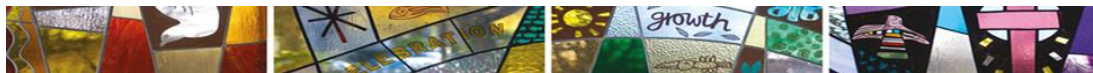




St. Peter's
Church of England Primary School

Curriculum Implementation

Block Teaching 2024-2025



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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 1 | 2 nd September (4days) | Transition | Transition | Transition |
| 2 | Aut 1 | 9 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 | Placement assessment to be completed and phonics to be taught accordingly |
| 3 | Aut 1 | 16 th September | Phase 2 graphemes: l, n, m, d | Air, er/z/s -es Words with two or more digraphs. Review tricky words. | |
| 4 | Aut 1 | 23 rd 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 | |
| 5 | Aut 1 | 30 th September | Phase 2 graphemes: ck, e, u, r Tricky word: l | Phase 5: /ai/ay/ow/ou/oi/oy/ee/ea Review tricky words | |
| 6 | Aut 1 | 7 th October | Phase 2 graphemes: h, b, f, l Tricky word: the | Review longer words. Review tricky words | |
| 7 | Aut 1 | 14 th October | Assessment | Assessment | |
| 8 | Aut 1 | 21 st October | Consolidation | Consolidation | |
| Half Term | | | | | |
| 9 | Aut 2 | 4 th November (4days) | Phase 2 graphemes: ff, ll, ss, j Tricky word: as | /ur/ir/igh/ie/oo/voo/ue/yoo/u Tricky words: their, people, oh, your | Placement assessment to be completed and phonics to be taught accordingly |
| 10 | Aut 2 | 11 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 | |
| 11 | Aut 2 | 18 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 | |
| 12 | Aut 2 | 25 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 | |
| 13 | Aut 2 | 2 nd 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 l-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 2 | 9 th December | Assessment | Assessment | |
| 15 | Aut 2 | 16 th December | Consolidation | Consolidation | |
| Christmas | | | | | |
| 16 | Spr 1 | 6 th January (4days) | 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 1 | 13 th January | Phase 3 graphemes: oo, ar, or Tricky Words: was, you, they | Phase 5 graphemes: /igh/ y /oa/ ow /j/ g /t/ ph Tricky Words: who, whole, where, two | |
| 18 | Spr 1 | 20 th 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 1 | 27 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 | |
| 20 | Spr 1 | 3 rd February | Longer words | Grow the code: /oo/ u ew ue u-e ui oo 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 | |
| 21 | Spr 1 | 10 th 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 | |
| Half Term | | | | | |
| 22 | Spr 2 | 24 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 | Placement assessment to be completed and phonics to be taught accordingly |
| 23 | Spr 2 | 3 rd March | Words with two or more digraphs | Phase 5 graphemes: /or/ a Schwa in longer words: different /o/ a, /air/ ear ere | |
| 24 | Spr 2 | 10 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 | |
| 25 | Spr 2 | 17 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 | |
| 26 | Spr 2 | 24 th March | Short vowels CVCC | Review phase 5: ay, a-e, ea, e | |
| 27 | Spr 2 | 31 st March | Short vowels CVCC, CCVC | Review phase 5: ie, i-e, o, o-e | |
| Easter | | | | | |
| 29 | Sum 1 | 21 st April (4days) | Short vowels CCVCC, CCCVC, CCCVCC, longer words | Review phase 5: Ue, ew, u-e, aw | Placement assessment to be completed and phonics to be taught accordingly |
| 30 | Sum 1 | 28 th April | Longer words, compound words | Review phase 5: Ea, ir, ou, oy | |
| 31 | Sum 1 | 5 th May | Root words ending in: -ing, -ed /t/, -ed /id//ed/, -est | Review phase 5: l, a, ow, u | |
| 32 | Sum 1 | 12 th May | Assessment | Review phase 5: Ph, wh, ie, g | |
| 33 | Sum 1 | 19 th 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 | |
| Half Term | | | | | |
| 34 | Sum 2 | 2 nd June | Long vowel sounds CCVC, CCCVC, CCV, CCVCC | Phase 5 graphemes: /zh/ su si/i/ dge/i/ y /j/ ge Tricky Words: move, improve, parents, shoe | Placement assessment to be completed and phonics to be taught accordingly |
| 35 | Sum 2 | 9 th June | Phase 4 words ending in -s /s/ -s /z/-es Longer words | Phase 5 graphemes: /sh/ /ti ssi si ci | |
| 36 | Sum 2 | 16 th June | Root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ | Phase 5 graphemes: /or/ augh our oar ore Review | |
| 37 | Sum 2 | 23 rd June | Root words ending in -er, -est Longer words | Review | |
| 38 | Sum 2 | 30 th June | Assessment | Assessment | |
| 39 | Sum 2 | 7 th July | Consolidation | Consolidation | |
| 40 | Sum 2 | 14 th July | Consolidation | Consolidation | |

