



**St. Peter's**  
Church of England Primary School

# **Curriculum Implementation**

## **Block Teaching 2023-2024**



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## 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

| WEEKS            |      |                                   | Year Groups  |   |   |
|------------------|------|-----------------------------------|--|---|---|
| Year             | Term | Week beginning                    | EY   | Year 1  | Year 2 Not Yet Secure   |
| 1                | Aut  | 4 <sup>th</sup> Sept (4 days)     | Transition   | Transition  | Transition  |
| 2                | Aut  | 11 <sup>th</sup> September        | Phase 2 graphemes: s, a, t, p  | Review phase 3 GPCs: ai, ee, iah, oa, oo, ar, or, ur, ow, oi, ear<br>Review tricky words                            | Placement assessment to be completed and phonics to be taught accordingly |
| 3                | Aut  | 18 <sup>th</sup> September        | Phase 2 graphemes: l, n, m, d  | Air, er/z/s -es Words with two or more digraphs.<br>Review tricky words.  |   |
| 4                | Aut  | 25 <sup>th</sup> September        | Phase 2 graphemes: g, o, c, k Tricky word: is  | Phase 4: CVCC, CCVC, CCVCC, CCCVC<br>Phase 4 with long vowels. Review tricky words                                  |   |
| 5                | Aut  | 2 <sup>nd</sup> October           | Phase 2 graphemes: ck, e, u, r Tricky word: l  | Phase 5: /ai/ay/ow/ou/oi/oy/ee/ea<br>Review tricky words  |   |
| 6                | Aut  | 9 <sup>th</sup> October           | Phase 2 graphemes: h, b, f, l Tricky word: the   | Review longer words.<br>Review tricky words   |   |
| 7                | Aut  | 16 <sup>th</sup> October          | Assessment   | Assessment  |   |
| 8                | Aut  | 23 <sup>rd</sup> October          | Consolidation  | Consolidation   |   |
| <b>Half Term</b> |      |                                   |  |   |   |
| 9                | Aut  | 6 <sup>th</sup> November (4 days) | Phase 2 graphemes: ff, ll, ss, j Tricky word: as   | /ur/ir/igh/ie/oo/voo/ue/yoo/u<br>Tricky words: their, people, oh, your  | Placement assessment to be completed and phonics to be taught accordingly |
| 10               | Aut  | 13 <sup>th</sup> November         | Phase 2 graphemes: v, w, x, y Tricky words: and, has, his, her   | /oa/o/igh/i/ai/a/ee/e<br>Tricky words: Mr, Mrs, Ms  |   |
| 11               | Aut  | 20 <sup>th</sup> 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<br>Tricky words: could, would, should, our  |   |
| 12               | Aut  | 27 <sup>th</sup> November         | Phase 2 graphemes: sh, th, ng, nk Tricky word: she, he, of   | /ee/e-e/oo/yoo/ew/ee/ie/or/aw<br>Tricky words: house, mouse, water, want  |   |
| 13               | Aut  | 4 <sup>th</sup> December          | Words with s/s/added at the end (hats)<br>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                            |   |
| 14               | Aut  | 11 <sup>th</sup> December         | Assessment   | Assessment  |   |
| 15               | Aut  | 18 <sup>th</sup> December         | Consolidation  | Consolidation   |   |
| <b>Christmas</b> |      |                                   |  |   |   |
| 16               | Spr  | 8 <sup>th</sup> 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                               | Placement assessment to be completed and phonics to be taught accordingly |
| 17               | Spr  | 15 <sup>th</sup> 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                                |   |
| 18               | Spr  | 22 <sup>nd</sup> January          | Phase 3 graphemes: ur, ow, oi, ear Tricky Words: my, by, all   | Phase 5 graphemes: /l/ le al /s/ c /v/ ve Tricky Words: School, call, different                                     |   |
| 19               | Spr  | 29 <sup>th</sup> 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                |   |
| 20               | Spr  | 5 <sup>th</sup> 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 |   |
| <b>Half Term</b> |      |                                   |  |   |   |
| 21               | Spr  | 19 <sup>th</sup> February         | Review phase 3: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear   | Phase 5 graphemes: /ur/ or /oo/ u oul /air/ are /or/ au aur oor al Tricky Words: Once, laugh                        | Placement assessment to be completed and phonics to be taught accordingly |
| 22               | Spr  | 26 <sup>th</sup> 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                                     |   |
| 23               | Spr  | 4 <sup>th</sup> March             | Words with two or more digraphs  | Phase 5 graphemes: /or/ a Schwa in longer words: different /o/ a, /air/ ear ere                                     |   |
| 24               | Spr  | 11 <sup>th</sup> 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                                       |   |
| 25               | Spr  | 18 <sup>th</sup> 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  |   |
