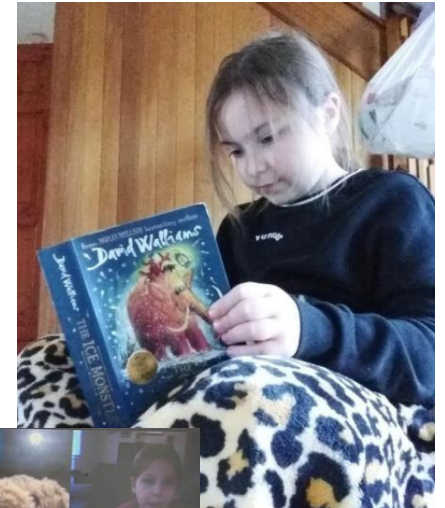


# Christ Church Remote Learning Offer



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**As of January 2021 our school operates remote learning for the vast majority of our pupils. The school is open for our vulnerable pupils, as well as the children of critical workers.**

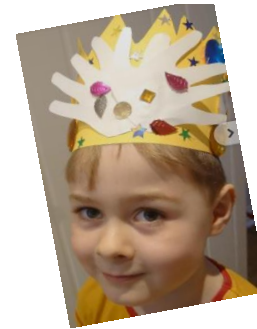
Christ Church CofE Primary School is committed to ensuring that high quality learning continues even when the school is closed to most pupils. Whilst the school building may need to be closed at times, to some learners, learning itself is never 'closed' at our school. Remote learning and on-going communication and feedback between teachers, pupils and parents is always a priority.

### **What's expected from remote teaching?**

When teaching remotely, the DfE expects the school to:

- Plan a programme that's of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers
- Set work so that pupils are working on a number of different subjects, and monitor pupils' engagement with these activities
- Teach a planned and sequenced curriculum so that knowledge and skills are built on
- Provide frequent explanations of new content, delivered by a teacher in your school via zoom or through curriculum resources and/or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Avoid an over-reliance on long-term projects or internet research activities

The above expectations are set out in relation the pupils' age, stage of development and SEND. Christ Church will endeavour to support parents to help their children to make home learning a positive experience for all.



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## The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

### What should my child expect from immediate remote education in the first day or two of pupils learning from home?

Those pupils whose families are required to isolate will be contacted by their year group the day after the school office is made aware of the absence. They will be sent work that their peer group are completing in school via the year group email account and can upload their completed pieces for feedback and marking onto Seesaw or the class emails. A member of the year group teaching team will check in with families to make sure this is working for them and DFE laptops or paper packs will be offered if needed.

### Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We teach the same curriculum remotely as we do in school.
- Teachers will be online between 9-4pm. Work will be set on Seesaw, but can be emailed using our year group email accounts upon request.
- Learning will be a blended learning approach, consisting of a variety of independent activities, live teaching zoom sessions (see below for timings) and some opportunities to use and apply skills that have been taught, with a mathematic, English or thematic focus and/or pre-recorded teaching videos to introduce and model new learning or consolidate a concept.
- Times for live zooms are as follows:

<u>FS2</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
9am – 9:20am	9:30am – 9:50pm	9:30am - 10am	9am – 9:30am	10am 10:40am	11:40am – 12:20pm	11:45am – 12:25pm
12:20pm – 12:40pm	12:40pm – 1:10pm	12:40pm – 1:10pm	1:10pm – 1:40pm	1.40pm – 2:20pm	2.30pm – 3:10pm	2.30pm – 3:10pm
2:10pm - story						

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## Remote teaching and study time each day

### How long can I expect work set by the school to take my child each day?

Remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day, however we do recognise that this comes with challenges and each family must do the best that they can, with the most important thing being that families keep safe and well:

Key Stage 1	The work set each day is in line with the timings of the school day with a blended approach of learning happening between 9am and 3pm
Key Stage 2	The work set each day is in line with the timings of the school day with a blended approach of learning happening between 9am and 3:30pm

## Accessing remote education

### How will my child access any online remote education you are providing?

At Christ Church school we offer engaging remote learning for our pupils who are unable to come to school and are working from home. Children have at least two zoom sessions per day which are staggered throughout the school to make it easier for families with siblings who may not have more than one electronic device. After their zoom session, there are follow up activities for the children to complete. These are uploaded using Seesaw or using the class email.











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## If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote

- Devices can be ordered from the DFE to support families who do not have appropriate devices to support the remote learning platforms. Parents can request devices through the school office or class email accounts and the office will contact parents to arrange collection. Parents will need to sign the devices out and will be liable for any damage to the devices whilst they are in their possession.
- Sim cards, that will enable data for internet connection, can also be ordered by the school office. Please note below the image of the mobile networks who are offering extra data for students to support remote learning (see link <https://get-help-with-tech.education.gov.uk/about-increasing-mobile-data>)
- In the rare occasion where a family cannot access the online platforms, printed materials can be requested via the school office or the class email accounts
- Completed work can be brought back to school when picking up a new pack or if possible, work can be photographed and sent to the class email account

📱 Mobile Network Offers for Students 📱			
MOBILE NETWORK	WHAT IS THE OFFER?	WHO CAN APPLY?	
	O2 are offering 40GB of data per month for students until 31 July 2021	Pay Monthly customers Pay-as-you-go customers	✓ ✓
	EE are offering 60,000 students 20GB of additional data per month until 31 July 2021	Pay Monthly customers Pay-as-you-go customers	✓ ✓
	Three are offering students unlimited data until 31 July 2021	Pay Monthly customers Pay-as-you-go customers	✓ ✓
	Sky Mobile are offering 1,800 students 100GB of additional data per month	Pay Monthly customers Pay-as-you-go customers	✓ ✗
	Tesco Mobile are offering 1,000 students 20GB of additional data per month until 31 July 2021	Pay Monthly customers Pay-as-you-go customers	✓ ✗
	Smarty are offering students unlimited data until 31 July 2021	Pay Monthly customers Pay-as-you-go customers	✓ ✓
	Vodafone are offering students 350,000 SIM cards that provide 30GB of data	Pay Monthly customers Pay-as-you-go customers	✓ ✓
	Virgin Mobile are offering students 20GB of additional data per month until 31 July 2021	Pay Monthly customers Pay-as-you-go customers	✓ ✗

education:

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## How will my child be taught remotely?

