healthy lifestyles and mindfulness;</li> <li>Indoor and outdoor activities to break up learning as part of lessons (inc. Supermovers, movement breaks, Cosmic Yoga...);</li> <li>Targeted support for identified children</li> </ul>
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Oracy</li> <li>Fluent handwriting - accurate letter formation</li> <li>Composition: writing for sense, re-read for sense and make corrections</li> <li>Writing stamina</li> <li>Spelling: High Frequency Words and words up to set 2</li> </ul>	<ul style="list-style-type: none"> <li>Speaking and listening focus within lessons;</li> <li>Letter formation sessions;</li> <li>Modelled handwriting across all lessons;</li> <li>Handwriting intervention for identified children;</li> <li>'Best Book' writing productivity with composition and presentation outcomes;</li> <li>Spelling Shed (in school and at home);</li> <li>High Frequency Words/Set 2 spellings in SPAG following assessment and gap analysis;</li> <li>Consolidation of skills during teachable moments.</li> </ul>	
<p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>Number: count to and across 20 and then beyond backwards from any number;</li> <li>Practice counting in multiples 10s.2s.5s;</li> <li>One more and one less than...</li> <li>Basic independent + -</li> <li>Fractions- recognise and find halves and quarter</li> <li>Wider maths - shape, measure, statistics</li> </ul>	<ul style="list-style-type: none"> <li>Daily CLIC (arithmetic) sessions;</li> <li>Access to concrete and tactile maths apparatus in all lessons;</li> <li>Consolidation of basic skills during teachable moments;</li> <li>Counting/basic addition recall to be built into daily routines;</li> <li>Same day intervention opportunities based on current Y1 learning and gaps identified through assessment.</li> </ul>	

## Year 2 (Falcons)

Curriculum Gap	Curriculum Action	Additional support
<p><b>Reading incl phonics:</b></p> <ul style="list-style-type: none"> <li>Phonics: Set 3 RWI/ Phase 5 sounds</li> <li>Early Reading – Decoding and fluency / reading comprehension skills</li> </ul>	<ul style="list-style-type: none"> <li>On-entry phonics assessment leading to grouping of children</li> <li>Daily Phonics sessions with built in consolidation of skills/sounds.</li> <li>Phonics intervention focussing on gaps in Speed Sounds</li> <li>Daily whole class reading session – based on whole class texts and focussing on VIPERS</li> <li>Daily exposure to quality texts through class read/novel &amp; books beyond literacy.</li> </ul>	<ul style="list-style-type: none"> <li>Daily check-in greetings;</li> <li>Weekly PSHE sessions incl discussion of routines, feelings &amp; mindfulness;</li> <li>Indoor/ outdoor activities</li> <li>Consistent timetabling across the week to provide structure;</li> </ul>
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Oracy;</li> <li>Fluent handwriting;</li> <li>Composition- writing for sense, re-read for sense and make corrections;</li> <li>Writing stamina;</li> <li>Spelling- yr1 common exception words and words up to set 3 and - un prefix...</li> </ul>	<ul style="list-style-type: none"> <li>Speaking and listening opportunities;</li> <li>Letter formation sessions for identified children;</li> <li>Modelled handwriting across all lessons;</li> <li>Handwriting intervention;</li> <li>Big Book writing productivity with composition &amp; presentation outcomes;</li> <li>SDI to consolidate and extend learning</li> <li>SPAG daily English starter;</li> <li>Year 1 spellings in SPAG - word focus following assessment and gap analysis;</li> <li>Spelling Shed (in school &amp; home)</li> </ul>	<ul style="list-style-type: none"> <li>Targeted support for identified children</li> </ul>
<p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>Number- count to and across 100 backwards from any number, counting in multiples</li> <li>Place Value (2 digit)</li> <li>One more and one less (50 to 100)</li> <li>Calculation- solve one-step problems involving multiplication and division</li> <li>Fractions- recognise and find halves and quarter</li> <li>Wider maths – shape, measure, statistics</li> </ul>	<ul style="list-style-type: none"> <li>Daily CLIC (arithmetic) sessions;</li> <li>Access to concrete and tactile maths apparatus in all lessons;</li> <li>Consolidation of basic skills during teachable moments;</li> <li>Same day intervention opportunities based on current Y2 learning and gaps identified through assessment;</li> <li>Include money representations, measures when teaching addition;</li> <li>Teach Y1 fractions, shape, measures and time objectives as intro to corresponding Y2 objectives;</li> <li>Increased access to concrete and tactile maths apparatus in all lessons;</li> <li>Timetable Rockstars (home &amp; school);</li> <li>Combining learning (scales, graphs etc in Science).</li> </ul>	