English

| Weeks | | | | | | | | | |
|------------------|-------|-----------------------------------|--|--|--------------------------------------|--|--|---|---|
| Year | Term | Week beginning | EYFS | Year 1 | Year 1&2 | Year 2 | Year 3&4 | Year 4&5 | Year 5&6 |
| 1 | Aut 1 | 2 nd September (4days) | Whole School Book –People Need People by Benjamin Zephania | | | | | | |
| 2 | Aut 1 | 9 th 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 | The Place Value of Punctuation and grammar | The Place Value of Punctuation and grammar | The Place Value of Punctuation and grammar |
| 3 | Aut 1 | 16 th 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 | The Place Value of Punctuation and grammar | The Place Value of Punctuation and grammar | The Place Value of Punctuation and grammar |
| 4 | Aut 1 | 23 rd 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 | The Place Value of Punctuation and grammar | The Place Value of Punctuation and grammar | The Place Value of Punctuation and grammar |
| 5 | Aut 1 | 30 th 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 | The Place Value of Punctuation and grammar | The Place Value of Punctuation and grammar | The Place Value of Punctuation and grammar |
| 6 | Aut 1 | 7 th 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 | The Iron Man – to persuade | Sea Prayer – to discuss | The Piano – to entertain |
| 7 | Aut 1 | 14 th 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 | The Iron Man – to persuade | Sea Prayer – to discuss | The Piano – to entertain |
| 8 | Aut 1 | 21 st 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 | The Iron Man – to persuade | Sea Prayer – to discuss | The Piano – to entertain |
| Half Term | | | | | | | | | |
| 9 | Aut 2 | 4 th November (4days) | 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 Sheep Pig – to inform | Cloud Busting – to entertain | Letters from the Lighthouse – to inform |
| 10 | Aut 2 | 11 th November | 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 Sheep Pig – to inform | Cloud Busting – to entertain | Letters from the Lighthouse – to inform |
| 11 | Aut 2 | 18 th November | 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 Sheep Pig – to entertain | Cloud Busting – to inform | Letters from the Lighthouse – to inform |
| 12 | Aut 2 | 25 th November | 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 Sheep Pig – to entertain | Cloud Busting – to inform | Letters from the Lighthouse – to inform |
| 13 | Aut 2 | 2 nd December | 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 Bear and Hare TV Advert – to entertain | Cloud Busting – to inform | Balanced Arguments (various texts) – to discuss |
| 14 | Aut 2 | 9 th December | Letters to Santa – to inform | Letters to Santa – to inform | Letters to Santa – to inform | Letters to Santa – to inform | The Bear and Hare TV Advert – to entertain | Cloud Busting – to inform | Balanced Arguments (various texts) – to discuss |
| 15 | Aut 2 | 16 th December | Letters to Santa – to inform | Letters to Santa – to inform | Letters to Santa – to inform | Letters to Santa – to inform | The Bear and Hare TV Advert – to entertain | Cloud Busting – to inform | Balanced Arguments (various texts) – to discuss |
| Christmas | | | | | | | | | |
| 16 | Spr 1 | 6 th January (4days) | Supertato – wanted poster with character description | The Lion inside – to entertain | Grandpa's gift – to entertain | The dragon machine, The dragon sitter – to entertain | How to Train Your Dragon – to inform | The Miraculous Journey of Edward Tulane – to inform | The Explorer – to inform |
| 17 | Spr 1 | 13 th January | Supertato – wanted poster with character description | The Lion inside – to entertain | Grandpa's gift – to entertain | The dragon machine, The dragon sitter – to entertain | How to Train Your Dragon – to inform | The Miraculous Journey of Edward Tulane – to inform | The Explorer – to inform |
| 18 | Spr 1 | 20 th January | Supertato – wanted poster with character description | The Lion inside – to entertain | Grandpa's gift – to entertain | The dragon machine, The dragon sitter – to entertain | How to Train Your Dragon – to inform | The Miraculous Journey of Edward Tulane – to inform | The Explorer – to inform |