| <b>Easter</b>    |      |                                   |  |   |   |
| 27               | Sum  | 8 <sup>th</sup> April (4 days)    | Short vowels CVCC  | Review phase 5: ay, a-e, ea, e  | Placement assessment to be completed and phonics to be taught accordingly |
| 28               | Sum  | 15 <sup>th</sup> April            | Short vowels CVCC, CCVC  | Review phase 5: ie, i-e, o, o-e   |   |
| 29               | Sum  | 22 <sup>nd</sup> April            | Short vowels CCVCC, CCCVC, CCCVCC, longer words  | Review phase 5: Ue, ew, u-e, aw   |   |
| 30               | Sum  | 29 <sup>th</sup> April            | Longer words, compound words   | Review phase 5: Ea, ir, ou, oy  |   |
| 31               | Sum  | 6 <sup>th</sup> May (4-day week)  | Root words ending in: -ing, -ed /t/, -ed /id//ed/, est   | Review phase 5: l, a, ow, u   |   |
| 32               | Sum  | 13 <sup>th</sup> May              | Assessment   | Review phase 5: Ph, wh, ie, g   |   |
| 33               | Sum  | 20 <sup>th</sup> 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  |   |
| <b>Half Term</b> |      |                                   |  |   |   |
| 34               | Sum  | 3 <sup>rd</sup> June              | Long vowel sounds CCVC, CCCVC, CCV, CCVCC  | Phase 5 graphemes: /zh/ su si/j/ dge/i/ y /j/ ge Tricky Words: move, improve, parents, shoe                         | Placement assessment to be completed and phonics to be taught accordingly |
| 35               | Sum  | 10 <sup>th</sup> June             | Phase 4 words ending in -s /s/ -s /z/-es<br>Longer words   | Phase 5 graphemes: /sh/ ti ssi si ci  |   |
| 36               | Sum  | 17 <sup>th</sup> June             | Root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/  | Phase 5 graphemes: /or/ augh our oar ore<br>Review  |   |
| 37               | Sum  | 24 <sup>th</sup> June             | Root words ending in -er, -est<br>Longer words   | Review  |   |
| 38               | Sum  | 1 <sup>st</sup> July              | Assessment   | Assessment  |   |
| 39               | Sum  | 8 <sup>th</sup> July              | Consolidation  | Consolidation   |   |
| 40               | Sum  | 15 <sup>th</sup> July             | Consolidation  | Consolidation   |   |

# English

| Weeks            |      |                                  | EYFS  | Year 1  | Year 1&2                                 | Year 2   | Year 3&4  | Year 4&5  | Year 5&6   |
|------------------|------|----------------------------------|---|---|--|--|---|---|--|
| Year             | Term | Week beginning                   |   |   |  |  |   |   |  |
| 1                | Aut  | 4 <sup>th</sup> Sept (4 days)    | Whole School Text - Shine Like the Stars by Anna Wilson                 |   |  |  |   |   |  |
| 2                | Aut  | 11 <sup>th</sup> September       | 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 <sup>th</sup> September       | 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                        |
| 4                | Aut  | 25 <sup>th</sup> September       | 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     | Revolving Rhymes – to entertain                                 | When Hitler Stole Pink Rabbit – to inform           | Journey to Jo'Burg – to entertain                        |
| 5                | Aut  | 2 <sup>nd</sup> 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     | Revolving Rhymes – to entertain                                 | When Hitler Stole Pink Rabbit – to inform           | Journey to Jo'Burg – to entertain                        |
| 6                | Aut  | 9 <sup>th</sup> 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                                  |
| 7                | Aut  | 16 <sup>th</sup> 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 <sup>rd</sup> 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                                  |
| <b>Half Term</b> |      |                                  |   |   |  |  |   |   |  |
| 9                | Aut  | 6 <sup>th</sup> 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 <sup>th</sup> 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 persuade          |
| 11               | Aut  | 20 <sup>th</sup> 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                           | Malala's Magic Pencil – to persuade                      |
| 12               | Aut  | 27 <sup>th</sup> 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                           | Journey to Jo'Burg – to entertain                        |
| 13               | Aut  | 4 <sup>th</sup> Dec              | 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                            | Alma – to entertain                                 | Journey to Jo'Burg – to entertain                        |
| 14               | Aut  | 11 <sup>th</sup> Dec             | Letters to Santa – to inform  | Letters to Santa – to inform                        | Letters to Santa – to inform             | Letters to Santa – to inform                         | One Christmas Wish – to entertain                               | Alma – to entertain                                 | Journey to Jo'Burg – to entertain                        |
