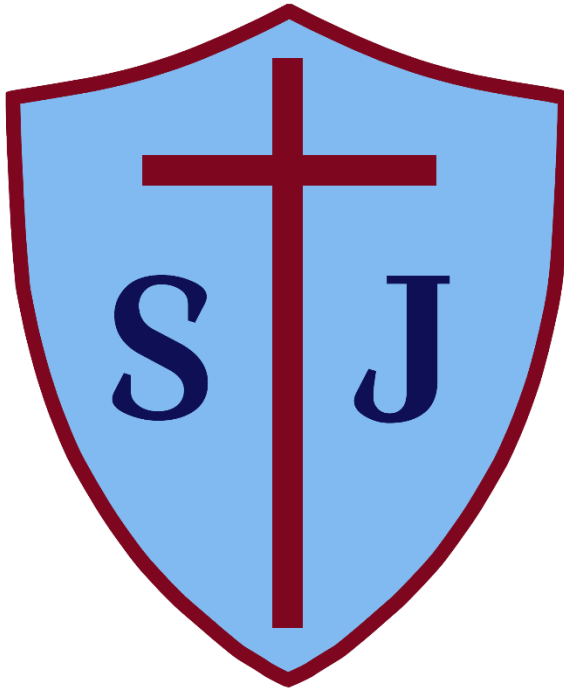


St Joseph's Catholic Academy
Return to School Curriculum Guidance
Summer Term 2021



Guidance on focus of quality first teaching on pupils' return to school

Quality First Teaching

- Focus on what you can control, including smartly planned curriculum coverage and sensitive, high-quality teaching
- For most subjects, pupils aren't only taught something once – concepts reappear across Key Stages and are built on over time, e.g. if year 1 missed gathering and recording data in science, they will do this again in year 2; if year 2 missed this they will have done it in year 1
- Pupils are entitled to a broad, balanced curriculum: teaching all subjects will help them get back on track (e.g. vocabulary they learned in history will impact overall learning), so don't sacrifice foundation subjects to prioritise core ones

Assessment to Identify Need

Ask teachers to carry out some low-stakes quizzing and low-threat knowledge checks during lessons to find out what pupils can remember and

where they have gaps. Depending on the subject, these could take the form of:

- A quick quiz at the back of exercise books, e.g. 10 minutes to write down everything you can remember about the water cycle
- Multiple choice questions as part of a quick quiz
- Discursive pair work, e.g. read the text for 5 minutes, then can you tell your partner three facts you've found?
- Checking knowledge through discussion, e.g. can they explain a concept in their own words?

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

Rules and Routines

Positive behaviour must be taught, not told. Our routines, habits and norms must be supported by our school rules and values. All staff dealing with pupils must consider these questions:

- What behaviour do I want them to think is normal?
- What habits do I want them to develop?
- What routines do they need to learn in order to succeed as learners and human beings? This is crucial. In order for it to be as easy as possible to behave, students should be taught the specific sequences of behaviour they are expected to demonstrate
- Spend time re-establishing classroom norms. What do we expect of each other in Year 3? How do we conduct ourselves? What do we want from our classroom environment? How can we best support each other?

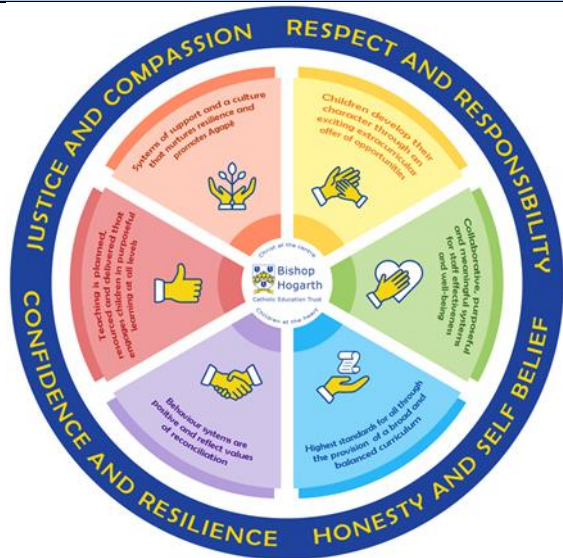
- Use achievement stars and in-class rewards to acknowledge positive behaviour choices
- Use our half termly achievement focus to weave through your daily expectations
- Spend time re-establishing classroom rituals and habits – tidying up; lining up; transitions; end of day routines

