



Curriculum Implementation

Block Teaching 2023-2024



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Curriculum Implementation – Blocked Teaching Approach

Implementing Our Knowledge Rich Curriculum

Quality first curriculum implementation enables children to progress* well knowing and remembering more.

*Progress is the alteration of long-term memory.

Carefully planned sequences mapped out over each phase and as outlined in our Curriculum Overview Map play a key role in quality first curriculum implementation.

In addition, a clear and sharp focus on the core knowledge for each sequence plays an important part in helping children know and remember more.

Teaching emphasises the importance of knowing and understanding the key vocabulary associated with subject knowledge. Frequent low stakes recall such as quizzes support knowledge retention.

To further support children knowing and remembering more many of our curriculum subjects are systematically implemented through a block teaching approach

What is Block Teaching?

The teaching of the same foundation subject multiple times within the same week or weeks allowing the sequence to be delivered over one or two weeks.

Wherever possible the whole school teaches the same subject simultaneously to aid monitoring and evaluation and moderation. This is not possible in all subjects such as computing due to the need to share some resources across the whole school.

Block Teaching Rationale

Systematic blocked planning ensures all subjects are allocated quality focused time ensuring curriculum equity. English and maths are taught on a daily basis and science is taught on a weekly basis.

- It ensures no single subject or subjects are 'squeezed out' in cramped weekly timetables.
- Teachers focus on the quality of implementation as the intent (what and when) is systematically pre-determined.
- Facilitates effective building of sequential knowledge with shorter time periods between adding new knowledge onto existing.
- Provides meaningful opportunities to revisit and recap following a condensed sequence.
- Misconceptions can be addressed quickly and acted upon within the block.
- More effective use of time as not switching between different sets of resources.
- Assessment more meaningfully focused on one subject at a time and then revisited at key recall points.
- Positive impact on workload as teachers can focus on fewer subjects for specific periods.
- Supports structured way of simply and effectively monitoring foundation subjects through staff meetings making this element of the SL role more manageable for staff
- Teaching PE, science, music and MFL (KS2) on an ongoing basis provides a balance of the benefits of block teaching while also providing curriculum variety within each teaching week.
- Teaching PE on an ongoing basis helps children learn the physical and emotional benefits of regular physical activity.
- Music is a skills-based subject. Musicians continually developing their skills and abilities It is therefore beneficial and considered good practice for children to have regular weekly music. Music is therefore taught on a weekly basis every other half term. The children also follow a weekly music listening curriculum weekly. Any musical learning benefits continual practice and application in different contexts following a spiral skills-based curriculum.
- The teaching of MFL (KS2) on an ongoing basis allows regular short bursts of practice of vocabulary including at home during the half term that it is not taught.

