

	End point(s)	Estimated Timescale in Days or Weeks	Notes on outcome(s)
English - writing Target children will be monitored more closely and will have additional activities built in.	Write simple, coherent narratives Use pronouns to avoid repetition Make writing more dynamic by choosing rich vocabulary and using: Alliteration, repetition, similes, verbs, adverbs, adjectives Write in the 3 rd person Use prepositions of place accurately Start sentences in different ways, including the use of a subordinate clause. Know what a paragraph is and how to organise info into them Use time conjunctions Know the 3 plot structure of a story. Describe settings, characters and sequence ideas Edit and improve work Target children will be monitored more closely and will have additional activities built in.	Over 4 weeks 2 lessons Over 4 weeks 1 lesson 2 lessons 2 lessons then applied ongoing 2 lessons 1 lesson Over 4 weeks Over 4 weeks Part of 2 lessons in a week plus a Seesaw blog focus.	

<p>English SPaG</p> <p>NB These will more than likely be sessions within a lesson, rather than a whole lesson.</p>	<p>Demarcate sentences with CL and FS</p> <p>Use simple past tense correctly</p> <p>Use coordination conjunctions so/and/but/or</p> <p>Spell 300 HF words correctly</p> <p>Spell common exception words correctly</p> <p>Add suffixes correctly</p> <p>Add Y3 prefixes correctly and understand their meaning.</p> <p>Use a and an correctly</p> <p>Know the order of the alphabet</p> <p>Identify root words and word families</p> <p>Use commas in a list</p>	<p>Ongoing</p> <p>Teach one lesson. Ongoing over 4 weeks</p> <p>2 lessons</p> <p>Ongoing</p> <p>Ongoing</p> <p>2 lessons</p> <p>1 lesson a week for 3 weeks</p> <p>1 lesson 2 lessons</p> <p>1 lesson a week</p> <p>1 lesson</p>	
<p><u>READING COMPREHENSION</u></p> <p>Develop reading skills in line with VIPERS: Vocabulary Inference Prediction Explanation Retrieval Summary</p> <p>(Focus on highlighted)</p>	<p>En3/2.2 identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p><i>Pupils will:</i></p> <p>Be able to give more detailed explanations of plot / authorial intent (as opposed to 1 or 2 word answers)</p> <p>Be able to draw out several relevant points to summarise a story or section of a story</p>	<p>Throughout the half-term</p> <p>Throughout the half-term</p>	

Reading fluency	<p><i>From Y3 NC:</i></p> <p>En3/2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>En3/2.1b read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Texts adapted according to outcome</p>	<p>'Read aloud' Seesaw activity once a week with carefully chosen texts, differentiated according to book band. Children will record themselves reading to allow teacher to monitor fluency.</p>	
<p><u>MATHS</u></p> <p>Multiplication and division</p> <p>Read and write time; compare different times</p>	<p><i>From DfE Maths Guidance:</i></p> <p>3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.</p> <p><i>From Y3 NC:</i></p> <p>Ma3/3.1e estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight</p> <p>Additional basic time activities for selected pupils</p>	<p>Weeks 1 - 3</p> <p>Weeks 4 - 5</p>	

<u>CALCULATION</u>	<i>From DfE Maths Guidance:</i>		
<i>For targeted pupils:</i>			
10 times table	3NF–2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.	Weeks 1 & 2	
5 times table			
2 times table			
	2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice		
Number bonds within 10	2AS–1 Add and subtract across 10, for example: 8+5=13 13-5=8	Weeks 3 & 4	
Number bonds across 10	3NF–2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.	Weeks 4 & 5	
	3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.		
<i>For all other pupils:</i>			
4 times table	Specific non-engagers are to be lured with simpler tasks from where they will be assessed.	Weeks 1 – 3	
8 times table			
Number bonds across 10 leading to number bonds across 100 with multiples of 10			
		Weeks 3 - 5	

Science Recap: Sc3/2.2a identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat			
	Recall key facts about how to eat healthily (Y3 recap) Be able to explain how they can eat a balanced diet.	2 lessons over 2 weeks	
Recap: Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement	Know how bodies are held together, naming key components.	2 lessons over 2 weeks	•
New: Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	Be able to label parts of a plant. (Y1 recap) Know the functions of plant parts	2 lessons over 2 weeks	
Geography Focus on locational knowledge for children to take forward.	Know the 4 countries that make up the UK.	1 week	
	Name the 7 continents of the world (Y2 recap)	1 week	
	Name and locate France and Italy on a world map.	1 week	
	Locate key mountains in Europe, Scotland, Wales and England.	1 week	
	Locate Pakistan on a world map and describe its key physical features.	1 week	

Art	Learn the names of artists associated with plant drawing/ painting Research one of the artists. Work in the style of one of those artists	1 lesson a week for 6 weeks	
PSHE	Edit and improve – in work and life generally Resilience and stickability Communicating effectively on line Know how to be mindful – and apply to lockdown/isolation situations in the future. Reflect on conduct and experience.	Ongoing themes First 2 weeks When we get back.	
RE (not online) Religion, family and community	Prayer: Know the place of prayer in the Christian, Jewish and Muslim communities	1 lesson a week for 4 weeks	