Don't wait for pupils to misbehave - be proactive. This is particularly important for pupils who would be more at risk of sanction or exclusion due to insecure behavioural habits.

Make boundaries meaningful. Pupils need to know that deliberately misbehaving will result in consequences. When behaviour is poor, it must be challenged.

Remember...all rules have exceptions.

Re-establishing St. Joseph's Values and Virtues



Our Trust character virtues are the heart of our school and time must be taken to re-establish our identity as a school community. With this in mind, the following initiatives will take place in the spring and summer terms:

- Whole school virtues weeks will focus on the final two Confidence and Resilience
- Whole school collective worship. This will be class-based Mon-Fri and whole school via Teams on a Wednesday. We will use the Beatitudes to support the virtues and support children with reflecting on their time away from school, and restoring their relationships with peers and staff.
- Virtual Celebration assemblies to include Virtues Champion, Learning Champion and Behaviour Champion. Head Teacher Award will celebrate virtues and fruits of the spirit and reward positive behaviours (above and beyond)
- 'Restore and Rebuild' Friendship Project to run for summer terms which will support children with positive relationships and purposeful play.
- Playground peer mentors and friendship buddies will support children with disagreements, conflict and building positive friendships.

Behaviour



Rebooting our positive behaviour culture is a core mission after lockdown. If we get our behaviour right, everything else is possible. Pupils are returning to a large social situation after a long time at home. This means behaviour will matter more than ever. Our pupils may have partially or entirely lost the habits that enable them to flourish as learners and as members of our school community. This will matter more for some than others.

Be aware that students with the most challenging behaviour may need a more targeted approach, pastoral support, therapeutic strategies, and so on. We should not assume that pupils are returning to school traumatised, and equally nor should we assume they are fine. Pupils need to see adults being positive, hopeful and in control of themselves- whether we feel it or not.

Spend time defining what behaviour you think is ideal in your classroom and actively teach the behaviour they want to see, as if it were a curriculum. Be concrete.

Our Behaviour Policy Covid 19 Addendum reflects the current circumstances. Unhygienic behaviour has to be reclassified from a misdemeanour to something much more serious. And malicious, deliberate acts of transmission (eg spitting, coughing) must be treated with the greatest seriousness.

Allow time to discuss and implement the new routines – transitioning, break times, classroom layout, social distancing etc.

High expectations mean high support. Everyone, from staff to pupils, have been through difficult times. The higher the expectations- and they must be higher now- the higher the support required to achieve them. Do not be afraid to ask! Discuss strategies with each other and try new approaches to classroom systems if you hit a stumbling block. Try and remain calm. Remember to prevent rather than allow situations to escalate. Allow time to check that pupils understand our routines and expectations. Consistent repetition of norms, demonstrated and corrected where necessary, form the foundation of good behaviour.

Sanctions within Covid 19 safety:

1. Non-verbal warning (this could be on a warning chart or similar)
2. Verbal warning / reminder
3. Move within class
4. Time out in class. It may be appropriate to move the pupil to an isolated area of the classroom or (if year groups have mixed bubbles) a short move to your partner class at social distance.
5. Behaviour Book

Behaviour Book require Friday reflection but no achievement points deducted.

All Behaviour Book entries must be debriefed by the member of staff issuing. All Behaviour Book entries must be recorded must be communicated to parents/carers on the same day.

Metacognitive Support

Spend time establishing Star Learners - plan, monitor, and evaluate plus A series of steps— beginning with activating prior knowledge and leading to independent practice before ending in structured reflection—can be applied to different subjects, ages and contents.