<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Plants</li> <li>Living things inc. habitats</li> <li>Seasons</li> </ul>	<ul style="list-style-type: none"> <li>Plants unit to be taught in Spring 2021</li> <li>Living things inc. habitats will be taught in Summer 2021</li> <li>Seasons (moved to a Y1 objective) - <i>Straight forward knowledge here though (knowing the 4 seasons, that weather changes, temperature changes, sun across the sky). Linked to weather which is also a Y1 objective.</i></li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Organisers prior to topic(s)</li> <li>Assess knowledge of seasons...</li> </ul>
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Year 3 (Falcons / Ospreys)		
Curriculum Gap	Curriculum Action	Additional support
<p><b>Reading incl phonics:</b></p> <ul style="list-style-type: none"> <li>Decoding and fluency / reading comprehension skills;</li> <li>Some phonics gaps for LA children.</li> </ul>	<ul style="list-style-type: none"> <li>Phonics assessment leading to grouping of some children;</li> <li>Phonics sessions with built in consolidation of skills/sounds for targeted children - TA or RWI group tbc</li> <li>(pm) Phonics 'Monster Reading' focussing on gaps in Speed Sounds;</li> <li>Daily reading sessions - based on whole class texts and focussing on VIPERS - teaching specific skills;</li> <li>Daily exposure to quality texts through class read and books beyond literacy;</li> <li>Essential readers list (priority order for children to be heard read each week).</li> </ul>	<ul style="list-style-type: none"> <li>Daily check-in routines (feelings chart, morning circle)</li> <li>Weekly Jigsaw sessions incl discussion of routines, healthy lifestyles and mindfulness</li> <li>Indoor and outdoor activities to break up learning as part of lessons e.g. Supermovers, movement breaks, Cosmic Yoga</li> </ul>
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Oracy</li> <li>Fluent handwriting</li> <li>Composition- writing for sense, re-read for sense and make corrections</li> <li>Writing stamina</li> <li>Spelling rules from Y2</li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>Speaking and listening activities;</li> <li>Modelled handwriting across all lessons;</li> <li>Handwriting intervention where applicable;</li> <li>Best Book writing productivity with composition &amp; presentation outcomes;</li> <li>Same day intervention to consolidate and extend learning;</li> <li>SPAG forms part of starts in literacy;</li> <li>Spelling focus: Spelling Shed (home &amp; school);</li> </ul>	<ul style="list-style-type: none"> <li>Targeted EWB support for identified children</li> </ul>

<p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>• Number- count to and across 100 backwards from any number, counting in multiples</li> <li>• Place Value (2 digit)</li> <li>• One more and one less (50 to 100)</li> <li>• Calculation- solve one-step problems involving multiplication and division</li> <li>• Fractions- recognise and find halves and quarter</li> <li>• Wider maths - shape, measure, statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Daily CLIC (arithmetic) sessions;</li> <li>• Access to concrete and tactile maths apparatus in all lessons;</li> <li>• Consolidation of basic skills during teachable moments;</li> <li>• Same day intervention opportunities based on current Y3 learning and gaps identified through assessment;</li> <li>• Include money representations, measures when teaching addition;</li> <li>• Teach Y2 fractions, shape, measures and time objectives as intro to corresponding Y3 objectives;</li> <li>• Increased access to concrete and tactile maths apparatus in all lessons;</li> <li>• Timestable Rockstars (home &amp; school);</li> <li>• Combining learning (scales, graphs etc in Science).</li> </ul>	
<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Plants</li> <li>• Living things inc. habitats</li> <li>• Seasons</li> </ul>	<ul style="list-style-type: none"> <li>• Plants unit to be taught in Spring 2021</li> <li>• Living things inc. habitats will be taught in Summer 2021</li> <li>• Seasons (moved to a Y1 objective) - <i>Straight forward knowledge here though (knowing the 4 seasons, that weather changes, temperature changes, sun across the sky). Linked to weather which is also a Y1 objective.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge Organisers prior to topic(s)</li> <li>• Assess knowledge of seasons...</li> </ul>

### Year 4 (Ospreys)

Curriculum Gap	Curriculum Action	Additional support
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary knowledge within books;</li> <li>• Inference and knowledge of author language and techniques;</li> </ul>	<ul style="list-style-type: none"> <li>• Daily reading sessions (inc. VIPERS, class novel, whole class texts, specific comprehension skills taught);</li> <li>• Pre-teaching vocabulary;</li> <li>• Daily exposure to quality texts through books beyond literacy;</li> <li>• Essential readers list (priority order for children to be heard read each week).</li> </ul>	<ul style="list-style-type: none"> <li>• Daily check-in greetings;</li> <li>• Weekly PSHE sessions incl discussion of routines, feelings and mindfulness;</li> <li>• Indoor and outdoor activities (Supermovers, movement)</li> </ul>