| 15               | Aut  | 18 <sup>th</sup> Dec             | Letters to Santa – to inform  | Letters to Santa – to inform                        | Letters to Santa – to inform             | Letters to Santa – to inform                         | One Christmas Wish – to entertain                               | Alma – to entertain                                 | Christmas TV adverts – to discuss                        |
| <b>Christmas</b> |      |                                  |   |   |  |  |   |   |  |
| 16               | Spr  | 8 <sup>th</sup> 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 <sup>th</sup> 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 <sup>nd</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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                                    |
| <b>Half Term</b> |      |                                  |   |   |  |  |   |   |  |
| 21               | Spr  | 19 <sup>th</sup> Feb             | Let's all creep through crocodile creek – creating a story map          | The curious case of the missing mammoth – to inform | 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 <sup>th</sup> Feb             | Let's all creep through crocodile creek – creating a story map          | The curious case of the missing mammoth – to inform | 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 <sup>th</sup> Mar              | Let's all creep through crocodile creek – creating a story map          | The curious case of the missing mammoth – to inform | Beegu – to entertain                     | My name is not refugee – to inform                   | The Last Bear – to inform                                       | The Day the Crayons Came Home – to entertain        | Skellig – to entertain                                   |
| 24               | Spr  | 11 <sup>th</sup> Mar             | Let's all creep through crocodile creek – creating a story map          | The curious case of the missing mammoth – to inform | 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                                   |
| 25               | Spr  | 18 <sup>th</sup> Mar             | Let's all creep through crocodile creek – creating a story map          | The curious case of the missing mammoth – to inform | 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                                   |
| <b>Easter</b>    |      |                                  |   |   |  |  |   |   |  |
| 27               | Sum  | 8 <sup>th</sup> 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 persuade                  | Charlie and the Chocolate Factory – to entertain    | Myths, Legends and Fables (various texts) – to entertain |
| 28               | Sum  | 15 <sup>th</sup> 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 persuade                  | Charlie and the Chocolate Factory – to entertain    | Myths, Legends and Fables (various texts) – to entertain |
| 29               | Sum  | 22 <sup>nd</sup> 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 inform                    | Charlie and the Chocolate Factory – to inform       | Myths, Legends and Fables (various texts) – to entertain |
| 30               | Sum  | 29 <sup>th</sup> April           | The whale who wanted more – friendship story                            | Toys in space – to entertain                        | The last wolf – to inform                | Tidy – to persuade                                   | Kindlekrax – to persuade  | Charlie and the Chocolate Factory – to inform       | Myths, Legends and Fables (various texts) – to inform    |
| 31               | Sum  | 4 <sup>th</sup> May (4-day week) | The whale who wanted more – friendship story                            | Toys in space – to entertain                        | The last wolf – to inform                | Tidy – to persuade                                   | Kindlekrax – to persuade  | A Midsummer Night's Dream – to entertain            | Myths, Legends and Fables (various texts) – to inform    |
| 32               | Sum  | 13 <sup>th</sup> May             | The whale who wanted more – friendship story                            | Toys in space – to entertain                        | The last wolf – to inform                | Tidy – to persuade                                   | Kindlekrax – to inform  | A Midsummer Night's Dream – to entertain            | Myths, Legends and Fables (various texts) – to persuade  |
| 33               | Sum  | 20 <sup>th</sup> May             | The whale who wanted more – friendship story                            | Toys in space – to entertain                        | The last wolf – to inform                | Tidy – to persuade                                   | Kindlekrax – to inform  | A Midsummer Night's Dream – to entertain            | Myths, Legends and Fables (various texts) – to persuade  |