- Be explicit in explaining the skills needed to be successful in a given task. In time, ask children to discuss which **skill/step** they need to draw upon in order to achieve an objective.
- Allow lots of thinking time – use known strategies such as repeating back; snowballing; rephrasing.
- Allow time for talking and discussion. You will likely need to use talking prompts and will need to give children roles during group work.
- Take time to re-teach rules around classroom talk. Give pupils sentence stems they can use to respond to a peer:
 - “I agree with xxx because...”
 - “I think the same and I would like to add...”
 - “I disagree because...”
 - “I am interested to hear more about...”

English Priorities on return to school and for the rest of this academic year

Oracy

- A focus on speaking articulately. All staff to ensure standard English at all times and to correct children’s spoken grammar by repeating sentences or phrases back to the child accurately.

- Daily opportunities for discussion. A priority on purposeful classroom talk.
- Use foundation subjects to host debates; discussions; presentations.
- Lots of reading aloud – class teachers to model reading with fluency and expression.
- During time on the yard, support staff to model effective discussions during the de-brief of any incidents.

Reading

Non-negotiable reading offer

EYFS	KS1	KS2
<ul style="list-style-type: none"> • Daily phonics – Letters and Sounds • Daily phonics interventions for identified children from morning sessions. • Daily 1:1 reading for children not on track for good level of development. • X3 weekly guided reading for children on track for good level of development. • Small group adult led x1 weekly with Class Teacher. • Daily story time • Weekly ‘hook’ • Nuffield Early Intervention for those identified children 	<p>Daily phonics – Letters and Sounds</p> <ul style="list-style-type: none"> • Daily whole class reading session • Daily 1:1 reading for children not on track for ARE • X3 weekly guided reading for children on track for ARE • Daily story time – class teacher models reading aloud • A range of texts to be studied through English lessons • Additional texts to support learning in subjects across the curriculum 	<ul style="list-style-type: none"> • Daily phonics for LKS2 children who did not pass phonics test/assessed post-lockdown as not being on track • Daily English lesson to be driven by a high-quality text • Guided reading session using VIPERS as a model to ensure broad coverage of reading skills. • Whole Class Reading to support learning in foundation subjects, where possible. For example, a non-fiction read may feed into Science lesson. Activity to be clearly signposted in Science books • Daily story time – class teacher models reading aloud • Extended story time on Friday PM to allow additional time for discussion, exploring of new vocabulary (teachers move classes – restricted during covid) • Following Accelerated Reader timetable

Reading Focus		
Reception	Year 1	Year 2
<ul style="list-style-type: none"> • Read some common irregular words. • Use phonic knowledge to decode regular words & read them aloud accurately. • Identify rhymes and alliteration. • Join in with rhyming patterns. • Read & understand simple sentences. • Demonstrate understanding when talking with others about what they have read. • Make basic predictions. • Identify start and end of a sentence. • To understand that stories have a beginning, middle and end. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • To hold books the correct way up. • Knows that print carries meaning and is read from left to right. 	<ul style="list-style-type: none"> • Apply phonic knowledge and skills to de-code words • Read accurately by blending sounds in unfamiliar words • Recognise and join in with predictable phrases when sharing a story • Relate reading to own experiences • Re-read if reading does not make sense • Re-tell with considerable accuracy • Discuss significance of title and events • Make predictions on basis of what has been read • Make inferences on basis of what is being said and done • Read aloud with pace and expression, i.e. pause at full stop; raise voice for question • Recognise: <ul style="list-style-type: none"> o capital letters o full stops o question marks o exclamation marks o ellipsis 	<ul style="list-style-type: none"> • Secure knowledge and application of phonics • Read most words quickly and accurately • Recognise simple recurring literary language • Read ahead to help with fluency and expression • Comment on plot, setting & characters in familiar & unfamiliar stories • Recount main themes and events • Comment on structure of the text • Use commas, question marks and exclamation marks to vary expression • Read aloud with expression and intonation • Recognise: <ul style="list-style-type: none"> o commas in lists o apostrophe of omission and possession (singular noun) • Identify past/present tense and why the writer has selected a given tense • Use content and index to locate information