### We use a combination of the following approaches to teach pupils remotely:

Some examples of remote teaching approaches:

- live teaching (online lessons) through zoom
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, YouTube videos)
- printed paper packs produced by teachers (e.g. activity packs, worksheets)
- commercially available websites or platforms supporting the teaching of specific subjects or areas, for example Times Table Rock Stars, Numbots, IDL, SATs Companion, Read Theory, Corbett Maths, Spelling Frame

## Engagement and feedback

### How can parents and carers support their children and help them to engage in the learning at home?

- Pupils are expected to engage with the remote learning each day. It is important that they attend the zoom sessions or watch the teaching videos provided as this is where new learning will happen and expectations will be set.
- We advise that children keep to a routine as much as families are able to do so. A daily timetable and structure of the day will help the children to understand the expectations of them for the day. This may include ensuring the children get out of bed at a similar time as they would if they were attending school, they get washed and dressed, they sit at an appropriate space to enable them to complete their work properly, as best as households allow, and that parents and carers support their child as much as they can. It is beneficial if parents and carers can be present when their children are on a zoom teaching session, if possible, as this will help them to understand how they can best support their child.
- As remote learning can be heavily weighted with screen time, it is important that this is balanced with creative and physical activities too so it would be advisable that parents and carers plan this into the daily routine where possible.
- ***We do recognise that home learning comes with challenges and each family must do the best that they can, with the most important thing being that families keep safe and well***

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## How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Logs will be kept daily of how children have engaged in the remote learning including their participation on the live teaching through zoom and their submission of work through Seesaw or the year group email accounts.
- Where engagement is a concern, class teachers will contact families to offer support. If there remains a concern with engagement, teachers will inform SLT and this will be risk assessed. Parents will then be contacted by a member of SLT to help with the issues causing the lack of engagement or concern.

## How will you assess my child's work and progress?

Our approach to feeding back on pupil work is as follows:

Feedback can take many forms and may not always mean extensive written comments for individual children. Children will receive formal feedback on work submitted daily and may take one or more of the following forms:

- Written feedback via Seesaw or year group email accounts
- Submitted work may be liked via the Seesaw platform to feedback that the learning intention has been met or that the teacher is pleased with the work
- Recorded verbal feedback via Seesaw
- Class, group or individual verbal feedback via zoom
- Quizzes marked automatically via digital platforms
- Telephone calls with families every Friday to feedback on children's progress and attainment each week
- Attainment and progress report to parents which will go out 10<sup>th</sup> February

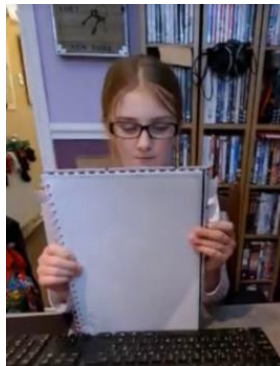
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## Additional support for pupils with particular needs

### How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Assessment for Learning strategies will be used throughout any remote teaching to assess understanding and give the children the opportunity to have further support.
- Children with additional needs may stay on the live teach session after the majority of the class have left the zoom to have further support and explanation of the task from the teacher
- A pre-teach may be planned for the first part of a zoom to support pupils as needed
- Resources may be adapted to support certain children if needed (writing frames sent with work, colour backgrounds changed on slides, vocabulary mats or word banks sent, chunked instructions for the task available, prompt sheets for parents, extra video support with the teacher modelling where needed)
- Activities may be differentiated to match the needs of the children
- Work may be set bespoke for the child's interest to support concentration, motivation and engagement
- Less work may be expected from children with additional needs if appropriate
- Intervention may be offered in a small group or 1:1 to support additional needs
- Support from therapists working remotely or in school
- Live teaching sessions may be recorded and sent to pupils with additional needs so that they can be watched again and stopped to chunk the input
- Additional support via email or phone call, for parents of children with SEND, to offer encouragement and reassurance or to give further explanations of learning. Calls may also include conversations with the child (on speakerphone), where appropriate.



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## Remote education for self-isolating pupils

**If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

Those pupils whose families are required to isolate will be contacted by their year group the day after their self-isolation begins. They will be sent work that their peer group are completing in school via the year group email account and can upload their completed pieces on Seesaw or to the year group email accounts for feedback and marking. Teaching Assistants or a member of the teaching team will check in with families to make sure this is working for them and DFE laptops or paper packs will be offered if needed. A record of pupil engagement and work submission will be kept so that teachers can track what has been accessed and school can follow up with pupils who may not engage.