Phonics

	W	/EEKS		Year Groups	
Year	Term	Week	EY	Year 1	Year 2
1	Aut	4th Sept (4 days)	Transition	Transition	Transition
2	Aut	11 th September	Phase 2 graphemes: s, a, t, p	Review phase 3 GPCs: ai, ee, iah, oa, oo, ar, or, ur, ow, oi, ear Review tricky words	Assessment Review phase 5: ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou Review tricky words
3	Aut	18 th September	Phase 2 graphemes: I, n, m, d	Air, er/z/s -es Words with two or more digraphs. Review tricky words.	Review phase 5: 00/ /y00/ 00 u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow
4	Aut	25 th September	Phase 2 graphemes: g, o, c, k Tricky word: is	Phase 4: CVCC, CCVC, CCVCC, CCCVC Phase 4 with long vowels. Review tricky words	Review phase 5: or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci s
5	Aut	2 nd October	Phase 2 graphemes: ck, e, u, r Tricky word: I	Phase 5: /ai/ay/ow/ou/oi/oy/ee/ea Review tricky words	Review phase 5: j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re
6	Aut	9 th October	Phase 2 graphemes: h, b, f, I Tricky word: the	Review longer words. Review tricky words	Review phase 5: ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/
7	Aut	16 th October	Assessment	Assessment	Assessment
8	Aut	23 rd October	Consolidation	Consolidation	Consolidation
			H	lalf Term	
9	Aut	6 th November (4 days)	Phase 2 graphemes: ff, II, ss, j Tricky word: as	/ur/ir/igh/ie/oo/voo/ue/yoo/u Tricky words: their, people, oh, your	Bridge to spelling: What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
10	Aut	13 th November	Phase 2 graphemes: v, w, x, y Tricky words: and, has, his, her	/oa/o/igh/i/ai/a/ee/e Tricky words: Mr, Mrs, Ms	Bridge to spelling: Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
11	Aut	20 th November	Phase 2 graphemes: z, zz, qu Tricky word: go, no, to, into	/ai/a-e/igh/i-e/oa/o-e/oo/yoo/u-e Tricky words: could, would, should, our	Bridge to spelling: Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
12	Aut	27 th November	Phase 2 graphemes: sh, th, ng, nk Tricky word: she, he, of	/ee/e-e/oo/yoo/ew/ee/ie/or/aw Tricky words: house, mouse, water, want	Bridge to spelling: When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix - ing?
13	Aut	4 th December	Words with s/s/added at the end (hats) Words ending in s/z/ (bags) Tricky words: we, me, be	Grow the code: /igh/ie l i-e/ai/ay a a-e/oa/oa o o- e/ ee/ e ie e-e ea/oo/yoo/ew u-e u ue	Bridge to spelling: Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?
14	Aut	11 th December	Assessment	Assessment	Consolidation
15	Aut	18 th December	Consolidation	Consolidation	Consolidation
			C	Christmas	
16	Spr	8 th January (4 days)	Phase 3 graphemes: ai, ee, igh, oa	Phase 5 graphemes: /ee/ y /e/ ea/ /w/ wh/oa/ oe ou toe Tricky Words: any, many, again	Spelling unit 1:Why do some words have the spellings 'kn' and 'gn' for /n/, and
17	Spr	15 th January	Phase 3 graphemes: oo, ar, or Tricky Words: was, you, they	Phase 5 graphemes: /igh/ y /oa/ ow /j/ g /f/ ph Tricky Words: who, whole, where, two	'wr' for /r/?
18	Spr	22 nd January	Phase 3 graphemes: ur, ow, oi, ear Tricky Words: my, by, all	Phase 5 graphemes: /// le al /s/ c /v/ ve Tricky Words: School, call different	Spelling unit 2: Why do I drop the 'e'
19	Spr	29 th January	Phase 3 graphemes: air, er, Words with double letters: dd, mm, tt, bb, rr, gg, pp, ff, Tricky words: are, sure, pure	Phase 5 graphemes: /u/ o-e o ou /z/ se /s/ se ce/ee/ ey Tricky Words: Thought, through, friend, work	and -y?
20	Spr	5 th February	Longer words	Grow the code: /oo/ u ew ue u-e ui ou oo /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	Spelling unit 3: Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?
			н	lalf Term	
21	Spr	19th February	Review phase 3: ai, ee, igh, oa, oo, ar, or, ur,	Phase 5 graphemes: /ur/ or /oo/ u oul /air/ are /or/	Spelling unit 4: The 'W special' How do
22	Spr	26 th February	Review phase 3: er, air, words with double letters, longer words	Phase 5 graphemes: /ch/ tch /ch/ ture /ar/ al /ar/ a Tricky Words: Because, eye	'a', 'ar' and 'or' make in some words
23	Spr	4 th March	Words with two or more digraphs	Phase 5 graphemes: /or/ a Schwa in longer words: different /o/ a, /air/ ear ere	Spelling unit 5: Why do I swap the 'y' for an 'i' when I add the suffix –es?
24	Spr	11 th March	Longer words, words ending in -ing, compound words	Phase 5 graphemes: /ur/ ear /r/ wr /s/ st sc Schwa at the end of words: actor	Spelling unit 6: Why do some words have the spelling 'ey' for the sound /ee/
25	Spr	18 th March	Longer words, words with s in the middle /z/ s, words ending in -s, words with -es at the /z/	Phase 5 graphemes: /c/ ch /sh/ ch /z/ /s/ ce se ze	Spelling unit 7: Why do some words end -le, -el, -al or –il?
				Easter	
27	Sum	8 th April (4 days)	Short vowels CVCC	Review phase 5: ay, a-e, ea, e	Spelling unit 8: Why does 'c' make the
28	Sum	15 th April	Short vowels CVCC, CCVC	Review phase 5: ie, i-e, o, o-e	Spelling unit 9: How can I spell the sound /zh/?
29	Sum	22 nd April	Short vowels CCVCC, CCCVC, CCCVCC,	Review phase 5: Ue, ew, u-e, aw	Spelling unit 10: What happens when I
30	Sum	29 th April	Longer words, compound words	Review phase 5: Ea, ir, ou, oy	and -ly to a root word?

