



The Gateway Primary Academy

Returning Curriculum

June 2020 – September 2021

Rational

As a result of the Covid 19 pandemic some children have not be formally taught in school since March 2020. Staff have identified which topics of learning have not been covered during the year and which will enable the teacher who is teaching the class next year to 'fill the gaps' From each topic the outcomes have been identified from Classroom Monitor and teacher's assessment and these will then be included in the planning of subject areas.

Links to Jigsaw and RSHE

Swans	Hérons	Kingfishers	Swallows	Woodpeckers	Kestrels
Term 5 – Relationships Term 6 – Changing Me	Term 5- Relationships Term 6- Changing me	Term 5- Relationships Term 6- Changing me Transition from year 2 – 3 e.g. playgrounds, toilets,	Term 5- Relationships Term 6- Changing me	Term 5- Relationships Term 6- Changing me	Term 5- Relationships Term 6- Changing me

English

KS 1 Phonics

Swans	Hérons	Kingfishers
Phase 4 – Use Phonics Play Planning Letter formation – Letter Join	Phase 5b and onwards (alternative spellings) Use phonics play planning	Revisiting spelling words ending in suffixes – ment, ness, ful, less, ly Words ending in –tion Contractions e.g. can't, won't The possessive apostrophe Revisiting and revising the Year ½ common exception words Homophones and near homophones Months of the year

Spelling

Swallows	Woodpeckers	Kestrels
	Year 3/4 statutory spelling words + revision Suffixes – cian Words containing – u-e, Prefixes – auto, au, ous, ou Words in plural form Words containing ic, Suffixes – ful, Silent 'n' words Prefixes – inter 'Th' words e.g. northern	Suffixes -ent (List 28) suffixes -ency, ate (List 29) Silent letters (List 30) Suffixes -able (List 31) Suffixes -ible (List 32) Proper nouns (List 33) Compound Words (List 34)

Writing

Swans	Hérons	Kingfishers	Swallows	Woodpeckers	Kestrels
Promote independent use of precursive handwriting <u>Independent</u> sentence writing. Stamina of writing more than one sentence.	Planning and writing a story Character descriptions Animal Poem Letters Riddles Questions Recount Story planning and writing Information text Using questions and question marks	Genres not experienced as much as previously: Poetry Writing skills Developing use of a wider range of conjunctions to extend sentences <i>Editing partners began to be introduced and editing in a different colour to</i>	Genres not experienced as much as previously: Biography Play script writing Newspaper reports Children need to continue to develop peer editing and writing across the curriculum.	Need to develop peer editing. Wider range of punctuation e.g. plural apostrophe Embedding rules for direct speech. Writing across the curriculum.	Reported speech Commas to avoid ambiguity Prepositional phrases

		<i>make additions but will need a big focus.</i>			
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SPAG

Swans	Hérons	Kingfishers	Swallows	Woodpeckers	Kestrels
Remembering full stops and capital letters.	Question marks.	Securing use of contractions when writing Singular possessive apostrophe being used consistently and accurately Securing use of commas in a list In addition to this, word classes with actions will need to be revisited via SPAG starters Also sentence types will need revisiting.	SPAG terminology will need revisiting and embedding – lots of SPAG starters/early work. Revisit possessive pronouns. Revision of subordinate clauses and the present Perfect tense.	SPAG terminology will need revisiting and embedding – lots of SPAG starters/early work. Start with word classes and then have SPAG quizzes etc.	Continue with new concepts such as parenthesis, relative clauses and modal verbs. Working wall provided good support for this.

Maths

Arithmetic

Swans	Hérons	Kingfishers	Swallows	Woodpeckers	Kestrels
Summer 1 – Revision: · Number writing – children	Place value Addition/ subtraction Number bonds to 20	Developing a rapid recall of the 2x, 5x and 10x tables.	Secure 3x, 4x and 8x multiplication tables. Develop knowledge	Rapid recall of times tables up to x 12. Must ensure children	Prime and composite numbers

who have returned are writing numbers back to front. - Reinforce addition/subtraction Summer 1 – New: - Number bonds to 10 Summer 2 – New: Doubling/halving	Four operations Missing number problems (addition and subtraction) Inverse to check answers (addition and subtraction) Identifying coins and their value Adding with coins Identifying note and their value Add combinations of known coins to make 20 p then 50p Model giving change from 10p then 20p using coins and a number line Subtract one-digit and two-digit numbers to 20 using 'difference' as finding how many more to make (using concrete objects and pictorial representations) Use inverse to check answers to calculations Subtract one-digit and two-digit	Revisiting addition and subtraction using place value. Subtraction involving exchanging will need revisiting. <i>A big focus will need to be missing number problems as they were missed end of Term 4 and we normally do them in terms 5 and 6 as well.</i> $\frac{1}{2}$ is equivalent to $\frac{2}{4}$. Finding $\frac{3}{4}$ of an amount.	of all multiplication tables to 12. Short division and using short written methods for multiplication will need to be covered as they were missed last year (normally covered in term 4 and 5)	given time to use times table rockstars/set for home learning. Basic arithmetic strategies for x, divide, add/subtract, missing number problems. Addition and subtraction with decimals Revisiting fractions and embedding equivalent fractions. Multiply and divide by 10, 100 and 1000. As a class appear to lack confidence in Maths. Will need to build confidence through lots of starters, early work. Weekly arithmetic session using test base papers.	Square and cube numbers Negative numbers Long multiplication Mental arithmetic
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	numbers to 20 using 'difference' as finding how many more to make (using concrete objects and pictorial representations) Use inverse to check answers to calculations				
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Shape, space and measure