	<ul style="list-style-type: none"> • Understand why the reader has used the above punctuation • Understand the difference between fiction and non-fiction texts. 	<ul style="list-style-type: none"> • Read between the lines and make predictions based on what is being said and done • Ask and answer lots of questions about a variety of texts
Year 3	Year 4	Year 5
<ul style="list-style-type: none"> • Draw inferences from what has been read such as inferring characters' feelings, thoughts and motives from their actions • Make predictions based on evidence in a text. • Comment on the way characters relate to one another • Know which words are essential in a sentence to retain meaning • Discuss words and phrases that capture reader interest • Retrieve and record information. • Recognise: <ul style="list-style-type: none"> o plurals o pronouns and how used o collective nouns o adverbs • Explain the difference that the choice of adjectives and verbs • Make use a dictionary to check the meaning of words. 	<ul style="list-style-type: none"> • Discuss a personal point of view on a text • Re-explain a text with confidence • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction or reference books • Justify inferences with evidence, predicting what might happen from details stated or implied • Use appropriate voices for characters within a story • Recognise apostrophe of possession (plural) • Identify how sentence types can be changed by altering word order, tenses, adding/deleting words or amending punctuation • Explain why a writer has used different sentence types or a particular word order and the effect it has created • Ask questions to improve understanding 	<ul style="list-style-type: none"> • Summarise main points of an argument or discussion within their reading and make up own mind about issue/s • Compare between two texts • Read books that are structured in different ways • Appreciate how two people may have a different view on the same event • Make predictions about what might happen next based on evidence from a text • Vary voice for direct or indirect speech • Recognise clauses within sentences • Explain how and why a writer has used clauses to add information to a sentence • Use more than one source when carrying out research • Create a set of notes to summarise what has been read • Recommend books to peers • Use evidence from a text to justify views.

	<ul style="list-style-type: none"> • Skim & scan to locate information and/or answer a question • Identify and summarise the main ideas from across a text 	<ul style="list-style-type: none"> • Learn a range of poetry by heart.
Year 6		
<ul style="list-style-type: none"> • Refer to text to support opinions and predictions • Make comparisons within and across books • Ask and answer questions to improve understanding • Draw inferences about characters' thoughts and feelings and justify views based on evidence • Give a view about choice of vocabulary, structure, etc. • Summarise main ideas from across more than one paragraph • Distinguish between fact and opinion • Appreciate how a set of sentences has been arranged to create maximum effect • Discuss and evaluate author use of language, considering the impact on the reader • Recognise complex sentences with more than one subordinate clause • Recognise phrases which add detail to sentences • Explain how a writer has used sentence structures and techniques for a given impact • Skim and scan to aide note-taking. 		
Writing		
Non-Negotiable Writing Offer:		
EYFS	KS1	KS2
<p>Daily formation practice in phonic sessions using Letter Join</p> <ul style="list-style-type: none"> • Daily intervention for all children to practise letter formation. • Daily intervention for fine and gross motor skills to help address issues with pencil grasp and control. 	<ul style="list-style-type: none"> • Daily handwriting/formation practice. This may form part of phonics lessons. Letter Join scheme used to support. • Additional interventions to focus on accurate formation/pencil control. • Learning journey in English builds towards a written outcome. 	<ul style="list-style-type: none"> • Daily handwriting practice in Years 3-6. Letter Join scheme used for structure and progression. • Recap previous units where necessary, based on whole class assessment.