31	Sum	6 th May (4-day week)	Root words ending in: -ing, -ed /t/, -ed /id//ed/, est	Review phase 5: I, a, ow, u	Spelling unit 11: How can I show missing letters in a word?
32	Sum	13 th May	Assessment	Review phase 5: Ph, wh, ie, g	Consolidation
33	Sum	20™ May	Long vowel sounds CVCC, CCVC	Phase 5 graphemes: /ai/ eigh aigh ey ea /n/ kn gn /m/ mb /ear/ ere eer Tricky Words: busy, beautiful, pretty, hour	Consolidation
			H	lalf Term	
34	Sum	3 rd June	Long vowel sounds CCVC, CCCVC, CCV, CCV, CCVC	Phase 5 graphemes: /zh/ su si/j/ dge/i/ y /j/ ge Tricky Words: move, improve, parents, shoe	Spelling unit 12: Why do some longer words have the spelling 'ti' for /sh/
35	Sum	10 th June	Phase 4 words ending in -s /s/ -s /z/-es Longer words	Phase 5 graphemes:/sh/ ti ssi si ci	
36	Sum	17 th June	Root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	Phase 5 graphemes: /or/ augh our oar ore Review	Spelling unit 13: How do I use the possessive apostrophe (singular possession)?
37	Sum	24 th June	Root words ending in -er, -est Longer words	Review	Spelling unit 14: When do I swap, drop or double? (-ing, -er, -est, -y, -ed)
38	Sum	1st July	Assessment	Assessment	
39	Sum	8 th July	Consolidation	Consolidation	Consolidation
40	Sum	15 th J∪ly	Consolidation	Consolidation	Consolidation