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## Remote Learning Curriculum Coverage / Overview

**Year group: FS2**

Topic / Theme	Dinosaurs	
Subject	Key Teaching focus	Objectives Covered
Phonics	Recap Phase 2 Begin Teach phase 3	
English – Reading	Using the text 'The Dinosaur's Diary' to inform follow on activities linked to dinosaurs Sharing text in parts to develop prediction skills Reading challenges daily linked to blending simple words and captions / matching word to picture / adding sound buttons to support reading Using the text 'Stomp, Chomp Big Roars...' to develop rhythm and rhyme awareness Sharing familiar stories Introducing topic linked vocabulary to use in play and activities	Phoneme/grapheme correspondence and recognition Blending simple words Reading captions with blending as a main reading strategy Recognising rhyme and continuing a rhyming string Sight reading tricky words (phase 2 confidently / beginning phase 3) Responding to a shared text with own thoughts/ ideas / predicting what happens next / follow on activities linked Using non-fiction books to find information linked to topic Knowing that information can be found from books and computers Using vocab and speech that are increasingly influenced by books Understanding how to look at books and read print from L to R Talking about their understanding of stories and books read to them
English – Writing (inc genre)	Writing information about dinosaurs Writing labels for dinosaur body parts and for labelling sorting categories Writing simple CVC words applying blending skills linked to phoneme taught in phonics	Phoneme/grapheme correspondence Beginning to hear and say sounds in words Writing simple words applying segmenting skills and knowledge of phase 2 consistently and independently Beginning to write short captions applying phonic knowledge Writing labels for objects and for a purpose Writing letters of the alphabet with correct formation

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<p>EYFS – Communication and Language</p>	<p>As part of follow on activities, encouraging children to voice or video record and explain their learning / tasks</p>	<p>Explain their own thinking Develop language in role play Sequence events to retell Use past tense correctly in speaking Maintaining attention during appropriate activity Responding to instructions with a two-part sequence Extending vocabulary – grouping and naming / understanding the meaning of words Introducing storyline or narrative into play</p>
<p>Maths</p>	<p>Exploring a number per week using Numberblocks to support, representing numbers using household and mathematical objects, adding and subtracting linked to that number, writing the numeral and number word and journaling responses Word based problems linked to text and theme to allow children to apply knowledge of numbers Using 2D shapes for a purpose e.g. creating pictures and understanding their properties Using 3D objects for a purpose and beginning to talk about properties Topic based activities linked to pattern e.g. dinosaur footprints / colours 2D shapes etc</p>	<p>Ordering numbers to 10 Understanding the value of numbers to 10 Representing numbers to 10 with various mathematical and non-mathematical toolkit resources Finding 1 more and 1 less than numbers to 10 Sharing totals of objects between 2 groups Exploring 2D shapes and their properties Using addition and subtraction in play based activities to solve problems Using the language of addition and subtraction Using familiar objects and shapes to recreate patterns</p>
<p>RE</p>	<p>Kingdom Of God The children explored who would make a good king and designed their own king. The created crowns for Jesus to wear, decorated with symbols to show his love for us all. Children have watch and discussed our Christ Church Services and those sent by Mrs Donelan. PSHE/Collective Worship We have also talked about how our families look after us and show us care. The children highlighted what they enjoy about our school and used a variety of media to show this.</p>	<p>Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family and friends. Knows some of the things that make them unique. Enjoys joining in with family customs and routines. Selects appropriate resources and adapts work when necessary. Manipulates materials for a planned effect.</p>

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	Children have also thought about what they are good at and what they could improve and how they can do this.	
PE	Fine motor activities linked to topic/theme e.g. making dinosaur playdough poo, writing sounds in jam etc Activities that encourage use of scissors and other tools Applying handwriting patterns to all writing tasks and link to phonic teaching. Activities to develop alphabet knowledge and use of letter names.	Experimenting with different ways of moving Using simple tools effectively Developing a preference for a dominant hand Forming recognisable letters – most of which are correctly formed Linking sounds to letters
Foundation Subjects <i>(please note which subjects you will be covering from the foundation subjects)</i>	<b>See below for EYFS Subject areas and links to foundation subjects</b>	
PSED	Encouraging children to share their knowledge and ideas through response in live Zoom lessons / voice or video recording of activities	Explaining own knowledge and understanding
Understanding the World <i>(science / geography / History Computing)</i>	Using dinosaurs theme to complete activities looking at timelines, what happened to the dinosaurs, comparisons to now etc Encouraging children and families to share family activities on seesaw – not necessarily linked to dinosaur tasks Using Numbots and teach your monster to read Using phonics play, ict games and other websites for activities Using computers/ laptop for research / typing responses to activities etc Using Zoom independently Carrying out scientific tasks e.g. testing out traps that have been designed and built, sorting and classifying etc	Looking closely at similarities, differences, patterns and changes over time Developing an understanding of growth, decay and changes over time Enjoying joining in with family customs and routines Completing simple age appropriate programmes and interacting with age appropriate software
Expressive art and design <i>(Art / DT / music)</i>	Using variety of resources to respond to tasks set Construction based tasks linked to theme and topic	Manipulate materials to achieve a planned effect Construct with a purpose in mind Using simple tools and techniques competently

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	Using 'Stomp, Chomp...' to perform poems with rhythm and rhyme	Creating simple representations of people, events and objects Make up rhythms Capture experiences and responses with a range of media
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## Year group: 1

Topic / Theme	Into the Woods	
Subject	Key Teaching focus	Objectives Covered
Phonics	Phase 4 Recap Phase 5 sounds and tricky words	Alternative pronunciations and spellings Pseudo and real words Using sound buttons to segment
English – Reading	Non-Fiction texts Prediction Comprehension	Read and retell familiar stories Decode unfamiliar words Develop pleasure for reading by listening to and discussing a range of stories and non-fiction at a level beyond which he/she can read independently Talk about what is read and link to own experiences Discuss word meanings, linking new meanings to those already known Predict what might happen on the basis of what has been read so far
English – Writing (inc genre)	Non-Chronological reports Instructions (recipe)	Separate words with spaces Understand how words combine to make sentences Compose and write sentences to convey ideas Use capital letters and full stops in some of his writing Write a non-chronological report Write instructions Understand the term verb Read aloud his writing
English – Spelling	Covered through phonics	Covered through phonics