<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Lack of adventurous/wide vocabulary;</li> <li>• Joined handwriting;</li> <li>• Composition: writing for sense, re-read for sense and make corrections;</li> <li>• Writing stamina;</li> <li>• Spelling rules from Y3 prior to Y4.</li> </ul>	<ul style="list-style-type: none"> <li>• Modelled handwriting across all lessons;</li> <li>• Handwriting support for identified children;</li> <li>• Best Book productivity with composition &amp; presentation outcomes that will be targeted for 'longer' writing pieces October onwards;</li> <li>• Same day interventions to consolidate and extend learning;</li> <li>• SPAG specifically taught and forms part of literacy start;</li> <li>• Spelling focus (Spelling Shed for school &amp; home);</li> </ul>	<p>breaks, Cosmic Yoga...);</p> <ul style="list-style-type: none"> <li>• Targeted support for identified Children.</li> </ul>
<p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>• Maths application of place value;</li> <li>• 4 operations and application to word problems and reasoning;</li> <li>• Multiplication and division facts;</li> <li>• Fractions: recognise and find halves and quarter (early equivalents);</li> <li>• Wider maths: shape, measure, statistics.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily CLIC (arithmetic) sessions;</li> <li>• Access to concrete and tactile maths apparatus in all lessons;</li> <li>• Consolidation of basic skills during teachable moments;</li> <li>• Same day intervention opportunities based on current Y4 learning and gaps identified through assessment;</li> <li>• Include money representations, measures when teaching addition;</li> <li>• Teach yr1 fractions, shape, measures and time objectives as intro to corresponding Y2 objectives;</li> <li>• Increased access to concrete and tactile maths apparatus in all lessons;</li> <li>• Timestable Rockstars (home &amp; school);</li> <li>• Combining learning (scales, graphs etc in Science).</li> </ul>	
<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Plants</li> <li>• Living things inc. habitats</li> <li>• Seasons</li> </ul>	<ul style="list-style-type: none"> <li>• Plants unit to be taught in Spring 2021</li> <li>• Living things inc. habitats will be taught in Summer 2021</li> <li>• Seasons (moved to a Y1 objective) - <i>Straight forward knowledge here though (knowing the 4 seasons, that weather changes, temperature changes, sun across the sky). Linked to weather which is also a Y1 objective.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge Organisers prior to topic(s)</li> <li>• Assess knowledge of seasons...</li> </ul>

## Year 5 (Sparrows)

Curriculum Gap	Curriculum Action	Additional support
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Decoding and fluency;</li> <li>• Basic comprehension skills e.g. retrieval and inference;</li> <li>• Vocabulary knowledge within books;</li> <li>• Inference and knowledge of author language and techniques;</li> <li>• Some phonics gaps for LA child.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily reading sessions (inc. VIPERS, class novel, whole class texts, specific comprehension skills taught);</li> <li>• Pre-teaching vocabulary;</li> <li>• Daily exposure to quality texts through books beyond literacy;</li> <li>• Essential readers list (priority order for children to be heard read each week);</li> <li>• Daily phonics intervention for LA child.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily check-in greetings;</li> <li>• Weekly PSHE sessions incl discussion of routines, feelings and mindfulness;</li> </ul> <p>Consistent timetabling to provide structure;</p> <ul style="list-style-type: none"> <li>• Indoor and outdoor activities;</li> </ul>
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Consolidate Y4 spelling rules and Y3/4 common exception words</li> <li>• writing stamina</li> <li>• Oracy</li> <li>• Lack of adventurous/wide vocabulary</li> <li>• Joined handwriting</li> <li>• Composition- writing for sense, re-read for sense and make corrections</li> </ul>	<ul style="list-style-type: none"> <li>• Modelled handwriting across all lessons;</li> <li>• Handwriting support for identified children;</li> <li>• Best Book productivity with composition &amp; presentation outcomes that will be targeted for 'longer' writing pieces October onwards;</li> <li>• Same day interventions to consolidate and extend learning;</li> <li>• SPAG specifically taught and forms part of literacy start;</li> <li>• Spelling focus (Spelling Shed for school &amp; home);</li> <li>• Review 'pen licence'</li> </ul>	<p>Targeted support for identified Children.</p>
<p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>• Exposure to 'language of maths;'</li> <li>• Multiplication and division facts;</li> <li>• Develop written methods for each of the four operations;</li> <li>• Wider maths - shape, measure, geometry, fractions, decimals, statistics (Y4 initially).</li> </ul>	<ul style="list-style-type: none"> <li>• Daily CLIC (arithmetic) sessions;</li> <li>• Access to concrete and tactile maths apparatus in all lessons;</li> <li>• Consolidation of basic skills during teachable moments;</li> <li>• Same day intervention opportunities based on current Y4 learning and gaps identified through assessment;</li> <li>• Include money representations, measures when teaching addition;</li> <li>• Increased access to concrete and tactile maths apparatus in lessons where appropriate;</li> <li>• Timestable Rockstars (home &amp; school);</li> <li>• Combining learning (scales, graphs etc in Science).</li> <li>• Early application of written methods to a range of contexts e.g. money and measures.</li> </ul>	