| 19 | Spr 1 | 27 th January | Supertato – wanted poster with character description | The Lion inside – to entertain | Grandpa's gift – to entertain | The dragon machine, The dragon sitter – to entertain | How to Train Your Dragon – to inform | The Miraculous Journey of Edward Tulane – to inform | The Explorer – to inform |
| 20 | Spr 1 | 3 rd February | Supertato – wanted poster with character description | The Lion inside – to entertain | Grandpa's gift – to entertain | The dragon machine, The dragon sitter – to entertain | Arthur and the Golden Rope – to persuade | The Miraculous Journey of Edward Tulane – to inform | The Mysteries and Chronicles of Harris Burdick – to entertain |
| 21 | Spr 1 | 10 th February | Let's all creep through crocodile creek – creating a story map | The curious case of the missing mammoth – to entertain | Beegu – to entertain | My name is not refugee – to inform | Arthur and the Golden Rope – to persuade | The Miraculous Journey of Edward Tulane – to inform | The Mysteries and Chronicles of Harris Burdick – to entertain |
| Half Term | | | | | | | | | |
| 22 | Spr 2 | 24 th February | Let's all creep through crocodile creek – creating a story map | The curious case of the missing mammoth – to entertain | Beegu – to entertain | My name is not refugee – to inform | Eye of the Wolf – to entertain | Journey – to entertain | The Giant's Necklace – to entertain |
| 23 | Spr 2 | 3 rd March | Let's all creep through crocodile creek – creating a story map | The curious case of the missing mammoth – to entertain | Beegu – to entertain | My name is not refugee – to inform | Eye of the Wolf – to entertain | Journey – to entertain | The Giant's Necklace – to entertain |
| 24 | Spr 2 | 10 th March | Let's all creep through crocodile creek – creating a story map | The curious case of the missing mammoth – to entertain | Beegu – to entertain | My name is not refugee – to inform | Eye of the Wolf – to entertain | Journey – to entertain | The Giant's Necklace – to entertain |
| 25 | Spr 2 | 17 th March | Let's all creep through crocodile creek – creating a story map | The curious case of the missing mammoth – to entertain | Beegu – to entertain | My name is not refugee – to inform | Eye of the Wolf – to entertain | The Day the Crayons Quit – to entertain | The Lost Spells – to entertain |
| 27 | Spr 2 | 24 th March | The whale who wanted more – friendship story | Toys in space – to inform | The last wolf – to inform | Tidy – to persuade | The Lost Words – to entertain (poetry) | The Day the Crayons Quit – to entertain | The Lost Spells – to entertain |
| 28 | Spr 2 | 31 st March | The whale who wanted more – friendship story | Toys in space – to inform | The last wolf – to inform | Tidy – to persuade | The Lost Words – to entertain (poetry) | The Day the Crayons Quit – to entertain | The Lost Spells – to entertain |
| Easter | | | | | | | | | |
| 29 | Sum 1 | 21 st April (4days) | The whale who wanted more – friendship story | Toys in space – to inform | The last wolf – to inform | Tidy – to persuade | Friend or Foe – to inform | Charlie and the Chocolate Factory – to entertain | Cogheart- to inform |
| 30 | Sum 1 | 28 th April | The whale who wanted more – friendship story | Toys in space – to inform | The last wolf – to inform | Tidy – to persuade | Friend or Foe – to inform | Charlie and the Chocolate Factory – to entertain | Cogheart- to inform |
| 31 | Sum 1 | 5 th May | The whale who wanted more – friendship story | Toys in space – to inform | The last wolf – to inform | Tidy – to persuade | Friend or Foe – to inform | Charlie and the Chocolate Factory – to entertain | Cogheart- to persuade |
| 32 | Sum 1 | 12 th May | The whale who wanted more – friendship story | Toys in space – to inform | The last wolf – to inform | Tidy – to persuade | Friend or Foe – to inform | Charlie and the Chocolate Factory – to entertain | Cogheart- to persuade |
| 33 | Sum 1 | 19 th May | The whale who wanted more – friendship story | Toys in space – to inform | The last wolf – to inform | Tidy – to persuade | Friend or Foe – to inform | Charlie and the Chocolate Factory – to entertain | Tuesday – to inform |