<ul style="list-style-type: none"> • Quality first teaching to revisit capital letters, full stops, ascenders and descenders through input. • Small group adult led x1 weekly with Class Teacher. 	<ul style="list-style-type: none"> • Writing consolidation across the curriculum. • A focus on coherent sentences sustained across a piece of work • A focus on increasing control of sentence structure, with punctuation being highlighted as being integral to coherence/meaning. 	<ul style="list-style-type: none"> • Learning journey in English builds towards a written outcome. • A range of fiction and non-fiction genres studied. • Writing consolidation across the curriculum. • Time spent in each unit on editing and improving work, before presenting final written piece in accordance with form, audience and purpose. • A focus on audience and purpose
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Writing Focus

Reception	Year 1	Year 2
<p>Write words using their phonic knowledge in ways that match their spoken words.</p> <ul style="list-style-type: none"> • Write simple sentences which can be read by themselves & others. • Use capital letters and full stops to demarcate sentences. • To use finger spaces in between words. • To use correct tripod pencil grip consistently. <p>To write their full name (correct use of upper & lower case letters).</p> <ul style="list-style-type: none"> • Use correct letter formation using Read Write Inc. rhymes to support. • To use correct spelling of common high frequency words. 	<ul style="list-style-type: none"> • Begin to form simple narratives about personal experiences • Write clearly demarcated sentences. • Use 'and' to join ideas • Use conjunctions to join sentences (e.g. so, but) • Use standard forms of verbs, e.g. go/went • Introduce use of: <ul style="list-style-type: none"> o capital letters o full stops o question marks o exclamation marks • Use capital letters for names and personal pronoun 'I' 	<ul style="list-style-type: none"> • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly • Demarcate most sentences in their writing with capital letters and full stops, and use question/exclamation marks correctly when required • Use present and past tense mostly correctly and consistently • Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/ because) to join clauses

<ul style="list-style-type: none"> • To begin to break the flow of speech into words. 	<ul style="list-style-type: none"> • Write a sequence of sentences to form a short narrative [as introduction to paragraphs] • Form lower case letters of the correct size relative to one another in some of their writing • Use correct formation of capital letters. • Use correct formation of digits • Spell common exception words and the days of the week • Use the spelling rule for adding 's' or 'es' to indicate plural nouns 	<ul style="list-style-type: none"> • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • Spell many common exception words • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Use spacing between words that reflects the size of the letters
<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>
<ul style="list-style-type: none"> • Write increasingly coherent narratives about personal experiences and those of others (real or fictional) • Write for a range of purposes and audiences • Use headings and sub-headings to begin to group ideas in non-fiction writing • Begin to use subordinating conjunctions (when, so, before, after, while, because) • Open sentences in interesting ways • Use adverbs to show manner, time, place, cause something happened 	<ul style="list-style-type: none"> • Write effectively for a range of audiences and purposes, making appropriate language choices • In narratives, describe settings and characters • Vary sentence structure, using different openers • Use adjectival phrases (e.g. biting cold wind) • Use appropriate choice of noun or pronoun • Use fronted adverbials • Use apostrophe for plural possession 	<ul style="list-style-type: none"> • Write effectively for a range of audiences and purposes, selecting language with an increasing awareness of the reader. • In narratives, describe settings and characters with increasing detail. • Begin to show control and choice in writing by using some cohesive devices within and across sentences and paragraphs • Add adjectival or adverbial phrases to make sentences more precise and detailed • Use range of sentence openers – judging the impact or effect needed

