

Curriculum Statement. Appendix 3 – How Maths & English are planned and taught.

September 2019

## The Organisation of ENGLISH

### PLANNING YOUR WRITING UNITS 2019+

#### Start with St Peter's Writing Objectives Progression Overview. i.

		Year 2	Year 3	Year 4		Year 6
Grammar	Use common	Use coordinating and	Use a range of	Use subordinating	Use relative clauses	Write a range of
	conjunctions to join	subordinating	subordinating	conjunctions to open	to provide additional	single & multi-clause
	clauses accurately	conjunctions	conjunctions	sentences with	detail	sentences adapted
				subordinate clauses		for purpose & effect
		Use sentences with	Use adverbs of time	Use adverbials and	Use some cohesive	Use a range of
		different forms	and manner	prepositions,	devices (of time &	cohesive devices,
		(statement,		including at the start	place) to link within	including causal and
		command, question,		of sentences followed	and between	discursive adverbials
		exclamation)		by a comma	paragraphs	
	Use adjectives to	Use adjectives/	Use more than one		Expand noun phrases	
	describe nouns	determiners to build	adjective to expand a		using preposition	
		noun phrases	noun phrase		phrases	
	Construct past tense,	Make correct use of				Select appropriate
	including common	past and present				tense form, including
	irregular verbs	tense				changing within a tex
Punctuation	Punctuate simple	Punctuate sentences	Mark direct speech	Punctuate direct	Use punctuation for	
	sentences using	making some use of	with inverted	speech correctly	parenthesis ( () ,,)	
	capital letters and full	question marks &	commas			
	stops	exclamation marks				
	Leave spaces	Use apostrophes for	Use apostrophes to	Mostly accurate use	Use commas to mark	Use advanced
	between words	contraction in	mark possession	of apostrophes	subordinate clauses	sentence punctuation
		common words			at the start of	(:;-)
					sentences	
			Use commas in a list			
Proof-reading &	Re-read writing to an	Check own work	Proof-read own	Proof-read own	To make	To make
editing	adult to check it	against specific	writing for errors	writing for errors and	improvements to own	improvements to ow
	makes sense	success criteria		propose changes and	writing based on	writing based on
				improvements	success criteria	audience and
				(vocabulary)		purpose

### Saved in: STAFF SHARE - TEACHERS & TAs - 2020+ English

These are the objectives you need to teach over the year.

Pick the ones that best suit the purpose of the 'UNIT' that you are planning.

Pick the objectives your children need. The beauty of starting with this progression grid is that you can think about where each child in your class is on the continuum.

- For writers with gaps plan times to teach the objectives from the years below that they need.
- For able writers choose objectives from higher years that fit the purpose you're doing too.

### ii. Complete a 'PURPOSE UNIT' Overview Sheet

Teaching Ideas for Structured Stories         The best outcomes are achieved when children have a clear structure on which to model their stories. There are examples of story structures frameworks in Alan Peer's improving Story Writing (page 56). These are examples of story structures frameworks in Alan Peer's Improving Story Writing (page 56). These are examples of story structures frameworks in Alan Peer's Improving Story Writing (page 56). These are examples of story structures frameworks in Alan Peer's Improving Story Writing (page 56). These are examples of story structures frameworks in Alan Peer's Improving Story Writing (page 56). These are examples of story structures frameworks in Alan Peer's Improving Story Writing (page 56). These are examples of story structures frameworks in Alan Peer's Improving Story Writing (page 56). These are examples of story structures frameworks in Alan Peer's Improving Story Writing (page 56). These are examples of story structures for their classes using myths, legends, traditional tales and other short stories. Children could also use film marratives to base a story on, or a geries of pictures.       Sectence Teaching Points       Consolidate the use of commas after fronted adverbials         Whole Text Teaching Points       Consolidate the use of commas to mark fronted subordinate clauses       Use a full range of speech punctuation         Use the past tense accurately       Use a full range of speech punctuation       Use a full range of speech punctuation	Struct	ured Stories Y4
Whole Text Teaching rounts         subordinate clauses           Use the past tense accurately         Use a full range of speech punctuation	The best outcomes are achieved when children have a clear structure on which to model their stories. There are examples of story structures frameworks in Alan Peat's Improving Story Writing (page 56). These are : Heroic Adventure Good over Evil Rags to Riches and Back Again Ugly to Beautiful Shipwreck Teachers can also create their own structures for their classes using myths, legends, traditional tales and other short stories. Children could also use film narratives to base a story on, or a	Use subordinating conjunctions at the beginning of sentences (e.g. Although Theseus was scared, he prepared himself to enter the maze.) Use adverbials of time and manner (e.g. Quietly and corefully, Theseus entered the maze.) Punctuation Teaching Points Consolidate the use of commas after fronted
	Use the past tense accurately	subordinate clauses

### Saved in: STAFF SHARE - TEACHERS & TAs - 2020+ English - ALL FOR WRITING UNITS APPROACH - Purpose Unit Overview Sheets

Pick the grammar and text level objectives that best suit the purpose of the 'UNIT' that you are planning. You will have to think ahead about what topics you will be doing and what purposes best fit those topics. Then you'll have to make sure you have the right balance of Fiction and Non to generate the right mix of 'Purposes' that will enable you to cover all the objectives for the year.

# iii. Move to 'Session By Session' Planning.

Plan out the 'Unit' following the 'I – Model' (rehearsal of skills, imitation of a model text, drafting...) Don't 'crow-bar' objectives in – use the ones that suit the purpose / genre.