English

	Wee	ks							
Year	Term	Week beginni ng	EYFS	Year 1	Year 1&2	Year 2	Year 3&4	Year 4&5	Year 5&6
1	Aut	4th Sept			Whole Schoo	I Text - Shine Like the Sta	rs by Anna Wilson		
2	Aut	11th Septemb er	Peace at Last by Jill Murphy – oral retelling	Lost and found – to entertain	Look Up – to inform	The troll swap and trolls go home – to entertain	How to Wash a Woolly Mammoth – to inform	When Hitler Stole Pink Rabbit – to inform	Journey to Jo'Burg – to entertain
3	Aut	18 th Septemb	Peace at Last by Jill Murphy – oral retelling	Lost and found – to entertain	Look Up – to inform	The troll swap and trolls go home – to entertain	How to Wash a Woolly Mammoth –	When Hitler Stole Pink Rabbit – to inform	Journey to Jo'Burg – to entertain
4	Aut	25 th Septemb	Peace at Last by Jill Murphy – oral retelling	Lost and found – to entertain	Look Up – to inform	The troll swap and trolls go home – to entertain	Revolting Rhymes – to entertain	When Hitler Stole Pink Rabbit – to inform	Journey to Jo'Burg – to entertain
5	Aut	2 nd October	Peace at Last by Jill Murphy – oral retelling	Lost and found – to	Look Up – to inform	The troll swap and trolls	Revolting Rhymes – to	When Hitler Stole Pink Rabbit – to inform	Journey to Jo'Burg – to
6	Aut	9th October	Peace at Last by Jill Murphy – oral retelling	Lost and found – to	Look Up – to inform	The troll swap and trolls	Stone Age Boy – to	Sea Prayer – to discuss	Biographies – to inform
7	Aut	16th October	Peace at Last by Jill Murphy – oral retelling	Lost and found – to entertain	Look Up – to inform	The troll swap and trolls go home – to entertain	Stone Age Boy – to entertain	Sea Prayer – to discuss	Biographies – to inform
8	Aut	23 rd October	Peace at Last by Jill Murphy – oral retelling	Lost and found – to entertain	Look Up – to inform	The troll swap and trolls go home – to entertain	Stone Age Boy – to entertain	Sea Prayer – to discuss	Biographies – to inform
					Half 1	ſerm			
9	Aut	6 th Nov (4 days)	I'm going to eat this ant – a list of food items	Katy in London – to inform	The great fire of London – to inform	The owl who was afraid of the dark – to inform	The Boy Who Grew Dragons – to entertain	Cloud Busting – to entertain	Tusk Tusk- to persuade
10	Aut	13 th Nov	I'm going to eat this ant – a list of food items	Katy in London – to inform	The great fire of London – to inform	The owl who was afraid of the dark – to inform	The Boy Who Grew Dragons – to inform	Cloud Busting – to inform	Great Women Who Changed the world – to
11	Aut	20 th Nov	I'm going to eat this ant	Katy in London – to	The great fire of	The owl who was afraid	The Boy Who Grew	Cloud Busting – to inform	Malala's Magic Pencil –
12	Aut	27 th Nov	I'm going to eat this ant	Katy in London – to	The great fire of	The owl who was afraid	The Boy Who Grew	Cloud Busting – to inform	Journey to Jo'Burg - to
13	Aut	4 th Dec	- a list of food items I'm going to eat this ant	Katy in London – to	London - to inform The great fire of	of the dark – to inform The owl who was afraid	The Boy Who Grew	Alma – to entertain	Journey to Jo'Burg – to
14	Aut	11th Dec	– a list of food items Letters to Santa – to	Letters to Santa – to	London – to inform Letters to Santa – to	of the dark – to inform Letters to Santa – to	Dragons – to inform One Christmas Wish –	Alma – to entertain	Journey to Jo'Burg – to
15	Aut	18 th Dec	inform Letters to Santa – to	inform Letters to Santa – to	inform Letters to Santa – to	inform Letters to Santa – to	to entertain One Christmas Wish –	Alma – to entertain	entertain Christmas TV adverts – to
			inform	inform	inform Christ	inform	to entertain		discuss
16	Spr	8th Jan (4 days)	Supertato – wanted poster with character description	The Lion inside – to entertain	Grandpa's gift – to entertain	The dragon machine, The dragon sitter – to entertain	George's Marvellous Medicine – to entertain	The Miraculous Journey of Edward Tulane – to inform	Wonder – to inform
17	Spr	15 th Jan	Supertato – wanted poster with character description	The Lion inside – to entertain	Grandpa's gift – to entertain	The dragon machine, The dragon sitter – to entertain	George's Marvellous Medicine – to entertain	The Miraculous Journey of Edward Tulane – to inform	Wonder – to inform
18	Spr	22 nd Jan	Supertato – wanted poster with character description	The Lion inside – to entertain	Grandpa's gift – to entertain	The dragon machine, The dragon sitter – to entertain	George's Marvellous Medicine – to inform	The Miraculous Journey of Edward Tulane – to inform	Wonder – to inform
19	Spr	29 th Jan	Supertato – wanted poster with character description	The Lion inside – to entertain	Grandpa's gift – to entertain	The dragon machine, The dragon sitter – to entertain	The Lighthouse – to inform	The Miraculous Journey of Edward Tulane – to inform	Wonder – to entertain
20	Spr	5 th Feb	Supertato – wanted poster with character description	The Lion inside – to entertain	Grandpa's gift – to entertain	The dragon machine, The dragon sitter – to entertain	The Lighthouse – to inform	Journey – to entertain	Wonder – to entertain
		-			Half 1	lerm			
21	Spr	19 th Feb	Let's all creep through crocodile creek –	The curious case of the missing	Beegu – to entertain	My name is not refugee – to inform	The Last Bear – to entertain	The Day the Crayons Quit – to persuade	Wonder – to inform
22	Spr	26 th Feb	creating a story map Let's all creep through crocodile creek –	mammoth – to inform The curious case of the missing	Beegu – to entertain	My name is not refugee – to inform	The Last Bear – to inform	The Day the Crayons Quit – to persuade	Wonder – to inform
23	Spr	4 th Mar	creating a story map Let's all creep through crocodile creek –	mammoth – to inform The curious case of the missing	Beegu – to entertain	My name is not refugee – to inform	The Last Bear – to inform	The Day the Crayons Came Home – to	Skellig – to entertain
24	Spr	11 th Mar	creating a story map Let's all creep through crocodile creek –	mammoth – to inform The curious case of the missing	Beegu – to entertain	My name is not refugee – to inform	The Last Bear – to persuade	entertain Goldilocks and the Three Bears – to discuss	Skellig – to entertain
25	Spr	18 th Mar	Let's all creep through crocodile creek –	The curious case of the missing	Beegu – to entertain	My name is not refugee – to inform	The Last Bear – to persuade	Goldilocks and the Three Bears – to discuss	Skellig – to entertain
			creating a story map	mammoin – to morm	Fas	tor			
27	Sum	8 th April (4 days)	The whale who wanted more – friendship story	Toys in space – to entertain	The last wolf – to inform	Tidy – to persuade	The Boy at the Back of the Class – to	Charlie and the Chocolate Factory – to	Myths, Legends and Fables (various texts) – to
28	Sum	15 th April	The whale who wanted more – friendship story	Toys in space – to entertain	The last wolf – to inform	Tidy – to persuade	The Boy at the Back of the Class – to	Charlie and the Chocolate Factory – to	Myths, Legends and Fables (various texts) – to
29	Sum	22 nd April	The whale who wanted more – friendship story	Toys in space – to entertain	The last wolf – to inform	Tidy – to persuade	The Boy at the Back of the Class – to	Charlie and the Chocolate Factory – to	Myths, Legends and Fables (various texts) – to
30	Sum	29 th April	The whale who wanted more – friendship story	Toys in space – to entertain	The last wolf – to inform	Tidy – to persuade	Krindlekrax – to persuade	Charlie and the Chocolate Factory – to	Myths, Legends and Fables (various texts) – to
31	Sum	6 th May (4-day	The whale who wanted more – friendship story	Toys in space – to entertain	The last wolf – to inform	Tidy – to persuade	Krindlekrax – to persuade	A Midsummer Night's Dream – to entertain	Myths, Legends and Fables (various texts) – to inform
32	Sum	13 th May	The whale who wanted more – friendship story	Toys in space – to entertain	The last wolf – to inform	Tidy – to persuade	Krindlekrax – to inform	A Midsummer Night's Dream – to entertain	Myths, Legends and Fables (various texts) – to persuade
33	Sum	20 th May	The whale who wanted more – friendship story	Toys in space – to entertain	The last wolf – to inform	Tidy – to persuade	Krindlekrax – to inform	A Midsummer Night's Dream – to entertain	Myths, Legends and Fables (various texts) – to persuade
				·	Half 1	lerm			· · · · · · · · · · · · · · · · · · ·
34	Sum	3 rd June	The pirates are coming – retell or rewrite from character point of view	Goldilocks and just the one bear – to inform	A Midsummer Night's Dream – to entertain	Grandad' secret giant – to entertain	The Boy who Biked the World: Riding the Americas – to	Girl and Robot – to inform	The Highwayman (classical poetry) – to inform
35	Sum	10 th June	The pirates are coming – retell or rewrite from character point of view	Goldilocks and just the one bear – to inform	A Midsummer Night's Dream – to entertain	Grandad' secret giant – to entertain	entertain The Boy who Biked the World: Riding the	Girl and Robot – to entertain	The Highwayman (classical poetry)- to inform