| Half Term | | | | | | | | | |
|-----------|-------|-----------------------|---|--|--|--------------------------------------|--|---|-------------------------------|
| 34 | Sum 2 | 2 nd 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 Nothing to See Here Hotel – to inform | When Hitler Stole Pink Rabbit – to inform | Tuesday – to inform |
| 35 | Sum 2 | 9 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 Nothing to See Here Hotel – to inform | When Hitler Stole Pink Rabbit – to inform | Tuesday – to inform |
| 36 | Sum 2 | 16 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 Nothing to See Here Hotel – to inform | When Hitler Stole Pink Rabbit – to inform | Macbeth – to entertain |
| 37 | Sum 2 | 23 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 Nothing to See Here Hotel – to inform | When Hitler Stole Pink Rabbit – to inform | Macbeth – to entertain |
| 38 | Sum 2 | 30 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 Nothing to See Here Hotel – to inform | Wallace and Grommit Cracking Contraptions – to inform | Macbeth – to entertain |
| 39 | Sum 2 | 7 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 | The Nothing to See Here Hotel – to entertain | Wallace and Grommit Cracking Contraptions – to persuade | The Lost Thing – to entertain |
| 40 | Sum 2 | 14 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 | The Nothing to See Here Hotel – to entertain | Wallace and Grommit Cracking Contraptions – to persuade | The Lost Thing – to entertain |

