



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

September 2019

The Organisation of ENGLISH

PLANNING YOUR WRITING UNITS 2019+

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar	Use common conjunctions to join clauses accurately	Use coordinating and subordinating conjunctions	Use a range of subordinating conjunctions	Use subordinating conjunctions to open sentences with subordinate clauses	Use relative clauses to provide additional detail	Write a range of single & multi-clause sentences adapted for purpose & effect
		Use sentences with different forms (<i>statement, command, question, exclamation</i>)	Use adverbs of time and manner	Use adverbials and prepositions, including at the start of sentences followed by a comma	Use some cohesive devices (of time & place) to link within and between paragraphs	Use a range of cohesive devices, including causal and discursive adverbials
	Use adjectives to describe nouns	Use adjectives/ determiners to build noun phrases	Use more than one adjective to expand a noun phrase		Expand noun phrases using preposition phrases	
	Construct past tense, including common irregular verbs	Make correct use of past and present tense				Select appropriate tense form, including changing within a text
Punctuation	Punctuate simple sentences using capital letters and full stops	Punctuate sentences making some use of question marks & exclamation marks	Mark direct speech with inverted commas	Punctuate direct speech correctly	Use punctuation for parenthesis (-- () ...)	
	Leave spaces between words	Use apostrophes for contraction in common words	Use apostrophes to mark possession	Mostly accurate use of apostrophes	Use commas to mark subordinate clauses at the start of sentences	Use advanced sentence punctuation (: ; -)
			Use commas in a list			
Proof-reading & editing	Re-read writing to an adult to check it makes sense	Check own work against specific success criteria	Proof-read own writing for errors	Proof-read own writing for errors and propose changes and improvements (<i>vocabulary</i>)	To make improvements to own writing based on success criteria	To make improvements to own writing based on audience and purpose

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

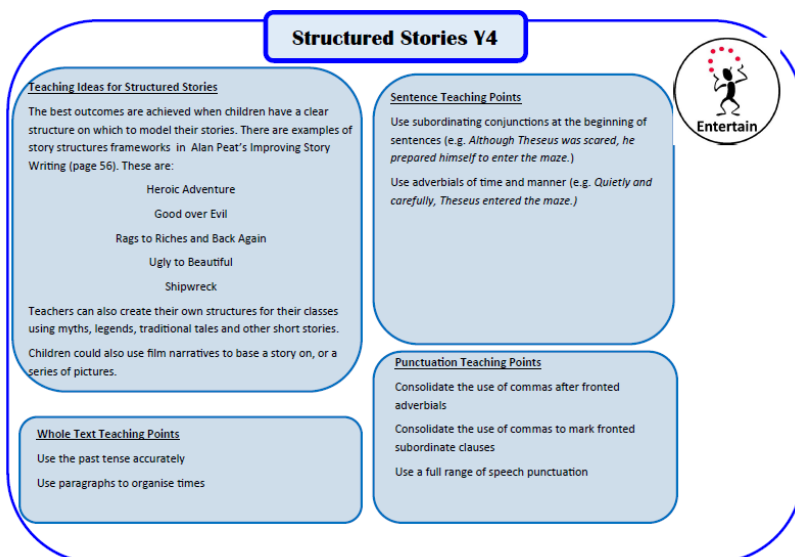
These are the objectives you need to teach over the year.

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



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 Day Literacy Unit Planner (Or)	Medium Term Unit Planner*

***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

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
<u>Number – Place Value</u> Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number 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 numerals and in words. Solve number problems and practical problems involving these ideas. <u>Count from 0 in multiples of 4, 8, 50 and 100</u>			<u>Number – Addition and Subtraction</u> Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.			<u>Number – Multiplication and Division</u> Count from 0 in multiples of 4, 8, 50 and 100 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. 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. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.					

THEN ON TO WEEKLY PLANNER GRIDS

St Peter's C of E Primary School Weekly Mathematics Plan					
Term: Autumn 1		Date: 7th October 2019		Class: St Paul's	
Key Questions: <ul style="list-style-type: none">How do we link addition and subtraction?			Next steps from previous teaching <ul style="list-style-type: none">		
Key Vocabulary _ addition, plus, total, sum, calculation, more, subtraction, find the difference, take away, less, minus, inverse					
LEARNING Intention NC Ref	MAIN TEACHER INPUT (inc. mental/oral activities)	DIFFERENTIATED TASKS			PLENARY
			 	  	
Session 1 WALT use column subtraction	<p>**Recap previous learning of column addition and work through examples and mistakes.</p> <p>Work through a subtraction problem – how would you solve this? Ensure appropriate vocabulary of regrouping and column names etc.</p> <p>Look at an example involving decimals – how does this change the procedure? What do we need to remember? Link to addition. <i>Ext to multiple decimal digits to line up.</i></p> <p>80007 – 1996 = How is this harder? Work through common mistakes with problems such as this.</p>	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 <i>e.g. 1 – 0.0043 =</i>
Session 2 WALT Understand column subtraction	<p>T to work through example making common mistakes – what mistakes have I made? Why do you think I've made these? <i>What mathematical concepts have I confused?</i></p> <p>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?</p>	Children to 'mark' a piece of subtraction work, highlighting and explaining mistakes then showing correction. Mistakes to include: <ul style="list-style-type: none">Simple one digit subtraction mistakeForgetting regroupingZerosLining up decimal pointsMissing decimal points			Individual children complete a calculation on the board making one deliberate mistake they've seen.