<p>(e.g. quietly, then, soon, next to the door)</p> <ul style="list-style-type: none"> • Use prepositions (e.g. before, after, during, in, because of) • Experiment with adjectives to add atmosphere and detail • Correctly use verbs in 1st, 2nd and 3rd person • Use inverted commas to punctuate direct speech • Use past and present tense correctly, with some use of present perfect and progressive tenses <p>Use apostrophes to show possession (e.g. the girl's pencil, Lucy's jumper)</p> <ul style="list-style-type: none"> • Begin to organise ideas into basic paragraphs • Write with increasing legibility, consistency and fluency • Use the first two or three letters to check spelling in a dictionary ☑ Spell some words correctly (year 3 and 4 list) 	<ul style="list-style-type: none"> • Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.) • Use commas to mark clauses • Use inverted commas and other punctuation to punctuate direct speech • Use consistent tense throughout a text (including present perfect – have eaten, has had) • Use paragraphs to organise ideas around a theme • Use connecting adverbs to link paragraphs • Write with increasing legibility, consistency and fluency • Use the first two or three letters to check spellings in a dictionary • Spelling most words correctly (year 3 and 4 list) 	<ul style="list-style-type: none"> • Begin to adapt sentence structure to text type, writing different types of sentences when writing a story compared to when writing a formal letter • Use pronouns (he, she, it) to avoid repetition • Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will) • Use the following with accuracy: <ul style="list-style-type: none"> • o brackets • o dashes • o comma • Use commas to clarify meaning or avoid ambiguity • Link clauses in sentences using a range of conjunctions (when, if, because, while, although) • Use verb phrases to create subtle differences (e.g. she began to run) • Use the correct tense increasingly consistently and correctly throughout texts • Consistently organise ideas into paragraphs • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g.
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		<p>secondly). Spell most words correctly (years 3 and 4)</p> <ul style="list-style-type: none"> • Spelling some words correctly (years 5 and 6) • Write legibly, fluently and with increasing speed
Year 6		
<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary, direct address in instructions and persuasive writing) • In narratives, describe settings, characters and atmosphere • Integrate dialogue in narratives to convey character and advance the action • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly and appropriately (e.g. using contracted forms in dialogues in narrative, using passive verbs to affect how information is presented, using modal verbs to suggest degrees of possibility) • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Use verb tenses consistently and correctly throughout their writing • Use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • Spell correctly most words from the Year 5/ Year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Maintain legibility in joined handwriting when writing at speed 		
Maths		
Non-Negotiable Maths Offer:		
EYFS	KS1	KS2
<p>Daily number recognition and counting opportunities</p> <ul style="list-style-type: none"> • Daily maths activity on learning carousel 	<ul style="list-style-type: none"> • Twice weekly assertive mentoring basic skills programme 	<ul style="list-style-type: none"> • Weekly TTRS

<ul style="list-style-type: none"> • Weekly small group adult led with Class Teacher • Focused intervention groups to target basic maths skills 	<ul style="list-style-type: none"> • Weekly maths badges • Weekly Refresher/recap session • Adapted White Rose Scheme based on consolidation of previously taught skills and priorities for spring/summer term • Skills consolidated across the curriculum 	<ul style="list-style-type: none"> • Twice weekly assertive mentoring basic skills programme • Weekly maths badges • Weekly Refresher/recap session • Daily times tables practice • Adapted White Rose Scheme based on consolidation of previously taught skills and priorities for spring/summer term • Skills consolidated across the curriculum, particularly in science
Mathematics focus		
Reception	Year 1	Year 2
<ul style="list-style-type: none"> • Rec To count reliably with numbers up to 20. • Order numbers 1 – 20 including a random selection of non-sequential numbers. • To say 1 more/1 less than a given number up to 20 both mentally and through demonstration using a number line. • To add & subtract two single digit numbers using a range of strategies including part, part whole and by counting on or 	<ul style="list-style-type: none"> • Count to and across 100, forwards & backwards from any number • Read and write numbers to 20 in numerals & words • Read and write numbers to 100 in numerals • Say 1 more/1 less to 100 • Count in multiples of 2, 5 & 10 • Use bonds and subtraction facts to 20 • Add & subtract 1 digit & 2 digit numbers to 20, including zero 	<ul style="list-style-type: none"> • Compare and order numbers up to 100 and use $<> =$ • Read and write all numbers to 100 in digits & words • Say 10 more/less than any number to 100 • Count in steps of 2, 3 & 5 from zero and in 10s from any number (forwards and backwards) • Recall and use multiplication & division facts for 2, 5 & 10 tables • Recall and use $+/-$ facts to 20 • Derive and use related facts to 100