							Americas – to entertain		
36	Sum	17 th June	The pirates are coming – retell or rewrite from character point of view	Goldilocks and just the one bear – to inform	A Midsummer Night's Dream – to entertain	Grandad' secret giant – to entertain	The Boy who Biked the World: Riding the Americas – to persuade	Wallace and Grommit Cracking Contraptions – to inform	The Highwayman (classical poetry) – to inform
37	Sum	24 th June	The pirates are coming – retell or rewrite from character point of view	Goldilocks and just the one bear – to inform	A Midsummer Night's Dream – to entertain	Grandad' secret giant – to entertain	Home Sweet Home – to entertain	Wallace and Grommit Cracking Contraptions – to inform	The Raven – to entertain
38	Sum	1st July	The pirates are coming – retell or rewrite from character point of view	Goldilocks and just the one bear – to inform	A Midsummer Night's Dream – to entertain	Grandad' secret giant – to entertain	Home Sweet Home – to entertain	The Magician's Elephant – to entertain	The Raven – to entertain
39	Sum	8 th July	The pirates are coming – retell or rewrite from character point of view	Goldilocks and just the one bear – to inform	A Midsummer Night's Dream – to entertain	Grandad' secret giant – to entertain	Home Sweet Home – to entertain	The Magician's Elephant – to entertain	Additional Poetry Text
40	Sum	15 th July	The pirates are coming – retell or rewrite from character point of view	Goldilocks and just the one bear – to inform	A Midsummer Night's Dream – to entertain	Grandad' secret giant – to entertain	Home Sweet Home – to entertain	The Magician's Elephant – to entertain	Additional Poetry Text