Looking for a well thought out 'JOURNEY' – not lurching from week to week without any masterplan. Work straight on to **any** of the following:

Weekly Literacy Planner (Either)					)	Day by D	ay Literacy Unit Planner (Or)	Medium Term Unit Planner*		
						Year 4/5	Term SP2 Subjects English	Me	dium Term Plan	
St Peter's C of E Pr Term: Spring 1 -	inary School Weekly Lit		: Year R and 1	Sept.	_	Session 1		Name of Unit Purpose		
Key Questions		N 0	ext steps from provinus teaching same all die plan what they want to ay need to verbalise each sentence, prough their writing to check it mak APP One	). All chn to read book kes serse.	Spelling and handwriting: Separate plan Guided reading: Separate plan	Learning Intention NC Ref	To be able to write a personal statement CV in role (Cold task)	Year Term	Subject English	
Key Vecebulary: suffic		imuis	87.1m		opered par	Introduction	Using the book, Shackleton's Journey pupils to learn about the journey undertaken by the crew of the Endurance and write	Week 1		
LEARNING OBJECTIVES	MAIN TEACHER/ FOCUS		Charlie, Husley and Finley - 1 to 1 work on reading and phanic recall. (Independent		End of week (independent		from the perspective of persons aboard the ship.	DAY 1		
BE/Literacy link	ACTIVITIES TA DEPLOYMENT	Must (LA)	Shauld (Core) <u>Core</u> - Shauld (Core)	Could (HA)	arite): Flenary:	Activity	Cold task: write a personal statement in role explaining why they think they are up to the job and what skills they can bring to the mission. Interview a selection and ask pupils to think about how useful	Learning Intention		
Sezzion 1: Grammar	question words and Mild: Con I use	Must (LA)(MR) Mild: Con I use a question mark correctly in a sentence?		Het: Con I write use my questions to find out about	Spot question			NC Ref Introduction		
		Cross Carrie Hand control activities - letter Refler, writing number context		5 pianning)			these skills mentioned will be on the journey.	Activity		
Session 2: Guided Reading Instantion	Butled reading - Inden Food		- making Hindu gods out of playdough I tell you something I <b>Spiry</b> Can I onower <b>Henry</b>		Personalisation	LA children supported by teacher/TA LA children given a template to support and scaffold.	DAY 2			
Fut up quartiess for the children to find the assesser to.	WALT: answer questions from a feat	Look out for how the texts are set out - questions often for	with apport?	questions about Indian animals?	of the animals from the text. Which is the	Plenary	Share answers to questions.	Learning Intention NC Ref		
								Introduction		
						Session 2		Activity		

\*Medium Term Unit Planner – if you use one of these to get an overview of what will happen each session then you will need to plan in more detail on either of the two 'Weekly Planner' documents.

N.B. – Teachers may wish to do other planning for GUIDED READING / SPELLING SESSIONS / PHONICS. Regular weekly plans for those areas are currently optional.

#### **PLANNING MATHS**

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#### MATHS COVERAGE - TICKED OFF/ HIGHLIGHTED ON:

- WHITE ROSE OBJECTIVES TERMLY SHEET Or similar
- NATIONAL CURRIC. OBJECTIVES SHEET FOR APPROPRIATE ABILITY RANGE

# Year 3 - Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
using differen	e Value sent and estimati t representations more or less that		Add and subtr ones; a three- Add and subtr	digit number an act numbers wit	iction ntally, including d tens; a three di h up to three dig and subtraction	git number and its, using formal	hundreds.	Count from 0 in	plication and Dr multiples of 4, multiplication and ation tables.	8, 50 and 100	for the 3, 4
Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1000 Read and write numbers up to 1000 in		answers. Solve problem	ıs, including mis	ilation and use in sing number prol x addition and sy	blems, using nur		Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.				
numerals and in words. Solve number problems and practical problems involving these ideas. <u>Count from 0 in multiples of</u> 4, 8, <u>50 and 100</u>							involving multip integer scaling	, including missi plication and divi problems and co are connected t	sion, including rrespondence p	positive roblems in	

#### THEN ON TO WEEKLY PLANNER GRIDS

Term: Autumn 1	Date: 7th Octa	ber 2019	Class	:: St Paul's	
<ul> <li>Key Questions:</li> <li>How do we link</li> </ul>	k addition and subtraction?	Next steps from •	n previous teaching		
Key Vocabulary add	lition, plus, total, sum, calculation, more, subtraction, f	ind the difference,	take away, less, mini	ıs, inverse	
LEARNING	MAIN TEACHER INPUT	DI	FFERENTIATED TA	SKS	PLENARY
Intention NC Ref	(inc., mental/oral activities)			111	-
Session 1 WALT use column subtraction	<ul> <li>**Recap previous learning of column addition and work through examples and mistakes.</li> <li>Work through a subtraction problem - how would you solve this? Ensure appropriate vocabulary of regrouping and column names etc.</li> <li>Look at an example involving decimals - how does this change the procedure? What do we need to remember? Link to addition.</li> <li>Ext to multiple decimal digits to line up.</li> <li>80007 - 1996 = How is this harder?</li> <li>Work through common mistakes with problems such as this.</li> </ul>	T Support. Dienes to model regrouping if needed.	Children solve a range of column subtraction problems.	Problems to involve missing boxes (reasoning explanations needed) and lining up decimal points.	Look at problems from arithmetic tests involving subtracting decimal numbers from whole numbers e.g. 1 - 0.0043 =
Session 2 WALT Understand column subtraction	T to work through example making common mistakes - what mistakes have I made? Why do you think I've made these? What mathematical concepts have I confused? In partners, look at a calculation with a mistake - imagine this is a year 3 child making this mistake, how would you explain the mistake and work through the correction with them?	and explaining mis Mistakes to includ Simple one Forgetting Zeros Lining up d	a piece of subtractic takes then showing c le: e digit subtraction m g regrouping lecimal points scimal points	Individual children complete a calculation on the board making one deliberate mistake they've seen.	