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English – Punctuation	Writing sentences for a purpose	Separate words with spaces Understand how words combine to make sentences Use capital letters and full stops in some of his writing
English – Grammar	Covered through writing – imperative verbs	Covered through writing
Maths	Addition and Subtraction within ten Numbers to 20- comparing and ordering numbers Maths No Problem Application of mental strategies during ready to learn activities and CP challenges Opportunities for problem solving given in next steps and feedback	Read, write and interpret mathematical statements involving +,- and =. Add and subtract 1 and 2 digit numbers Represent and use number bonds and related subtraction facts. Solve one step problems that involve addition and subtraction. Count to and across 100, forwards and backwards. Read and write numbers to 20 in numerals. Identify and represent numbers using objects and pictorial representations Use the language- equal to, less than, most and least.
RE	Justice Love Kingdom of God	To understand the Christian value – Justice and demonstrate this in our lives To know that God loves us To know what might make a good king To discuss what Jesus teaches in the Parable of the Mustard seed. To discuss how small actions can grow into something bigger.
PE	Joe Wickes sessions for Ready to Learn Building strength and stamina Observing how exercise affects our bodies Directed challenges uploaded to Seesaw for CP time each week Developing fine motor skills	Identify that exercise is good for our minds Link skills and actions in different ways to suit different activities Describe and comment on performance Throw and catch, using the correct technique
Foundation Subjects ( <i>please note which subjects you will be covering from the foundation subjects</i> )	Science- animals including humans  Science- Plants	Identify and classify Use observations to suggest answers to questions Identify and name a variety of common animals including fish, amphibians, reptiles, mammals and birds. Describe and compare the structure of a variety of common animals including fish, amphibians, reptiles, mammals and birds.

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		Identify and name a variety of wild and garden plants Identify and describe the basic structure of flowering plants including trees Know what a plant needs to grow
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**Year group: 2**

Topic / Theme	Where in the World & Wonderful Wirral	
Subject	Key Teaching focus	Objectives Covered
<b>Phonics SPAG</b>	Recap phase 5 sounds Sentence structure Start of phase 6 – plurals, gn, kn, wr Introducing and teaching the past tense Changing singular words into plurals	<ul style="list-style-type: none"> <li>To change singular words into plurals</li> <li>To use and apply spelling rules</li> </ul>
<b>English – Reading</b>	Oxford Owl Book reviews Vipers questions linked to text Man on the Moon Texts use as a basis of foundation subjects – thematic approach to curriculum taught through key texts	<ul style="list-style-type: none"> <li>To read books linked to their level.</li> <li>To use phonics to segment and blend words</li> <li>To re-read book fluently</li> <li>To make predictions</li> <li>To answer questions and make inferences</li> <li>read longer books independently</li> <li>read aloud with proper emphasis and expression</li> <li>use context and pictures to help identify unfamiliar words</li> <li>understand humour in text</li> <li>find new words, phrases or figures of speech</li> </ul>
<b>English – Writing (inc. genre)</b>	<b>Narrative:</b> Man on the moon – A day in the life of Bob. Setting & character descriptions Retelling story using story maps Planning a new story Rewriting a story <b>Information:</b> Creating Fact files Planning and writing information leaflets	<ul style="list-style-type: none"> <li>understand the concept of paragraphs and begin to apply it in writing</li> <li>correctly use punctuation</li> <li>correctly spell many words</li> <li>use new words, phrases or figures of speech</li> <li>revise their own writing to create and illustrate stories</li> <li>To form letters correctly</li> <li>To write a clear and sequenced piece of work</li> </ul>

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	<b>Poetry:</b> Spring poetry	<ul style="list-style-type: none"> <li>To make adventurous word choices</li> </ul>
<b>English – Spelling</b>	Spellings linked to plurals, gn, kn, and wr words Introduction of spelling rules. Investigating & learning how to add suffixes & prefixes Teaching spelling of long words Finding and learning the difficult bits in words	<ul style="list-style-type: none"> <li>Changing singular words into plurals</li> <li>Introduction of spelling rules</li> <li>To use phonics to spell words, to use robot arms to spell words.</li> <li>To use prefixes and suffixes</li> </ul>
<b>English – Punctuation</b>	Taught within all English sessions as part of writing process	<ul style="list-style-type: none"> <li>correctly use punctuation to demarcate sentences</li> <li>correct use of capital letters, finger spaces and full stops</li> <li>to begin to use question and exclamation marks</li> </ul>
<b>English – Grammar</b>	As above	As above
<b>Maths</b>	Follow MNP – Daily lessons linked to focus task and work book Weekly mental maths and problem solving focus Rapid recall of times table facts TT Rockstars	<ul style="list-style-type: none"> <li>To recall multiplication and corresponding division facts for 2, 5, 10 times tables</li> <li>To demonstrate an understanding of commutativity</li> <li>To be able to solve word problems involving division within the division facts of the 2, 5 and 10 times table</li> <li>To identify odd and even numbers</li> <li>To find and use multiples of 2, 5 and 10</li> </ul>
<b>RE</b>	To follow unit of work based on the Christian concept of the Kingdom of God Daily reflections linked to collective worship from Christ Church clergy assemblies, Mrs Donelan’s and class services Weekly PSHE and wellbeing sessions	<ul style="list-style-type: none"> <li>Understand what Jesus taught about the Kingdom of God.</li> <li>Understand how that belief affects Christians’ lives.</li> <li>To become aware of their own beliefs concerning the Kingdom of God and the impact of the Kingdom in their own lives.</li> <li>To discuss feelings and emotions and develop strategies to support them with managing these</li> </ul>
<b>PE</b>	Orienteering unit Joe Wickes lesson, building strength, stamina, coordination, flexibility and resilience. Understanding how exercise affects body and mind.	<ul style="list-style-type: none"> <li>To develop stamina</li> <li>To develop team work &amp; communication</li> <li>To develop coordination &amp; To problem solve</li> <li>To develop an understanding of how exercise impacts on the body</li> <li>To follow instructions &amp; To follow a sequence</li> </ul>
<b>Foundation Subjects</b>	<b>History:</b> looking at explorers: Christopher Columbus, Neil Armstrong & Tim Peake	<b>History:</b> 1/1.3 To learn about the lives of significant individuals in the past <b>History:</b> 1/1.2 To learn about events beyond / within living memory