	<ul style="list-style-type: none"> <li>Use WRM updated planning guidance to consolidate Year 4 objectives as introduction to corresponding Year 5.</li> </ul>	
<b>Science:</b> <ul style="list-style-type: none"> <li>Forces &amp; Magnets</li> <li>Plants</li> </ul>	<ul style="list-style-type: none"> <li>Forces &amp; Magnets unit moved to Year 6 in new curriculum overview;</li> <li>Doesn't occur again - closest link is 'Living Things &amp; Habitats' in Summer term. Use the spring season as an additional opportunity to grow &amp; learn about plants. Spring theme is 'Space.' In the Pixar film 'Wall-E,' the character looks after a tiny seedling that is growing in soil housed in an old boot!</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Organisers prior to topic(s)</li> <li>Assess knowledge of plants...</li> </ul>

### Year 6 (Wagtails)

Curriculum Gap	Curriculum Action	Additional support
<b>Reading:</b> <ul style="list-style-type: none"> <li>Decoding and fluency;</li> <li>Vocabulary gap as a result of not clarifying language or reading age appropriate books;</li> <li>Basic comprehension skills e.g. retrieval and inference; Phonics gaps for SEND child.</li> </ul>	<ul style="list-style-type: none"> <li>Daily [whole class] reading session - based on whole class texts and focussing on VIPERS, teaching of specific comprehensive skills;</li> <li>Specific vocabulary session linked to whole class text inc. pre-teaching vocabulary;</li> <li>Essential readers list;</li> <li>Daily exposure to quality texts throughout curriculum;</li> <li>Additional planned phonics &amp; reading interventions;</li> <li>Same day interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Daily check-in greetings;</li> <li>Weekly PSHE sessions including discussion of routines, feelings and mindfulness.</li> <li>Support for identified children as and when needed.</li> </ul>
<b>Writing:</b> <ul style="list-style-type: none"> <li>Spelling Y3/4 word list to consolidate;</li> <li>Fluent, joined and legible handwriting;</li> <li>Composition: basic sentence punctuation, editing for sense and variety of sentence structure (focus on openers);</li> <li>Writing stamina.</li> </ul>	<ul style="list-style-type: none"> <li>Year 3/4 spellings as a word focus following assessment and gap analysis;</li> <li>Spelling focus (use of Spelling Shed - home &amp; school);</li> <li>Modelled handwriting across all lessons;</li> <li>Same day intervention to consolidate and extend learning;</li> <li>Best Book - writing productivity with composition &amp; presentation outcomes;</li> <li>SPAG also forms literacy starter (SATS style questions when not skills or SS lesson).</li> </ul>	

<p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>• Exposure to 'language of maths;'</li> <li>• All multiples including multiplication and divisions facts;</li> <li>• Place Value (6 digits);</li> <li>• Secure written method for each of the four operations (division - long/short);</li> <li>• Application of written methods to one-step and multi-step problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily CLIC (arithmetic) sessions;</li> <li>• Access to concrete and tactile maths apparatus in all lessons;</li> <li>• Consolidation of basic skills during teachable moments;</li> <li>• Same day intervention opportunities based on current Y5 learning and gaps identified through assessment;</li> <li>• Include money representations, measures when teaching addition;</li> <li>• Increased access to concrete and tactile maths apparatus in lessons where appropriate;</li> <li>• Timestable Rockstars (home &amp; school);</li> <li>• Early application of written methods to a range of contexts e.g. money and measures;</li> <li>• Use WRM updated planning guidance to consolidate Year 5 objectives as introduction to corresponding Year 6;</li> <li>• Cover WRM statistics unit through Science starters too;</li> <li>• Increased access to concrete apparatus in lessons for SEND to consolidate understanding before moving to visual then abstract.</li> </ul>	
<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Materials;</li> <li>• Living things inc. habitats</li> </ul>	<ul style="list-style-type: none"> <li>• Add Living things inc. habitats to the summer term overview as additional unit for summer 2021 (for this year);</li> <li>• Assess current knowledge &amp; understanding of forces &amp; magnets and light to elicit how much time needs to be spent teaching new knowledge so that an opportunity to narrow the 'materials' knowledge can be planned for;</li> <li>• Assess missing knowledge of material; combine other areas of learning to help narrow curriculum gap (i.e. DT);</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge Organisers prior to topic(s)</li> <li>• Assess knowledge of...</li> </ul>