Maths

| Weeks | | | Year 1 | Year 2 | Year 3&4 | Year 4&5 | Year 5&6 | |
|-----------|-------|-----------------------------------|--|--|-------------------------------------|----------------------------------|------------------------------------|---|
| Year | Term | Week beginning | EY | Year 1 | Year 2 | Year 3&4 | Year 4&5 | Year 5&6 |
| 1 | Aut 1 | 2 nd September (4days) | 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 known structures |
| 2 | Aut 1 | 9 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 known structures |
| 3 | Aut 1 | 16 th September | The Number One and Circles | Previous Reception experiences, counting within 100 | Numbers 10 – 100 | Numbers to 1,000 | Numbers to 10,000 (Y5 to 100,000) | Calculating using knowledge of known structures |
| 4 | Aut 1 | 23 rd September | One and another one Meet 2 | Previous Reception experiences, counting within 100 | Numbers 10 – 100 | Numbers to 1,000 | Numbers to 10,000 (Y5 to 100,000) | Calculating using knowledge of known structures |
| 5 | Aut 1 | 30 th September | Subitising to 2 | Comparisons of quantities – part whole relationships | Calculations within 20 | Numbers to 1,000 | Decimal Fractions | Calculating using knowledge of known structures |
| 6 | Aut 1 | 7 th October | Meet 3 Subitising to 3 | Comparisons of quantities – part whole relationships | Calculations within 20 | Numbers to 1,000 | Decimal Fractions | Multiples of 1,000 |
| 7 | Aut 1 | 14 th October | Subitising to 3 Triangles | Comparisons of quantities – part whole relationships | Calculations within 20 | Numbers to 1,000 | Decimal Fractions | Multiples of 1,000 |
| 8 | Aut 1 | 21 st October | Ordinal numbers to 3 Number binds to 3 | Numbers 0 - 5 | Fluently + and – within 10 | Numbers to 1,000 | Decimal Fractions | Numbers up to 10,000,000 |
| Half Term | | | | | | | | |
| 9 | Aut 2 | 4 th November (4days) | The Number Four Subitising to 4 | Numbers 0 - 5 | + and – two-digit numbers | Numbers to 1,000 | Decimal Fractions | Numbers up to 10,000,000 |
| 10 | Aut 2 | 11 th November | Squares & Rectangles | Geometry 2D and 3D shapes | + and – two-digit numbers | Numbers to 1,000 | Decimal Fractions | Numbers up to 10,000,000 |
| 11 | Aut 2 | 18 th November | Number bonds to 4 | Geometry 2D and 3D shapes | Introduction to multiplication | Numbers to 1,000 | Money | Numbers up to 10,000,000 |
| 12 | Aut 2 | 25 th November | Meeting Number 5 | Geometry 2D and 3D shapes | Introduction to multiplication | Numbers to 1,000 | Money | Factors, multiples, primes |
| 13 | Aut 2 | 2 nd December | Number bonds to 5 Greater than less than | Numbers 0 - 10 | Introduction to multiplication | Numbers to 10,000 | Negative Numbers | Factors, multiples, primes |
| 14 | Aut 2 | 9 th December | Part Whole Relationship Numbers within 5 | Numbers 0 - 10 | Introduction to multiplication | Numbers to 10,000 | Negative Numbers | Factors, multiples, primes |
| 15 | Aut 2 | 16 th December | Ordering and ordinal numbers to 5 | Numbers 0 - 10 | Introduction to multiplication | Numbers to 10,000 | Short multiplication and division | Factors, multiples, primes |
| Christmas | | | | | | | | |
| 16 | Spr 1 | 6 th January (4days) | Number bonds to 5 and comparing numbers 1-5 | Additive Structures | Introduction to division structures | Numbers to 10,000 | Short multiplication and division | Multiplication and division |
| 17 | Spr 1 | 13 th January | The Number Six | Additive Structures | Introduction to division structures | Numbers to 10,000 | Short multiplication and division | Multiplication and division |
| 18 | Spr 1 | 20 th January | Number bonds & Subitising to six (Dice patterns) | Additive Structures | Shape | Column Addition | Short multiplication and division | Multiplication and division |
| 19 | Spr 1 | 27 th January | The Number Seven | Additive Structures | Shape | Column Addition | Short multiplication and division | Multiplication and division |
| 20 | Spr 1 | 3 rd February | Bonds to 7 | + and – facts within 10 | + and – two-digit numbers | Column Subtraction | Area and scaling | Order of Operations |
| 21 | Spr 1 | 10 th February | The Number Eight & bonds | + and – facts within 10 | + and – two-digit numbers | Column Subtraction | Area and scaling | Order of Operations |
| Half Term | | | | | | | | |
| 22 | Spr 2 | 24 th February | Doubling | + and – facts within 10 | + and – two-digit numbers | 3, 6 and 9 times tables | Calculating with decimal fractions | Calculating with decimal fractions |
| 23 | Spr 2 | 3 rd March | The Number Nine | Numbers 0 - 20 | Money | 3, 6 and 9 times tables | Calculating with decimal fractions | Calculating with decimal fractions |
| 24 | Spr 2 | 10 th March | The Number Ten | Numbers 0 - 20 | Fractions | 3, 6 and 9 times tables | Calculating with decimal fractions | Calculating with decimal fractions |
| 25 | Spr 2 | 17 th March | The Number Ten | Numbers 0 - 20 | Fractions | 3, 6 and 9 times tables | Fractions greater than 1 | Fractions and percentages |