| <b>Half Term</b> |      |                                  |   |   |  |  |   |   |  |
| 34               | Sum  | 3 <sup>rd</sup> 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 entertain | Girl and Robot – to inform                          | The Highwayman (classical poetry) – to inform            |
| 35               | Sum  | 10 <sup>th</sup> 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 entertain | Girl and Robot – to entertain                       | The Highwayman (classical poetry)- to inform             |

|    |     |                       |   |  |  |                                      |  |   |   |
|----|-----|-----------------------|---|--|--|--------------------------------------|--|---|---|
| 36 | Sum | 17 <sup>th</sup> 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 <sup>th</sup> 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 | 1 <sup>st</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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            |      |                                   |  |  |   |   |                                    |   |
|------------------|------|-----------------------------------|--|--|---|---|------------------------------------|---|
| Year             | Term | Week beginning                    | EY   | Year 1   | Year 2  | Year 3&4  | Year 4&5                           | Year 5&6                                  |
| 1                | Aut  | 4 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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 <sup>nd</sup> October           | Subitising to 2  | Comparisons of quantities – part whole relationships | Calculations within 20                              | Manipulating the additive relationship – mental calculation | Decimal Fractions                  | Calculating using knowledge of structures |
| 6                | Aut  | 9 <sup>th</sup> October           | Meet 3 Subitising to 3   | Comparisons of quantities – part whole relationships | Calculations within 20                              | Manipulating the additive relationship – mental calculation | Decimal Fractions                  | Calculating using knowledge of structures |
| 7                | Aut  | 16 <sup>th</sup> October          | Subitising to 3 Triangles  | Comparisons of quantities – part whole relationships | Calculations within 20                              | Column Addition (year 4 review of column +)                 | Decimal Fractions                  | Multiples of 1000                         |
| 8                | Aut  | 23 <sup>rd</sup> October          | Ordinal numbers to 3 Number binds to 3   | Numbers 0 - 5  | Fluently + and – within 10                          | Column Addition (year 4 review of column +)                 | Decimal Fractions                  | Multiples of 1000                         |
| <b>Half Term</b> |      |                                   |  |  |   |   |                                    |   |
| 9                | Aut  | 6 <sup>th</sup> November (4 days) | The Number Four Subitising to 4  | Numbers 0 - 5  | + and – two-digit numbers                           | Column Subtraction (year 4 review of column +)              | Decimal Fractions                  | Numbers up to 10 million                  |
| 10               | Aut  | 13 <sup>th</sup> 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 <sup>th</sup> November         | Number bonds to 4  | Geometry 2D and 3D shapes                            | Introduction to multiplication                      | Column Subtraction (year 4 review of column +)              | Money                              | Numbers up to 10 million                  |
| 12               | Aut  | 27 <sup>th</sup> November         | Meeting Number 5   | Geometry 2D and 3D shapes                            | Introduction to multiplication                      | Understanding and manipulating multiplicative relationships | Money                              | Numbers up to 10 million                  |
| 13               | Aut  | 4 <sup>th</sup> December          | Number bonds to 5 Greater than less than                                       | Numbers 0 - 10                                       | Introduction to multiplication                      | Understanding and manipulating multiplicative relationships | Negative Numbers                   | Multiplication and Division               |
| 14               | Aut  | 11 <sup>th</sup> 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 <sup>th</sup> December         | Ordering and ordinal numbers to 5  | Numbers 0 - 10                                       | Introduction to multiplication                      | Understanding and manipulating multiplicative relationships | Short multiplication and division  | Multiplication and Division               |
| <b>Christmas</b> |      |                                   |  |  |   |   |                                    |   |