<p>counting back to find the answer.</p> <ul style="list-style-type: none"> • To solve problems involving doubling, halving and sharing. • To use language related to weight, size, capacity, distance, position, time and money. • To use mathematical language to describe the characteristics of everyday shapes. 	<ul style="list-style-type: none"> • Solve one-step multiplication and division using objects, pictorial representation and arrays • Recognise half and quarter of object, shape or quantity • Sequence events in chronological order • Use language of day, week, month and year • Tell time to hour & half past 	<ul style="list-style-type: none"> • Recognise place value of any 2-digit number • Add & subtract 2-digit numbers and ones; 2-digit numbers & tens; Two 2-digit numbers; Three 1-digit numbers • Recognise and use inverse (+/-) • Calculate and write multiplication & division calculations using multiplication tables • Recognise, find, name and write $\frac{1}{3}$; $\frac{1}{4}$; $\frac{2}{4}$; $\frac{3}{4}$ • Write and recognise equivalence of simple fractions • Tell time to five minutes, including quarter past/to
Year 3	Year 4	Year 5
<ul style="list-style-type: none"> • Compare & order numbers up to 1000 • Read & write all numbers to 1000 in digits and words • Find 10 or 100 more/less than a given number • Count from 0 in multiples of 4, 8, 50 and 100 • Recall & use multiplication & division facts for 3, 4, 8 tables • Recognise place value of any 3-digit number • Add and subtract: 	<ul style="list-style-type: none"> • Count backwards through zero to include negative numbers • Compare and order numbers beyond 1,000 • Compare and order numbers with up to 2 decimal places • Read Roman numerals to 100 • Find 1,000 more/less than a given number • Count in multiples of 6, 7, 9, 25 and 1000 • Recall and use multiplication and division facts all tables to 12x12 • Recognise PV of any 4-digit number 	<ul style="list-style-type: none"> • Count forwards and backward with positive and negative numbers through zero • Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000 • Compare and order numbers up to 1,000,000 • Compare and order numbers with 3 decimal places • Read Roman numerals to 1,000 • Identify all multiples and factors, including finding all factor pairs

<ul style="list-style-type: none"> • 3-digit numbers and ones • 3-digit numbers and tens • 3-digit numbers and hundreds • Add and subtract: • Numbers with up to 3-digits using written column and method • Estimate and use inverse to check • Multiply 2-digit by 1-digit • Count up/down in tenths • Compare and order fractions with same denominator • Add and subtract fractions with same denominator with whole • Tell time using 12 and 24 hour clocks; and using Roman numerals • Tell time to nearest minute • Know number of days in each month and number of seconds in a minute 	<ul style="list-style-type: none"> • Round any number to the nearest 10, 100 or 1,000 • Round decimals with 1dp to nearest whole number • Add and subtract numbers with up to 4-digits using written column method • Multiply: • 2-digit by 1-digit • 3-digit by 1-digit • Count up/down in hundredths • Recognise and write equivalent fractions • Add and subtract fractions with same denominator • Read, write and convert time between analogue and digital 12 and 24 hour clocks 	<ul style="list-style-type: none"> • Use known tables to derive other number facts • Recall prime numbers up to 19 • Recognise and use square numbers and cube numbers • Recognise place value of any number up to 1,000,000 • Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000 • Round decimals with 2 decimal places to nearest whole number and 1 decimal place • Add and subtract: • Numbers with more than 4-digits using formal written method • Use rounding to check answers • Multiply 4-digits by 1-digit/ 2-digit • Divide up to 4-digits by 1-digit
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Year 6

<ul style="list-style-type: none"> • Use negative numbers in context and calculate intervals across zero • Compare and order numbers up to 10,000,000 • Identify common factors, common multiples and prime numbers • Round any whole number to a required degree of accuracy • Identify the value of each digit to 3 decimal places • Use knowledge of order of operations to carry out calculations involving four operations • Multiply 4-digit by 2-digit numbers • Divide 4-digit by 2-digit numbers • Add and subtract fractions with different denominators and mixed numbers

- Multiply simple pairs of proper fractions, writing the answer in the simplest form
- Divide proper fractions by whole numbers
- Calculate % of whole number

Wider Curriculum

It is St Joseph's Catholic Academy's aim to continue to offer a wide and engaging curriculum once children return to school; we believe that pupils are entitled to a broad, balanced curriculum and that teaching all subjects well will help them get back on track. Furthermore, vocabulary children learn in foundation subjects will most certainly impact progress across the curriculum. The school therefore does not intend to sacrifice any subjects to prioritise the core.