Swans	Hérons	Kingfishers	Swallows	Woodpeckers	Kestrels
To use everyday language to talk about money and time. To explore characteristics of everyday objects and shapes and use mathematical language to describe them. To recognise, create and describe patterns. To understand and use positional language.	3D shapes- identifying shape and their properties Repeating patterns Standard units of measure Measure length and height Estimate length and height Compare and order length and height Record data in a table Record data as a graph Estimate and measure mass and weight using non-standard but uniform units within children's	Revisit the properties of 2D and 3D shapes. Compare and contrast 3D shapes using key vocabulary. Reading a range of scales in 2s, 5s and 10s. Revisiting telling the time to the nearest 15 minutes. HA – reading the time to the nearest 5 minutes –introduced on google classroom. Statistics and interpreting data – only briefly covered – normally covered in	Revisit Time – calculating time intervals, starting and end times. Digital clock, 24 hour clock.	Time – telling time to the nearest minutes. Time problems Statistics and interpreting data. Measuring angles using protractors. Reading scales.	Area and perimeter of compound shapes Volume Conversion of metric units to imperial Money Angles

	range of known numbers Compare and order mass and weight Describe mass/weight for example, heavy/light, heavier than, lighter than. Describe position, directions and movements, including half, quarter and three-quarter turns. Solve practical problems involving position or direction, by following or giving instructions Estimate and measure capacity using non-standard but uniform units Compare and order capacity Compare, order and describe in terms of: full/empty/ half full/ almost empty/ almost full, more than less than, quarter	term 5/6			
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Problem solving

Swans	Hérons	Kingfishers	Swallows	Woodpeckers	Kestrels
• They solve problems including doubling and halving. • (EXC) They solve problems using 2s,5s and 10s To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.	Solve problems involving subtraction within 20 including missing number problems Solve simple one-step problems that involve addition and subtraction, using coins, objects and pictorial representations Solve practical problems for masses/weights/ capacity Solve problems involving subtraction within 20 including missing number problems	Solving 2 steps word problems involving the four operations e.g. which would have more biscuits 4 packets of 5 or 3 packets of 10. Solving number problems involving pattern spotting e.g. If I add together 3 odd numbers I always get an odd answer. Problems involving remainders for HA e.g. I have 15 socks – how many pairs can I make, how many are left over...?	Solving 2 steps word problems involving the four operations. Use stops problem solving to promote logical thinking and reasoning.	Confidence when solving a range of problems e.g. logic problems, 2 steps problems, understanding the language in a problem.	Will need to practice 2 step word problems. Problems with remainders in context.

Science

Swans	Hérons	Kingfishers	Swallows	Woodpeckers	Kestrels
They make observations of animals and plants and explain why some things occur, and talk about	The Amazing World of Animals Animal diet groups: Carnivore/ omnivore/ herbivore/ Reptile/ birds/ mammals/ fish/	Plants I know that plants need water, light and a suitable temperature to grow and stay healthy	Fossils I can compare and group rocks. I can test for and describe some properties of rocks.	Animals including humans I can construct a food chain to represent the predator-prey relationship	Materials I can compare and group together everyday materials on the basis of their properties, including