| | | | | | | | | |
|------------------|-------|--------------------------------|---|--------------------------------|---|--|--|---|
| 26 | Spr 2 | 24 th March | Number bonds to ten | Numbers 0 - 20 | Time | 7 times tables and patterns | Fractions greater than 1 | Fractions and percentages |
| 27 | Spr 2 | 31 st March | Number bonds to ten | Unitising and Coin Recognition | Doubling, halving, quotative and partitive division | Review of fractions from KS1 | Fractions | Fractions and percentages |
| Easter | | | | | | | | |
| 28 | Sum 1 | 21 st April (4days) | Greater than less than & ordering numbers to 10 | Unitising and Coin Recognition | Doubling, halving, quotative and partitive division | Unit fractions | Fractions | Fractions and percentages |
| 29 | Sum 1 | 28 th April | Odd and Even | Unitising and Coin Recognition | Capacity, volume and mass | Non-unit fractions | Fractions | Fractions and percentages |
| 30 | Sum 1 | 5 th May | The Number Eleven | Unitising and Coin Recognition | Capacity, volume and mass | Fractions greater than one | Fractions | Revision for KS2 SATS – to include angles, symmetry, reflection, ratio and proportion |
| 31 | Sum 1 | 12 th May | The Number Twelve (Recap on bonds to 10 & 2) | Unitising and Coin Recognition | Position and Direction | Fractions greater than one | Fractions | Revision for KS2 SATS – to include angles, symmetry, reflection, ratio and proportion |
| 32 | Sum 1 | 19 th May | The Number Thirteen (Recap on bonds to 10 & 3) | Position and Direction | Position and Direction | Fractions greater than one | Factors, multiples and primes | Revision for KS2 SATS – to include angles, symmetry, reflection, ratio and proportion |
| Half Term | | | | | | | | |
| 33 | Sum 2 | 2 nd June | The Number fourteen (Recap on bonds to 10 & 4) | Fractions | Cross curriculum statistics | Fractions greater than one | Factors, multiples and primes | Mean average |
| 34 | Sum 2 | 9 th June | The Number fifteen (Recap on bonds to 10 & 5) | Fractions | Cross curriculum statistics | Fractions greater than one | Parallel and perpendicular sides in polygons | Draw, compose and decompose shapes |
| 35 | Sum 2 | 16 th June | Consolidation for 11-15. Ordering & quantity | Time | Cross curriculum statistics | Parallel and perpendicular sides in polygons | Symmetry in 2D shapes | Draw, compose and decompose shapes |
| 36 | Sum 2 | 23 rd June | The Number sixteen (Recap on bonds to 10 & 6) | Time | Cross curriculum statistics | Parallel and perpendicular sides in polygons | Converting units of measure | Calculating using knowledge of structures (part 2) |
| 37 | Sum 2 | 30 th June | The Number seventeen (Recap on bonds to 10 & 7) | Measure | Consolidation | Symmetry in 2D shapes | Converting units of measure | Solving problems with two unknowns |
| 38 | Sum 2 | 7 th July | The Number eighteen (Recap on bonds to 10 & 8) | Measure | Consolidation | Consolidation | Angles | Consolidation |
| 39 | Sum 2 | 14 th 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 | Auf 1 | 2 nd September (4days) | Transition | Transition | Transition | Transition | Review of previous year's units not taught this term |
| 2 | Auf 1 | 9 th September | History | History | History | History | |
| 3 | Auf 1 | 16 th September | History | History | History | History | |
| 4 | Auf 1 | 23 rd September | History | History | History | History | |
| 5 | Auf 1 | 30 th September | PSHE | PSHE | Geography | PSHE | |
| 6 | Auf 1 | 7 th October | PSHE | PSHE | Geography | PSHE | |
| 7 | Auf 1 | 14 th October | Geography | Geography | PSHE | Computing | |
| 8 | Auf 1 | 21 st October | Geography | Geography | PSHE | Computing | |
| Half Term | | | | | | | |
| 9 | Auf 2 | 4 th November (4days) | Computing | PSHE | Computing | Geography | Review content of subjects not taught in the block teaching cycle this term |
| 10 | Auf 2 | 11 th November | Computing | PSHE | Computing | Geography | |
| 11 | Auf 2 | 18 th November | PSHE | Art | PSHE | PSHE | |
| 12 | Auf 2 | 25 th November | PSHE | Art | PSHE | PSHE | |
| 13 | Auf 2 | 2 nd December | DT | Art | Art | Art | |
| 14 | Auf 2 | 9 th December | Nativity | Computing | Art | Art | |
| 15 | Auf 2 | 16 th December | DT | Computing | Art | Art | |
| Christmas | | | | | | | |
| 16 | Spr 1 | 6 th January (4days) | Geography | Geography | Geography | Geography | Review content of subjects not taught in the block teaching cycle this term |
| 17 | Spr 1 | 13 th January | Geography | Geography | Geography | Geography | |
| 18 | Spr 1 | 20 th January | PSHE | Geography | Geography | Geography | |
| 19 | Spr 1 | 27 th January | PSHE | PSHE | PSHE | PSHE | |
| 20 | Spr 1 | 3 rd February | Art | PSHE | PSHE | PSHE | |
| 21 | Spr 1 | 10 th February | Art | DT | DT | DT | |
| Half Term | | | | | | | |
| 21 | Spr 2 | 24 th February | History | DT | DT | DT | Review content of subjects not taught in the block teaching cycle this term |
| 22 | Spr 2 | 3 rd March | History | History | History | History | |
| 23 | Spr 2 | 10 th March | DT | History | History | History | |
| 24 | Spr 2 | 17 th March | DT | History | History | History | |
| 25 | Spr 2 | 24 th March | PSHE | PSHE | PSHE | PSHE | |
| 26 | Spr 2 | 31 st March | PSHE | PSHE | PSHE | PSHE | |