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	<p><b>DT</b> – Vehicles. Research, design, plan, make and evaluate a product (futuristic vehicle)</p> <p><b>Science</b> – Materials</p> <p><b>Computing:</b> Using Numbots, TT Rockstars, Oxford Owl, Google and SeeSaw</p>	<p><b>DT:</b> To research a range of objects; To draw and label diagrams; To use a range of materials; To use a range of tools and select appropriate tools for particular tasks; To evaluate a product</p> <p><b>Science:</b> To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses by identifying the uses of different materials.</p> <p><b>Computing:</b> Completing simple age appropriate programmes and interacting with age appropriate software</p>
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### Year group: 3

<b>Topic / Theme</b>	Wonderful Walls – the Shang Dynasty and Ancient China.	
<b>Subject</b>	<b>Key Teaching focus</b>	<b>Objectives Covered</b>
Phonics	Small intervention groups to target Ph2-Ph5.	<ul style="list-style-type: none"> <li>• Accuracy of spelling rules taught in Y2.</li> <li>• Consolidation of the teaching of the past tense</li> <li>• Revising and securing knowledge of how to add suffixes and prefixes</li> <li>• Further teaching spelling of long words</li> <li>• Securing knowledge of changing singular words into plurals</li> </ul>
English – Reading	The Wall in the Middle of the Book – Jon Agee Little Leap Forward. A Boy in Beijing – Clare Farrow and Gue Yue	<ul style="list-style-type: none"> <li>• explore and understand different kinds of texts, like biographies, poetry and fiction</li> <li>• understand and explore expository, narrative, and persuasive text</li> <li>• read to extract specific information, such as from a science book</li> <li>• understand relations between objects</li> <li>• identify parts of speech and devices like similes and metaphors</li> <li>• correctly identify major elements of stories like time, place, plot, problem, and resolution</li> <li>• read and write on a specific topic for fun, and understand what style is needed</li> </ul>

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		<ul style="list-style-type: none"> <li>analyse texts for meaning</li> </ul>
English – Writing (inc genre)	Narrative Persuasion Playscript Letter Instruction Poetry	<ul style="list-style-type: none"> <li>-to plan/draft/write and edit</li> <li>-to use complex sentences in writing</li> <li>-choose specific vocabulary and phrases</li> <li>-to maintain high standards of presentation – either digitally or handwritten</li> </ul>
English – Spelling	Y3 spellings this half term, we have differentiated them into three groups (as before Christmas)- Group 1 have Y1 spelling words. Group 2 have Y2 spelling words and Group 3 have Y3 spelling words. All groups are exposed to the Y3 spelling words.	<ul style="list-style-type: none"> <li>-Short /i/ sound spelt with y</li> <li>-Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable – not doubling the consonant.</li> <li>- Adding suffixes beginning with a vowel (er/ed/en/ ing) to words with more than one syllable – double the consonant.</li> <li>-Creating negative meanings using the prefix mis-</li> <li>-Creating negative meanings using the prefix dis-</li> </ul>
English – Punctuation	Correct use of commas in lists and subordinate clauses. Use of question marks. Ellipsis.	Revisit previously taught grammar and punctuation, to include: Noun, Capital letter, Sentence, Full stop, Question mark, Exclamation mark, Noun phrase, Statement, Question, Exclamation, Suffix Conjunction, Tense, Comma, Adjective, Adverb, Vowel, Consonant, Conjunction, Paragraph, Fronted adverbial.
English – Grammar	Simile, personification, subordination,	<ul style="list-style-type: none"> <li>-correct use of tenses</li> <li>-use of subordinate clauses</li> </ul>
Maths	Chapter 3 and 4 (MNP) Multiplication & Division plus fluency activities and TTRS battles	<p><b>Chapter 3</b></p> <ul style="list-style-type: none"> <li>-To be able to understand and learn the 3, 4 and 8 times table.</li> <li>-To be able to recognise the pattern in the 4 and 8 times tables.</li> <li>-To be able to use the 3,4 and 8 times table for division.</li> <li>-To be able to understand the relationship between multiplication and division.</li> <li>-To be able to solve word problems involving multiplication and division.</li> <li>-To be able to solve problems using a variety of strategies.</li> </ul> <p><b>Chapter 4</b></p> <ul style="list-style-type: none"> <li>-To be able to multiply multiples of 10 by a 1-digit number.</li> <li>-To be able to multiply and divide a 2-digit number by a 1-digit number without regrouping and using the standard algorithm.</li> </ul>