| 16               | Spr  | 8 <sup>th</sup> January (4 days)  | Number bonds to 5 and comparing numbers 1-5                                    | Additive Structures                                  | Introduction to division structures                 | Understanding and manipulating multiplicative relationships | Short multiplication and division  | Multiplication and Division               |
| 17               | Spr  | 15 <sup>th</sup> January          | The Number Six   | Additive Structures                                  | Introduction to division structures                 | Unit Fractions  | Short multiplication and division  | Area, perimeter, position and direction   |
| 18               | Spr  | 22 <sup>nd</sup> January          | Number bonds & Subitising to six (Dice patterns)                               | Additive Structures                                  | Shape   | Unit Fractions  | Short multiplication and division  | Area, perimeter, position and direction   |
| 19               | Spr  | 29 <sup>th</sup> January          | The Number Seven   | Additive Structures                                  | Shape   | Unit Fractions  | Short multiplication and division  | Fractions and percentages                 |
| 20               | Spr  | 5 <sup>th</sup> February          | Bonds to 7   | + and – facts within 10                              | + and – two-digit numbers                           | Consolidation   | Area and scaling                   | Fractions and percentages                 |
| <b>Half Term</b> |      |                                   |  |  |   |   |                                    |   |
| 21               | Spr  | 19 <sup>th</sup> February         | The Number Eight & bonds   | + and – facts within 10                              | + and – two-digit numbers                           | Unit Fractions  | Area and scaling                   | Fractions and percentages                 |
| 22               | Spr  | 26 <sup>th</sup> February         | Doubling   | + and – facts within 10                              | + and – two-digit numbers                           | Unit Fractions  | Calculating with decimal fractions | Fractions and percentages                 |
| 23               | Spr  | 4 <sup>th</sup> March             | The Number Nine  | Numbers 0 - 20                                       | Money   | Non-Unit Fractions  | Calculating with decimal fractions | Fractions and percentages                 |
| 24               | Spr  | 11 <sup>th</sup> March            | The Number Ten   | Numbers 0 - 20                                       | Fractions   | Non-Unit Fractions  | Calculating with decimal fractions | Fractions and percentages                 |
| 25               | Spr  | 18 <sup>th</sup> March            | The Number Ten   | Numbers 0 - 20                                       | Fractions   | Non-Unit Fractions  | Fractions greater than 1           | Statistics                                |
| <b>Easter</b>    |      |                                   |  |  |   |   |                                    |   |
| 27               | Sum  | 8 <sup>th</sup> April (4 days)    | Number bonds to ten  | Numbers 0 - 20                                       | Time  | Non-Unit Fractions  | Fractions greater than 1           | Ratio and proportional reasoning          |
| 28               | Sum  | 15 <sup>th</sup> April            | Number bonds to ten  | Unitising and Coin Recognition                       | Doubling, halving, quotative and partitive division | Non-Unit Fractions  | Fractions                          | Ratio and proportional reasoning          |
| 29               | Sum  | 22 <sup>nd</sup> April            | Greater than less than & ordering numbers to 10                                | Unitising and Coin Recognition                       | Doubling, halving, quotative and partitive division | Introduction to fractions greater than 1                    | Fractions                          | Revision for KS2 SATS                     |
| 30               | Sum  | 29 <sup>th</sup> 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 <sup>th</sup> May (4-day week)  | The Number Eleven  | Unitising and Coin Recognition                       | Capacity, volume and mass                           | Right Angles  | Fractions                          | SATS                                      |
| 32               | Sum  | 13 <sup>th</sup> 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 <sup>th</sup> 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           |
| <b>Half Term</b> |      |                                   |  |  |   |   |                                    |   |

|    |     |                       |  |               |                             |                          |  |   |
|----|-----|-----------------------|--|---------------|-----------------------------|--------------------------|--|---|