| Easter | | | | | | | |
|-----------|-------|--------------------------------|-----------|-----------|-----------|-----------|---|
| 27 | Sum 1 | 21 st April (4days) | Geography | Geography | Geography | Geography | Review content of subjects not taught in the block teaching cycle this term |
| 28 | Sum 1 | 28 th April | Geography | Geography | Geography | Geography | |
| 29 | Sum 1 | 5 th May | Geography | Geography | Geography | Geography | |
| 30 | Sum 1 | 12 th May | PSHE | PSHE | PSHE | PSHE | |
| 31 | Sum 1 | 19 th May | PSHE | PSHE | PSHE | PSHE | |
| Half Term | | | | | | | |
| 32 | Sum 2 | 2 nd June | DT | DT | Art | Art | Review content of subjects not taught in the block teaching cycle this term |
| 33 | Sum 2 | 9 th June | DT | DT | Art | Art | |
| 34 | Sum 2 | 16 th June | PSHE | PSHE | Art | Art | |
| 35 | Sum 2 | 23 rd June | PSHE | PSHE | PSHE | PSHE | |
| 36 | Sum 2 | 30 th June | Art | Art | PSHE | PSHE | |
| 37 | Sum 2 | 7 th July | Art | Art | DT | DT | |
| 38 | Sum 2 | 14 th July | Art | Art | DT | DT | |

Key Dates to consider:

- Nativity
- Year 6 production
- Year 4 residential
- Year 6 residential

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 K32 Only (MFL) | Design Technology | |
| English Fluency Practice (EF) (KS2). SPAG | Continuous Provison 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 |