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		<p>-To be able to multiply and divide a 2-digit number by a 1-digit number with regrouping, using the standard algorithm.</p> <p>-To be able to solve word problems involving multiplication and division.</p> <p>-To be able to solve multi-step word problems involving division.</p> <p>-To be able to use knowledge of multiplication and division to solve problems.</p>
RE	Kingdom of God planning and collective worship linking to HT & clergy assembly	<p><b>What do Jesus' parables tell Christians the Kingdom of God is like?</b></p> <p>The children will learn:</p> <p>-What Jesus taught about the Kingdom of God</p> <p>-About some religious language used in the Bible</p> <p>-To consider and reflect what Jesus meant when he used the term 'Kingdom of God' in His parables.</p> <p>-How Jesus used parables to teach about the Kingdom of God.</p>
PE	Timeslots on weekly timetable for PE focusing on fitness and keeping children active	<p>-To develop their knowledge and understanding of the different types of fitness.</p> <p>-To develop their understanding and knowledge of the benefits of Circuit Training, and the types of fitness used in a Circuit.</p> <p>-To know and understand the strengths and weaknesses of circuit training</p> <p>-To develop their physical strength, stamina, speed and flexibility to enhance their performances</p>
Foundation Subjects <i>(please note which subjects you will be covering from the foundation subjects)</i>	History Science Geography Computing Art Music	<ul style="list-style-type: none"> <li>• Learn to plot the Shang dynasty on a timeline of Stone age to Iron age.</li> <li>• Use of PowerPoint to make a presentation to explain the differences between ancient and modern China.</li> <li>• Study physical features of modern-day china and identify landmarks and cities.</li> <li>• Use secondary sources and artefacts to find out about Ancient China</li> <li>• Compare changes between ancient and modern China</li> <li>• Use multi-media technology to present learning to others</li> <li>• Use AR to visit sites.</li> <li>• Use of multi-media to produce local information booklet.</li> <li>• Identify continents, countries, landmarks and cities.</li> <li>• Speak and write some basic Mandarin</li> </ul>

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## Year group: 4

Topic / Theme	Vicious Vikings	
Subject	Key Teaching focus	Objectives Covered
Phonics	Specific phases are being covered for a small number of LA children.	Ranging from phase 2 upwards.
English – Reading	The Saga of Erik the Viking by Michael Foreman – we are using this for shared reading and English lessons.  Additional comprehension texts to support.	<ul style="list-style-type: none"> <li>- Read and demonstrate comprehension of texts by: – identifying the main idea(s), citing supporting detail – selecting events from a text to suit a specific purpose – linking ideas, both explicit and implicit, in a text.</li> <li>• To increase reading stamina, fluency and expression.</li> <li>• Active writing may be involved in planning, drafting, refining or publishing. Involving the children purposefully reading and re-reading the text.</li> </ul>
English – Writing (inc genre)	The Saga of Erik the Viking by Michael Foreman <ul style="list-style-type: none"> <li>- Narrative – setting/characters</li> <li>- Diary writing</li> <li>- Newspaper reports</li> <li>- Non-chronological reports</li> </ul>	<p>Plan his/her writing by discussing writing similar to what is expected.</p> <p>Drafting and writing and organising paragraphs around a theme.</p> <p>Draft and write narrative and non-narrative material.</p> <p>Evaluate and edit assessing the effectiveness of own writing.</p>
English – Spelling	Weekly lesson with supporting activity to embed learning.	<p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p> <p>Homophones and near homophones</p>
English – Punctuation	The Saga of Erik the Viking by Michael Foreman	Revisit previously taught grammar and punctuation to include – comma, exclamation, question mark, inverted commas, noun phrase, singular/plural.
English – Grammar	The Saga of Erik the Viking by Michael Foreman	<p>Use expanded noun phrases, to incorporate prepositions.</p> <p>Correctly punctuate fronted adverbials.</p>
Maths	MNP – Multiplication and division unit – first unit, moving on to graphs and then fractions. We will	<p>To multiply by 6,7,9,11 and 12.</p> <p>To divide by 6,7,9,11 and 12.</p> <p>To divide to find quotient and remainder.</p>

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	then go back to further multiplication when we are back in school due to complexity of teaching.	To solve word problems involving multiplication and division. Graphs – to use a table to show information. To draw, read and interpret different types of graphs. To solve problems using information from tables and graphs. Start fractions block – hundredths, mixed numbers, equivalent fractions.
RE	Kingdom of God – taught through understanding of parables.	Key Question: What could Jesus have meant when he taught about the Kingdom of God?
PE	Fitness session twice a week – using Joe Wickes and other inspirational people as the focus.	Keep children active and teach about personal fitness and important of this. Healthy eating.
Foundation Subjects <i>(please note which subjects you will be covering from the foundation subjects)</i>	Art – linked to Vikings DT – Linked to Vikings Geography/History/Topic – linked to Vikings Science – digestion system and teeth.  PSHE/well-being activities	Sketching, drawing familiar objects. Plan a sculpture from start to end. Draw maps, identify places within Europe. Describe functions of digestive system, different types of teeth.

## Year group: 5

Topic / Theme	SPACE	
Subject	Key Teaching focus	Objectives Covered
Phonics	N/A	
English – Reading	Key Text: <i>Cosmic</i> by Frank Cottrell-Boyce Moon Landing newspaper articles.	<ul style="list-style-type: none"> <li>- ability to connect topic, grammatical, cultural/world and text-structure knowledge with what is new in the text.</li> <li>- Read and demonstrate comprehension of texts by: – explaining how the main idea and supporting information relate to the author’s purpose and the intended audience – selecting events from a text to suit a specific audience – linking ideas, both explicit and implicit, in a text.</li> </ul>