There will be a flexible afternoon timetable, which allows coverage of a broad range of objectives through careful mapping and effective time management. Some units of study may be condensed due to the fact that some aspects of our curriculum are spiral and therefore knowledge will be revisited. Similarly, other units have been prioritised by subject leaders as requiring full coverage at this point in time. Subject Leaders across school will work closely with class teachers in order to ensure knowledge continues to be sequential and that breadth is not impacted once pupils return.

PSHE and Playground Project

Our whole school PSHE focus has to be supporting the immediate needs of our children.

Whatever pupils' individual experiences of lockdown, it is likely they will need reintroducing to classroom routines, structures and learning habits which will help to rebuild their self-esteem, wellbeing, confidence and learning potential. This will be vital in supporting our pupils' in their transition back into school and ensuring they are happy, confident learners who thrive by being back in our welcoming school community. Relationships with staff and peers also play an immense role in children feeling secure, safe and happy in school. Some pupils may return to school having suffered from:

- bereavement
- anxiety
- in some cases, increased welfare and safeguarding harms.

Our PSHE curriculum is planned using a spiral method so that children revisit and extend knowledge in most areas across each academic year. We are prioritising and paying particular attention to the statutory RSE areas of our curriculum on our return to school to ensure children receive a strong coverage of the essential areas of Physical Health and Mental Wellbeing and Relationships. Staff will use year group medium term plans to highlight any gaps in learning due to lockdown and some topics not being appropriate for home learning.

We are also mindful that all children have spent a long time away from their peers and may need support in re-establishing their friendship groups and looking after their mental wellbeing. With that in mind, we must focus on 'Restoring and Rebuilding Friendships' as a whole school approach. Based on our virtues, we have developed a project to enhance our playground provision. Thoughtful, well-planned activities, appropriate equipment and an encouragement of engagement will enable all staff to interact and provide a safe, nurturing and exciting outdoor space for all pupils to thrive (see booklet). PSHE Subject Leader and Well-Being Lead will train support staff on our playground project and enable them to develop their skills. We will also be reintroducing Peer Mentors/Friendship Buddies for year group bubbles.

Collective Worship/ British Values

During Summer Term, candle time will centre on the virtues so that children are reintroduced to the beatitudes and reminded of their meaning.

Date	Theme	Scripture Suggestion	Hymn Suggestion
23.04.21	Compassion	John 13:34-36	Traditional: Amazing Grace Contemporary: Amazing Grace (My Chains are Gone (Chris Tomlin)
30.04.21	Justice	Matthew 25:31-46	Traditional: Christ Be Our Light Contemporary: Everlasting God
07.05.21	Honesty	Ephesians 4:22-29	Traditional: How Great Thou Art Contemporary: This Is Amazing Grace (Phil Wickham)
14.05.21	Self-Belief	Philippians 4:10-13	Traditional: Sing a New Song Contemporary: The Flame Anthem (Edwin Fawcett)
21.05.21	Respect	Matthew 7:7-12	Traditional: The Servant Song (David Hass) Contemporary: One True God (New Song)

Whole school worship will follow the weekly Gospels and any feast days.

Class teachers will conduct whole school worship for their class saints.

Statements to live by will be followed for KS worship which will take place as per the weekly rota.

Monday	Class reflection; music and image
Wednesday 1.30pm	Whole school worship
Thursday 2.30pm	Key Stage worship, following the Statements to live by
Friday	Candle time, see themes