| 34 | Sum | 3 <sup>rd</sup> June  | The Number fourteen (Recap on bonds to 10 &4)  | Time          | Cross curriculum statistics | Perimeter                | Factors, multiples and primes                | Mean average                                    |
| 35 | Sum | 10 <sup>th</sup> 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 <sup>th</sup> June | Consolidation for 11-15. Ordering & quantity   | Fractions     | Cross curriculum statistics | Coordinates              | Symmetry in 2D shapes                        | Draw, compose and decompose shapes              |
| 37 | Sum | 24 <sup>th</sup> 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 | 1 <sup>st</sup> 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 <sup>th</sup> July  | The Number eighteen (Recap on bonds to 10 &8)  | Measure       | Consolidation               | Time                     | Angles                                       | Consolidation                                   |
| 40 | Sum | 15 <sup>th</sup> July | 19 & 20  | Consolidation | Consolidation               | Consolidation            | Angles                                       | Consolidation                                   |



## Foundation Subjects

| Weeks            |      |                                   | Quality Curriculum Implementation |                   |                   |                   | Review and Recall  |
|------------------|------|-----------------------------------|-----------------------------------|-------------------|-------------------|-------------------|--|
| Year             | Term | Week beginning                    | Year 1&2                          | Year 3&4          | Year 4&5          | Year 5&6          |  |
| 1                | Aut  | 4 <sup>th</sup> Sept (4 days)     | Transition                        | Transition        | Transition        | Transition        | KS2 – review of previous year's history unit<br><br>KS1 – review of previous year's geography unit |
| 2                | Aut  | 11 <sup>th</sup> September        | History                           | Geography         | Geography         | Geography         |  |
| 3                | Aut  | 18 <sup>th</sup> September        | History                           | Geography         | Geography         | Geography         |  |
| 4                | Aut  | 25 <sup>th</sup> September        | History                           | Geography         | Geography         | Geography         |  |
| 5                | Aut  | 2 <sup>nd</sup> October           | PSHE                              | PSHE              | PSHE              | PSHE              |  |
| 6                | Aut  | 9 <sup>th</sup> October           | PSHE                              | PSHE              | PSHE              | PSHE              |  |
| 7                | Aut  | 16 <sup>th</sup> October          | Design Technology                 | Computing         | Computing         | Computing         |  |
| 8                | Aut  | 23 <sup>rd</sup> October          | Design Technology                 | Computing         | Computing         | Computing         |  |
| <b>Half Term</b> |      |                                   |                                   |                   |                   |                   |  |
| 9                | Aut  | 6 <sup>th</sup> November (4 days) | Art and Design                    | Art and Design    | Art and Design    | Art and Design    | Review content of subjects not taught in the block teaching cycle this term                        |
| 10               | Aut  | 13 <sup>th</sup> November         | Art and Design                    | Art and Design    | Art and Design    | Art and Design    |  |
| 11               | Aut  | 20 <sup>th</sup> November         | Art and Design                    | Art and Design    | Art and Design    | Art and Design    |  |
| 12               | Aut  | 27 <sup>th</sup> November         | PSHE                              | PSHE              | PSHE              | PSHE              |  |
| 13               | Aut  | 4 <sup>th</sup> December          | PSHE                              | PSHE              | PSHE              | PSHE              |  |
| 14               | Aut  | 11 <sup>th</sup> December         | Nativity                          | Design Technology | Design Technology | Design Technology |  |
| 15               | Aut  | 18 <sup>th</sup> December         | Computing                         | Design Technology | Design Technology | Design Technology |  |
| <b>Christmas</b> |      |                                   |                                   |                   |                   |                   |  |
| 16               | Spr  | 8 <sup>th</sup> January (4 days)  | Geography                         | History           | History           | History           | Review content of subjects not taught in the block teaching cycle this term                        |
| 17               | Spr  | 15 <sup>th</sup> January          | Geography                         | History           | History           | History           |  |