Maths

Weeks		eks						
Year	Term	Week beginning	EY	Year 1	Year 2	Year 3&4	Year 4&5	Year 5&6
1	Aut	^{4th} Sept (4 days)	Baseline	Previous Reception experiences, counting within 100	Numbers 10 – 100	Adding and subtracting across 10	Numbers to 10,000 (Y5 to 100,000)	Calculating using knowledge of structures
2	Aut	11 th September	The Number One Counting – last number tells you the number of objects in a set	Previous Reception experiences, counting within 100	Numbers 10 – 100	Adding and subtracting across 10	Numbers to 10,000 (Y5 to 100,000)	Calculating using knowledge of structures
3	Aut	18 th September	The Number One and Circles	Previous Reception experiences, counting within 100	Numbers 10 - 100	Manipulating the additive relationship – mental calculation	Numbers to 10,000 (Y5 to 100,000)	Calculating using knowledge of structures
4	Aut	25 th September	One and another one Meet 2	Previous Reception experiences, counting within 100	Numbers 10 – 100	Manipulating the additive relationship – mental calculation	Numbers to 10,000 (Y5 to 100,000)	Calculating using knowledge of structures
5	Aut	2 nd October	Subitising to 2	Comparisons of quantities – part whole relationships	Calculations within 20	Manipulating the additive relationship – mental	Decimal Fractions	Calculating using knowledge of structures
6	Aut	9 th October	Meet 3 Subitising to 3	Comparisons of quantities – part whole relationships	Calculations within 20	Manipulating the additive relationship – mental	Decimal Fractions	Calculating using knowledge of structures
7	Aut	16 th October	Subitising to 3	Comparisons of quantities –	Calculations within 20	Column Addition (year 4	Decimal Fractions	Multiples of 1000
8	Aut	23 rd October	Ordal numbers to 3	Numbers 0 - 5	Fluently + and – within 10	Column Addition (year 4	Decimal Fractions	Multiples of 1000
			Number binds to 3		Half Term	review of column +)		
9	Aut	6 th	The Number Four	Numbers 0 - 5	+ and – two-digit	Column Subtraction (year 4	Decimal Fractions	Numbers up to 10 million
		November (4 days)	Subitising to 4		numbers	review of column +)		
10	Aut	13 th November	Squares & Rectangles	Geometry 2D and 3D shapes	+ and – two-digit numbers	Column Subtraction (year 4 review of column +)	Decimal Fractions	Numbers up to 10 million
11	Aut	20 th November	Number bonds to 4	Geometry 2D and 3D	Introduction to multiplication	Column Subtraction (year 4 review of column +)	Money	Numbers up to 10 million
12	Aut	27 th November	Meeting Number 5	Geometry 2D and 3D shapes	Introduction to multiplication	Understanding and manipulating multiplicative	Money	Numbers up to 10 million
13	Aut	4 th December	Number bonds to 5 Greater than less that	Numbers 0 - 10	Introduction to multiplication	Understanding and manipulating multiplicative relationships	Negative Numbers	Multiplication and Division
14	Aut	11 th December	Part Whole Relationship Numbers within 5	Numbers 0 - 10	Introduction to multiplication	Understanding and manipulating multiplicative relationships	Negative Numbers	Multiplication and Division
15	Aut	18 th December	Ordering and ordinal numbers to 5	Numbers 0 - 10	Introduction to multiplication	Understanding and manipulating multiplicative	Short multiplication and division	Multiplication and Division
	1				Christmas	relationships		
16	Spr	8 th January	Number bonds to 5	Additive Structures	Introduction to	Understanding and	Short multiplication and	Multiplication and
		(4 days)	and comparing numbers 1-5		division structures	manipulating multiplicative relationships	division	Division
17	Spr	15 th January	The Number Six	Additive Structures	Introduction to division structures	Unit Fractions	Short multiplication and division	Area, perimeter, position and direction
18	Spr	22 nd January	Number bonds & Subitising to six (Dice patterns)	Additives Structures	Shape	Unit Fractions	division	Area, perimeter, position and direction
19	Spr	29 ^m January	The Number Seven	Additive Structures	shape		division	Fractions and percentages
20	Spr	5 th February	Bonds to 7	+ and – facts within 10	+ and – two-digit numbers	Consolidation	Area and scaling	Fractions and percentages
21	Spr	19 th February	The Number Fight &	+ and – facts within 10	+ and – two-digit numbers	Unit Fractions	Area and scaling	Fractions and percentages
22	Spr	26 th February	bonds Doubling	+ and – facts within 10	+ and – two-digit numbers	Unit Fractions	Calculating with decimal	Fractions and percentages
23	Spr	4 th March	The Number Nine	Numbers 0 - 20	Money	Non-Unit Fractions	fractions Calculating with decimal fractions	Fractions and percentages
24	Spr	11 th March	The Number Ten	Numbers 0 - 20	Fractions	Non-Unit Fractions	Calculating with decimal	Fractions and percentages
25	Spr	18 th March	The Number Ten	Numbers 0 - 20	Fractions	Non-Unit Fractions	Fractions greater than 1	Statistics
					Easter			
27	Sum	8 th April (4	Number bonds to	Numbers 0 - 20	Time	Non-Unit Fractions	Fractions greater than 1	Ratio and proportional
28	Sum	days) 15™ April	ten Number bonds to ten	Unitising and Coin Recognition	Doubling, halving, quotative and partitive	Non-Unit Fractions	Fractions	Ratio and proportional reasoning
29	Sum	22 nd April	Greater than less than & ordering numbers to 10	Unitising and Coin Recognition	division Doubling, halving, quotative and partitive division	Introduction to fractions greater than 1	Fractions	Revision for KS2 SATS
30	Sum	29 th April	Odd and Even	Unitising and Coin Recognition	Capacity, volume and mass	Introduction to fractions greater than 1	Fractions	Revision for KS2 SATS
31	Sum	6 th May (4- day week)	The Number Eleven	Unitising and Coin Recognition	Capacity, volume and mass	Right Angles	Fractions	SATS
32	Sum	13 th May	The Number Twelve (Recap on bonds to 10 &2)	Unitising and Coin Recognition	Position and Direction	Right Angles	Fractions	Order of operations and algebra
33	Sum	20 th May	The Number Thirteen (Recap on bonds to 10 &3)	Position and Direction	Position and Direction	Perimeter	Factors, multiples and primes	Order of operations and algebra
					Half Term			
34	Sum	3 rd June	The Number fourteen (Recap on bonds to 10 &4)	Time	Cross curriculum statistics	Perimeter	Factors, multiples and primes	Mean average
35	Sum	10 th June	The Number fifteen (Recap on bonds to 10 &5)	Time	Cross curriculum statistics	Coordinates	Parallel and perpendicular sides in polygons	Draw, compose and decompose shapes

