

Subject / Area of Learning	End point(s)	Estimated Timescale in Days or Weeks	Notes on outcome(s)
Literacy			
Reading Comprehension (Priority 1)	Children will be able to retrieve key information from a range of texts. Focus on VIPERS skills.	Daily for the duration of the 6 week term.	
Extended writing (dependent on being back in classrooms)	With initial scaffolding, children can plan and execute a coherent piece of work over a number of lessons.	Key focus for final 4 weeks of term if we are back in school.	
Speaking & Listening Opportunities	Participate in debates, conversations and presentations.	Marie Wood to drive some of this through weekly Shakespeare session in HT4.	
Listening comprehension (instant recall)	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Weekly activity for 4 weeks of term w/c 8.3.21.	

SPaG			
Fronted adverbials	Children can use a range of fronted adverbials and use required commas correctly.	Initial 1 week plus regular follow up and reinforcement.	
Speech Marks	Children can write speech with accurate location of speech marks and correct additional punctuation placement.	Initial 3 days plus follow up sessions.	
Determiners	Define, identify and use determiners within sentence work.	Initial 3 days plus follow up sessions.	
Apostrophes	Correct use of apostrophes for omission and possession with particular focus on plural possession. Reduction of erroneous use of apostrophes e.g. <i>he think's</i> , <i>the table's are dirty</i> , <i>he has lots of car's</i> .	Initial 4 days plus follow up sessions.	

Expanded noun phrases	Children can use expanded noun phrases to improve their descriptive writing.	Initial 1 week plus follow up sessions.	
Irregular past participles	Children will use correct verb inflections e.g. I did instead of I done, we jumped instead of we jampt (common in our school).	Initial 4 days plus follow up sessions.	
Simple, Compound and Complex sentence work	Children recognise and understand the features of each and can choose appropriately for effect.	Initial 1 week plus follow up sessions.	

Maths			
Addition and subtraction	Confident using 4 digit numbers with exchanging. Identifying operation within a word problem.	1-2 weeks	
Multiplication	Children can multiply up to 4 digit numbers by any of the times table they know (2-12) They can answer word problems involving multiplication	1 week	
Division	Division facts within the times tables. Dividing with a remainder	1 week	
Fractions	Understanding fractions. Finding equivalent fractions Finding fractions of amounts Solving problems with fractions	1-2 weeks	

Science - Electricity	<p>Recap: Sc4/4.2b Name parts of electrical circuits, including cells, wires, bulbs, switches and buzzers.</p> <p>Sc4/4.2c Identify whether or not a lamp will light in a simple series circuit - complete or incomplete circuit?</p> <p>Sc4/4.2d Recognise that a switch opens and closes a circuit - will lamp light up? Link to complete and incomplete circuits.</p> <p>In Depth: What are conductors and insulators?</p> <p>Sc4/4.2e Recognise some common conductors and</p>	<p>2 lessons over 2 weeks</p> <p>Lesson 1: parts of a circuit/complete circuits/switches</p> <p>Lesson 2: conductors and insulators - what are they?</p>	
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<p>Science - Sound</p>	<p>insulators, and associate metals with being good conductors.</p> <p>Recap: Sc4/4.1a Identify how sounds are made.</p> <p>Sc4/4.1b Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>In Depth: Sc4/4.1c Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Sc4/4.1d Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p>	<p>2 lessons over 2 weeks</p> <p>Lesson 1: How sounds are made/how they travel.</p> <p>Lesson 2: Pitch and volume.</p>	
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Science - States of Matter	<p>Recap: Sc4/3.1a Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>In Depth: Sc4/3.1b Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Sc4/3.1c Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>2 lessons over 2 weeks</p> <p>Lesson 1: Grouping materials/properties of materials.</p> <p>Lesson 2: Changes of state through the water cycle.</p>	
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NB

Literacy timescales suggested are an estimate of total time to be set aside for teaching. This may be split across multiple weeks and sessions to build in repetition and delayed practice. The assumption is that there will be one Reading Comprehension, one Literacy (Primarily through History) and one SPaG session per day.