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		<ul style="list-style-type: none"> <li>- Recognise text structures and organisations.</li> <li>- Determine unknown words by selecting appropriate word identification strategies.</li> <li>- To predict and summarise</li> <li>- Explain and justify characters' motives/behaviours</li> <li>- Make connections to similar genres/life experiences/topic</li> <li>- To infer from information already read</li> </ul>																																																																		
English – Writing (inc genre)	Using the key text (Cosmic)- written outcomes: persuasive advertisements/ diary entry/ recount in the form of a postcard from Space/ compose an email from one character to another/ visitor leaflet for theme park (non-chron)/ newspaper report/list/ poetry	<ul style="list-style-type: none"> <li>-identify the target audience for a piece of writing</li> <li>-to plan/draft/write and edit</li> <li>- use vocabulary from the text in their writing</li> <li>-choose ambitious vocabulary and phrases- use a thesaurus</li> <li>- annotate and analyse WAGOLs for the genre to draw out features to then use in own writing</li> <li>-to maintain high standards of presentation – either digitally or handwritten</li> </ul>																																																																		
English – Spelling	<p>Y5 spellings this half term, we have differentiated them into two groups (as before Christmas)- Group 1 have Y5 spelling words. Group 2 have Y1/2 words.</p> <p>We also have a Word of The Day that is emailed out at the start of the week- 5 words a week- children to find definition, synonyms and antonyms as well as compose a sentence with it in.</p>	<table border="1"> <thead> <tr> <th></th> <th>Week 1</th> <th>Week 2</th> <th>Week 3</th> <th>Week 4</th> <th>Week 5</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>community</td> <td>happiness</td> <td>membership</td> <td>stationary</td> <td>altar</td> </tr> <tr> <td>2.</td> <td>curiosity</td> <td>foolishness</td> <td>ownership</td> <td>stationery</td> <td>altar</td> </tr> <tr> <td>3.</td> <td>ability</td> <td>hardness</td> <td>partnership</td> <td>steal</td> <td>ascent</td> </tr> <tr> <td>4.</td> <td>visibility</td> <td>madness</td> <td>dictatorship</td> <td>steel</td> <td>assent</td> </tr> <tr> <td>5.</td> <td>captivity</td> <td>nastiness</td> <td>championship</td> <td>wary</td> <td>bridal</td> </tr> <tr> <td>6.</td> <td>activity</td> <td>silliness</td> <td>craftsmanship</td> <td>wearry</td> <td>bride</td> </tr> <tr> <td>7.</td> <td>eternity</td> <td>tidiness</td> <td>fellowship</td> <td>who's</td> <td>cereal</td> </tr> <tr> <td>8.</td> <td>flexibility</td> <td>childishness</td> <td>apprenticeship</td> <td>whose</td> <td>serial</td> </tr> <tr> <td>9.</td> <td>possibility</td> <td>willingness</td> <td>citizenship</td> <td>fate</td> <td>compliment</td> </tr> <tr> <td>10.</td> <td>sensitivity</td> <td>carelessness</td> <td>sponsorship</td> <td>fete</td> <td>complement</td> </tr> </tbody> </table>		Week 1	Week 2	Week 3	Week 4	Week 5	1.	community	happiness	membership	stationary	altar	2.	curiosity	foolishness	ownership	stationery	altar	3.	ability	hardness	partnership	steal	ascent	4.	visibility	madness	dictatorship	steel	assent	5.	captivity	nastiness	championship	wary	bridal	6.	activity	silliness	craftsmanship	wearry	bride	7.	eternity	tidiness	fellowship	who's	cereal	8.	flexibility	childishness	apprenticeship	whose	serial	9.	possibility	willingness	citizenship	fate	compliment	10.	sensitivity	carelessness	sponsorship	fete	complement
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English – Punctuation		<p>To use parenthesis</p> <p>To use brackets and dashes.</p> <p>Keep revisiting capital letters, full stops, question marks, exclamation marks, apostrophes, inverted commas</p>																																																																		
English – Grammar		<p>To use relative clause and subordinate clauses</p> <p>To use and correctly punctuated adverbial phrases</p>																																																																		

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		<p>To use parenthesis To use brackets and dashes. To use and identify relative pronoun To use modal verbs</p> <p>Revisit apostrophes for possession and fronted adverbials</p>
Maths	Chapter 3(MNP) Multiplication & Division plus fluency activities and TTRS battles	<ul style="list-style-type: none"> <li>• finding and defining multiples and factors and common factors</li> <li>• prime numbers and determine what makes a number prime or composite.</li> <li>• square and cube numbers</li> <li>• multiplying by 10, 100 and 1000</li> <li>• multiply by 2-digit numbers</li> <li>• divide by 10, 100 and 1000.</li> <li>• division giving rise to remainders using multiple methods, including number bonds and long and short division.</li> </ul>
RE	Kingdom of God planning and collective worship linking to HT & clergy assembly	<p>How does the local church community seek to bring God's Kingdom on earth? What Jesus may have meant when he taught about the Kingdom of God in the 'Parable of the Talents'. How the church uses gifts and talents with the Holy Spirit's help to bring about God's Kingdom on earth How that belief affects Christians' lives</p>
PE	Directed PE tasks uploaded weekly to seesaw, focusing on fitness and keeping children active	<ul style="list-style-type: none"> <li>• take part in outdoor and adventurous activity challenges individually</li> <li>• develop flexibility, strength, technique, control and balance</li> <li>• use running, jumping, throwing and catching in isolation and in combination</li> </ul>
Foundation Subjects <i>(please note which subjects you will be covering from the foundation subjects)</i>	Topic is Space so we are covering Earth and Space in science as well as Art, music History (moon landing). We are covering our usual medium term plan as closely as we can.	<ul style="list-style-type: none"> <li>• Describe the movement of planetary objects</li> <li>• Describe night and day</li> <li>• Describe the movement of the moon</li> <li>• Illustrate the way the moon rotates around the earth</li> </ul>