changes.	insects/ amphibians Summer at the Seaside To be able to identify, sort and classify creatures that live in the sea and in rock pools To be able to describe sea creatures features and how they adapt to their environment To be able to observe closely using magnifying glasses To carry out simple tests on objects to see if they float or sink To be able to identify and name a variety of materials found on a beach (natural and man-made) To identify why it is important to stay safe in the sunshine and the water To observe changes in the summer season.	I can investigate what plants need to survive I can observe over time to identify how seeds and bulbs grow into mature plants I can create a life cycle of a plant Animals including humans I know that animals, including humans have offspring which grow into adults I can describe the relationship between adult animals and their offspring I can identify the basic needs (water, food and air) for animals and humans to survive I can describe the importance of a healthy diet and exercise Living things and their habitats I can identify that most living things live in habitats to which they are suited	I can describe the best way to record and present my results. I I can explain what soil is and why it isn't all the same. I can carry out tests to show differences in soils. I can describe how fossils are formed. I can identify patterns, similarities and differences in my results. I can explain how I can improve my experiments and some further questions they have made me think about. Plants (only remotely) I can identify and describe the different parts of a plant and their functions. I can set up simple, practical enquiries. I can describe how water is transported	States of Matter – linked to Water cycle I can recognise the different states of matter e.g. solid, liquid and gas I can group materials according to their state of matter I can describe how evaporation and condensation happen in the water cycle, and how temperature affects evaporation I can identify changes of state and research values of degrees Celsius at which changes happen Living things and their habitats I can suggest different ways of sorting the same group of living things e.g. grouping birds according to where they live, what they eat and size of adults I can use classification keys to group and identify	their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic I can demonstrate that dissolving, mixing and changes of state are reversible changes I can explain that
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		I can describe how different habitats provide for the basic needs of different kinds of animals and plants I can identify how plants and animals they depend on each other. I can identify plants and animals in my school environment (and Shorne Country Park) I can construct a simple food chain I understand the terms: alive, dead or never alive I recognise the life cycle of a frog and chicken	in plants. I can describe what plants need to grow and stay healthy. I can compare the effects of different conditions on plant growth. I can ask relevant questions and use different types of scientific enquiry to answer them. I can name the different parts of a flower and describe what they do I can explain what pollination is. I can describe some of the different ways that plants spread their seeds. I can record my findings using different drawings and labelled diagrams	members from a range of familiar and less familiar living things I can describe examples of living things that are threatened by changes to environment e.g. owl and habitat loss	some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda Living Things I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird I can describe the life process of reproduction in some plants and animals Animals including humans I can describe the changes as humans develop to old age Forces I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
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					I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
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Computing

Swans	Hérons	Kingfishers	Swallows	Woodpeckers	Kestrels
They have used Education City and tablets at home.	Computing set on google classroom. Typing Font Copy paste Saving documents	Making an avatar Collecting and presenting data Using 2graph to create a graph linked to data handling in Maths Using computer software to create artwork – we did a lot of this linked to Topic work in the afternoons throughout the year so not a huge	PowerPoints(only covered through online learning) Scratch (only covered through online learning)	Using Prezi as an alternative to PowerPoint Using Scratch to develop understanding of computer Science.	Using logo for algorithms. Collecting data and using a computer to present data. Development of their use of scratch including debugging problems.

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Online Safety

Swans	Herons	Kingfishers	Swallows	Woodpeckers	Kestrels
Used the Thinkuknow work. Good feedback on first phone calls.		Sending and receiving messages online. What to do if someone asks you to send an image online?	The key to key words. Show Respect Online How to report cyber-bullying	Creating powerful passwords Private information – what should you share and what shouldn't you share online.	

History

Swans	Herons	Kingfishers	Swallows	Woodpeckers	Kestrels
Main topics covered at the start of the year.	Summer at the Seaside To be able to identify similarities and differences between holidays at the seaside now and in the past To know some ways to find out about the past such as through photographs, pictures, museum visits and artefacts. To make observations and ask and answer questions about the	All topics covered by end of Term 4	Local history-Dartford I can discuss the impact of significant historical events, people and places in my own locality.	How has life on the Channel island changed over time? What significant events happened on the channel island?	Victorians - local study.

	past using given sources. To use a wide vocabulary of everyday historical terms including those related to the passing of time. To be able to find out about seaside traditions				
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Geography

Swans	Hérons	Kingfishers	Swallows	Woodpeckers	Kestrels
Main topics covered at the start of the year.	The Amazing World of Animals To locate where animals are from on a map. Summer at the Seaside To be able to identify and name the world's oceans To be able to use my geographical vocabulary to describe the key physical features of the seaside (beach, cliff, port, town, sea, ocean, coast, beach hut, pebble)	African Safari – revisiting the continents and oceans, human and physical features in Africa, African animals. Comparing and contrasting life in Dartford to Africa. Our school grounds – creating maps and plans of our environment, identifying habitats.	I can use digital mapping to locate and explore different places. I can annotate and label features on a digital map Europe: I can name some countries in Europe and describe their key geographical features. (covered through online learning only)	Where are the Channel Islands, specifically Alderney? What are the human and physical features of living on one of the Channel Islands? How is life similar/different to life in Dartford? What can you learn about the Channel islands from looking at maps? Using 8 points on a compass and four figure grid references. How are lakes and mountain forms? What happens during	All geography topics taught by end of term 4.

	To be able to use maps and aerial photographs to identify features of the seaside To be able to draw a simple map of a seaside location			the water cycle? What impact does a river have on a settlement? Other subjects – DT – no sewing completed or practical making project e.g. cars, Could you sew a Christmas card this year? Art – no use of clay or sculpture over the year.	
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