36	Sum	17 th June	Consolidation for 11- 15. Ordering & quantity	Fractions	Cross curriculum statistics	Coordinates	Symmetry in 2D shapes	Draw, compose and decompose shapes
37	Sum	24 th June	The Number sixteen (Recap on bonds to 10 &6)	Fractions	Cross curriculum statistics	Division with remainders	Converting units of measure	Calculating using knowledge of known structures
38	Sum	1st July	The Number seventeen (Recap on bonds to 10 &7)	Measure	Consolidation	Division with remainders	Converting units of measure	Solving problems with two unknowns
39	Sum	8 th July	The Number eighteen (Recap on bonds to 10 &8)	Measure	Consolidation	Time	Angles	Consolidation
40	Sum	15 th July	19 & 20	Consolidation	Consolidation	Consolidation	Angles	Consolidation

Foundation Subjects

	We	eeks	(Quality Curricul	um Implementa	lion	Review and Recall
Year	Term	Week beginning	Year 1&2	Year 3&4	Year 4&5	Year 5&6	
1	Aut	4th Sept (4 days)	Transition	Transition	Transition	Transition	KS2 – review of previous
2	Aut	11 th September	History	Geography	Geography	Geography	year's history unit
3	Aut	18 th September	History	Geography	Geography	Geography	
4	Aut	25 th September	History	Geography	Geography	Geography	KS1 – review of previous
5	Aut	2 nd October	PSHE	PSHE	PSHE	PSHE	year's geography unit
6	Aut	9th October	PSHE	PSHE	PSHE	PSHE	
7	Aut	16 th October	Design Technology	Computing	Computing	Computing	_
8	Aut	23 rd October	Design Technology	Computing	Computing	Computing	_
			· · · · · · · · · · · · · · · · · · ·	Ha	lf Term		
9	Aut	6 th November	Art and Design	Art and Design	Art and Design	Art and Design	Review content of subjects
		(4 days)			*Y5 Residential	*Y5 Residential	not taught in the block
10	Aut	13 th November	Art and Design	Art and Design	Art and Design	Art and Design	teaching cycle this term
11	Aut	20 th November	Art and Design	Art and Design	Art and Design	Art and Design	
12	Aut	27 th November	PSHE	PSHE	PSHE	PSHE	
13	Aut	4 th December	PSHE	PSHE	PSHE	PSHE	
14	Aut	11th December	Nativity	Design Technology	Design Technology	Design Technology	
15	Aut	18 th December	Computing	Design Technology	Design Technology	Design Technology	
				Chi	ristmas		
16	Spr	8 th January (4 days)	Geography	History	History	History	Review content of subjects
17	Spr	15 th January	Geography	History	History	History	teaching cycle this term
18	Spr	22 nd January	Geography	History	History	History	
19	Spr	29 th January	PSHE	PSHE	PSHE	PSHE	
20	Spr	5 th February	PSHE	PSHE	PSHE	PSHE	
				Ha	lf Term		
21	Spr	19 th February	Computing	Art and Design	Art and Design	Art and Design	Review content of subjects
22	Spr	26 th February	Computing	Art and Design	Art and Design	Art and Design	not taught in the block
23	Spr	4 th March	Design Technology	Computing	Computing	Computing	teaching cycle this term
24	Spr	11 th March	Design Technology	Computing	Computing	Computing	
25	Spr	18 th March	PSHE	PSHE	PSHE	PSHE	
				E	aster		
27	Sum	8 th April (4 days)	History	History	History	History	Review content of subjects
28	Sum	15 th April	History	History	History	History	teaching cycle this term
29	Sum	22 nd April	History	History	History	History	
30	Sum	29 th April	PSHE	PSHE	PSHE	PSHE	
31	Sum	6 th May (4-day week)	PSHE	PSHE *Y4 residential	PSHE *Y4 residential	PSHE	
32	Sum	13 th May	Art and Desian	Art and Design	Art and Design	Art and Desian	-
33	Sum	20 th May	Art and Design	Art and Design	Art and Design	Art and Design	_
		· ·	, an and Booign	Ha	If Term	All and Boolgin	
34	Sum	3 rd June	Geography	Geography	Geography	Geography	Review content of subjects
35	Sum	10 th June	Geography	Geography	Geography	Geography	not taught in the block
36	Sum	17 th June	Geography	Geography	Geography	Geography	teaching cycle this term
37	Sum	24 th June	Design Technology	Design Technology	Design Technology	Design Technology *Y6 residential	
38	Sum	1st July	Design Technology	Design Technology	Design Technology	Design Technology	
39	Sum	8 th July	PSHE	PSHE	PSHE	PSHE	
40	Sum	15 th July	Consolidation	Consolidation	Consolidation	Consolidation	7