| 18               | Spr  | 22 <sup>nd</sup> January          | Geography                         | History           | History           | History           |  |
| 19               | Spr  | 29 <sup>th</sup> January          | PSHE                              | PSHE              | PSHE              | PSHE              |  |
| 20               | Spr  | 5 <sup>th</sup> February          | PSHE                              | PSHE              | PSHE              | PSHE              |  |
| <b>Half Term</b> |      |                                   |                                   |                   |                   |                   |  |
| 21               | Spr  | 19 <sup>th</sup> February         | Design Technology                 | Computing         | Art and Design    | Art and Design    | Review content of subjects not taught in the block teaching cycle this term                        |
| 22               | Spr  | 26 <sup>th</sup> February         | Design Technology                 | Computing         | Art and Design    | Art and Design    |  |
| 23               | Spr  | 4 <sup>th</sup> March             | Computing                         | Art and Design    | PSHE              | PSHE              |  |
| 24               | Spr  | 11 <sup>th</sup> March            | Computing                         | Art and Design    | Computing         | Computing         |  |
| 25               | Spr  | 18 <sup>th</sup> March            | PSHE                              | PSHE              | Computing         | Computing         |  |
| <b>Easter</b>    |      |                                   |                                   |                   |                   |                   |  |
| 27               | Sum  | 8 <sup>th</sup> April (4 days)    | History                           | Art and Design    | Art and Design    | Art and Design    | Review content of subjects not taught in the block teaching cycle this term                        |
| 28               | Sum  | 15 <sup>th</sup> April            | History                           | Art and Design    | Art and Design    | Art and Design    |  |
| 29               | Sum  | 22 <sup>nd</sup> April            | History                           | Geography         | Geography         | Geography         |  |
| 30               | Sum  | 29 <sup>th</sup> April            | Art and Design                    | Geography         | Geography         | Geography         |  |
| 31               | Sum  | 6 <sup>th</sup> May (4-day week)  | Art and Design                    | Geography         | Geography         | Geography         |  |
| 32               | Sum  | 13 <sup>th</sup> May              | PSHE                              | PSHE              | PSHE              | PSHE              |  |
| 33               | Sum  | 20 <sup>th</sup> May              | PSHE                              | PSHE              | PSHE              | PSHE              |  |
| <b>Half Term</b> |      |                                   |                                   |                   |                   |                   |  |
| 34               | Sum  | 3 <sup>rd</sup> June              | Design Technology                 | History           | History           | History           | Review content of subjects not taught in the block teaching cycle this term                        |
| 35               | Sum  | 10 <sup>th</sup> June             | Design Technology                 | History           | History           | History           |  |
| 36               | Sum  | 17 <sup>th</sup> June             | Geography                         | History           | History           | History           |  |
| 37               | Sum  | 24 <sup>th</sup> June             | Geography                         | Design Technology | Design Technology | Design Technology |  |
| 38               | Sum  | 1 <sup>st</sup> July              | Geography                         | Design Technology | Design Technology | Design Technology |  |
| 39               | Sum  | 8 <sup>th</sup> July              | PSHE                              | PSHE              | PSHE              | PSHE              |  |
| 40               | Sum  | 15 <sup>th</sup> July             | PSHE                              | PSHE              | PSHE              | PSHE              |  |

## 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)            | Blocked Subject time (BLK) | Class Worship (CW)       |
| 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). SPAG | Continuous Provision Cnt | PSHE                       |                          |
| 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 | BREAK  |         |       |        |
| 10.45 - 12.00 | MAT    | MAT     | MAT   | MAT    |
| 12.00 - 12.55 | LUNCH  |         |       |        |
| 12.55 - 1.55  | SCI    | ENG     | PE    | BLK    |
| 1.55- 2.55    | RE     | BLK     | BLK   | BLK    |
| 2.55 - 3.15   | CW     | WSW     | CW    | CEW    |