Recall and Review

'Progress is the alteration of long-term memory.'

There are three core purposes to our recall assessments:

- 1. Aid securing of knowledge in long term memory. Cognitive science indicates recall from long term memory is a more effective method of securing knowledge than revision (repeating learning).
- 2. Identify children who have not yet secured the expected knowledge and support them in doing so.
- 3. Review of complex knowledge and core vocabulary when learning is not secure.

Key Points to Our Approach

- During each half term when a subject is not being taught in the block, recall assessments are used to retrieve knowledge from previous unit.
- Focus solely on the core knowledge.
- Should take no more than 10 minutes.
- Quick, simple low stakes 'quiz' style recall assessments between 5-15 questions including recall of key vocabulary.
- Can be multiple choice question displayed with children using 'A' 'B' 'C;' cards to show answer and teacher making notes in level of recall. Focus recording on who has not recalled.
- Evidence of recall assessments in whichever form they take must be available in line with the timings on the blocked plan.
- Can be handwritten or typed but must be available.

Strategies to support children not yet secure in knowledge:

- Provide knowledge organiser for child to take home to continue to work on learning or access via their Teams channel.
- Deliberate practice opportunities designed to secure the knowledge in school and or via home learning.
- Additional recall opportunities in addition to the universal provision during times when the block subject isn't being taught.

Example Timetables

The example timetables below show the principles of expected sessions across the phases within the school. Sessions in a day and throughout a week are interchangeable. For example, a PE session may need to be in the morning and will not necessarily be on the days shown on the example timetables below.

Blocked afternoons may be on consecutive days or alternate days.

The number of sessions allocated throughout a week are identified in the examples below and should be followed.

Daily	Weekly	Blocked	Worship
English - (ENG)	Science (SCI)	Image: Weight of the second state of the se	
Maths inc mastering number - (MAT)	Religious Education (RE)	History	Whole School Worship WSW
Phonics (Ph)	Physical Education (PE)	Geography	Phase Worship PW
Reading Groups (RG)	Music (Mu)	Art	Celebration Worship CEW
Guided Reading (GR)	French KS2 Only (MFL)	Design Technology	
English Fluency Practice (EF) (KS2).	Continious Provosion Cnt	PSHE	
SPAG			
Maths Fluency Practice (MF)			
Reading To/ ERIC (RT)			

Key Stage 1

			Year 1&2		
	Monday	Tuesday	Wed	Thur	Friday
8.45 - 9.00	MF	MF	MF	MF	MF
9.00 - 10.00	MAT	MAT	MAT	MAT	MAT
10.00 - 10.15			BREAK		
10.15-11.00	ENG	ENG	ENG		
11.00 - 11.30	Ph	Ph	Ph		
11.30 -12.00	RG	RG	RG		
10.15 - 11.30				ENG	PE
11.30 -12.00				Ph	PH
12.00 - 12.55			LUNCH		
12.55 - 1.50	RE	BLK	BLK	BLK	ENG
1.50 - 2.45	SCI	BLK	PE	BLK	BLK
2.45 - 3.00	RT	RT	RT	RT	RT
3.00 - 3.15	CW	WSW	WSW	CW	CEW

Key Stage 2

		Yr 3&4					
	Monday	Tuesday	Thur	Friday			
8.45 - 9.00	MF	MF	MF	MF			
9.00 - 10.00	ENG	PE	ENG	ENG			
10.00 - 10.30	EF/GR	EF/GR	EF/GR	EF/GR			
10.30 - 10.45		BRE/	٩K				
10.45 - 12.00	MAT	MAT	MAT	MAT			
12.00 - 12.55		LUN	СН				
12.55 - 1.55	SCI	ENG	PE	BLK			
1.55- 2.55	RE	BLK	BLK	BLK			
2.55 - 3.15	CW	WSW	CW	CEW			