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		<ul style="list-style-type: none"> <li>• Describe why objects fall towards objects of larger mass</li> <li>• Illustrate how particles create resistance forces</li> <li>• Describe how light travels</li> <li>• Considering, transportation and preservation, children plan, create and evaluate a meal fit for an astronaut.</li> <li>• Broadening our knowledge of the artist by studying Vincent Van Gough and replicating his “Starry Nights” and artist Peter Thorn and creating space art in his style</li> <li>• Study and write biographies for prominent space explorers/theorists</li> </ul>
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## Year group: 6

Topic / Theme	World War 2	
Subject	Key Teaching focus	Objectives Covered
Phonics	n/a	
English – Reading	VIPERS questions on chapters from ‘Letters from the Lighthouse’ by Emma Carroll.	<p>Use a flexible repertoire of strategies and cues to comprehend texts and to solve problems with unfamiliar structure and vocabulary.</p> <p>Fluently read complex and abstract texts such as journal articles, novels and research reports.</p> <p>Access the layers of information and meaning in a text according to their reading purpose</p> <p>Analyse the use of devices such as rhetoric, wit, cynicism and irony designed to position readers to take particular views</p> <p>Recognise the effectiveness of language features selected by authors</p>
English – Writing (inc genre)	From Author Emma Carroll: Writing rituals and creating spaces to write Story hunting (finding inspiration)	<p>Use a dictionary to check what words mean.</p> <p>Use a thesaurus to find more interesting words.</p>

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	<p>Characterisation Settings</p> <p>Writing diary as self and as child from WW2. Re-writing a postcard from the point of view of the main character. Write a job description for a lighthouse keeper. Write a poem from the perspective of the lighthouse about the tide coming in. Newspaper report about the lighthouse being removed.</p> <p>Writing for pleasure (children choose own genre) – children have been given the expectations for writing for year 6 and should base their writing on those.</p>	<p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>proofread for spelling and punctuation errors</p>
English – Spelling	<p>SATS companion tasks on Word endings, word families, suffixes, prefixes, antonyms, synonyms, spelling groups/rules. Revision of different spelling rules and year group spelling lists (differentiated)</p>	<p>Add suffixes beginning with a vowel (ing, ed, ee, ence)</p> <p>Revise use of a hyphen.</p> <p>Distinguish between words that have a similar sound but a different meaning (lose/loose)</p> <p>I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.</p>
English – Punctuation	<p>Year 6 expectations for punctuation shared with cohort, to be used when writing.</p>	<ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semicolons, colons or dashes to mark boundaries between independent clauses</li> </ul>
English – Grammar	<p>Year 6 expectations for grammar shared with cohort, to be used when writing.</p>	<ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul>

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		<ul style="list-style-type: none"> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> </ul>
<p>Maths</p>	<p>Fractions – comparing and writing as decimals Decimals – understanding, comparing and writing as fractions. Percentages – calculation of percentages and comparison with fractions and percentages. Problem-solving, connected to the three areas above. Arithmetic – revising all calculation strategies learned so far. Orienteering – position and direction; using Maths skills in a practical manner</p>	<ul style="list-style-type: none"> <li>• use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>• associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, <math>\frac{3}{8}</math>]</li> <li>• identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places</li> <li>• multiply one-digit numbers with up to 2 decimal places by whole numbers</li> <li>• use written division methods in cases where the answer has up to 2 decimal places</li> <li>• solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>• recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li> <li>• solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison</li> <li>• multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>• divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</li> </ul>

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		<ul style="list-style-type: none"> <li>• divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</li> <li>• perform mental calculations, including with mixed operations and large numbers</li> <li>• identify common factors, common multiples and prime numbers</li> <li>• use their knowledge of the order of operations to carry out calculations involving the 4 operations</li> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>• solve problems involving addition, subtraction, multiplication and division</li> <li>• use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</li> </ul>
RE	<p>Kingdom of God Perfect Christian world Daily links to focus from collective worship Compassion and kindness in the wider community (Claire House project)</p>	<p>Understand what Jesus taught about the Kingdom of God. Understand how that belief affects Christians' lives. To become aware of their own beliefs concerning the Kingdom of God and the impact of the Kingdom in their own lives.</p>
PE	<p>Weekly exercise and attempts to create new PBs in CV activities. Building strength, stamina, coordination, flexibility and resilience. Understanding how exercise affects body and mind.</p>	<ul style="list-style-type: none"> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>- use running, jumping, throwing and catching in isolation and in combination</li> </ul>
<p>Foundation Subjects <i>(please note which subjects you will be covering from the foundation subjects)</i></p>	<p>History – WW2 and its effects on Merseyside Computing – Programming Art &amp; DT – Landscape art (work of Ken Done)/ Blitz pictures / Gas masks and Morrison shelters</p>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>• significant historical events, people and places in their own locality</li> </ul> <p><b>Geography</b></p>

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	<p>French – culture (Epiphany), Family members, pets, animals, seasons, colours.</p> <p>Geography – orienteering skills and map reading / location of countries involved in WW2</p> <p>Science – electricity and forces (WW2 parachutes and rockets)</p> <p>PSHE – Liverpool FC Step Up programme – supporting children during lockdown / collective worship to aid discussion</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied / use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps).</p> <p><b>Science</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>/ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches / use recognised symbols when representing a simple circuit in a diagram.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object / identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p><b>Computing</b> Design, write and debug programs that accomplish specific goals/ use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>/ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><b>Art &amp; DT</b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials / learn about great artists, architects and designers in history.</p> <p><b>French</b> listen attentively to spoken language and show understanding by joining in and responding / speak in sentences, using familiar vocabulary, phrases and basic language structures / develop accurate pronunciation and intonation /broaden their vocabulary and develop their ability to understand new words / understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-</p>
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		frequency verbs / cultural understanding of the country where the language is spoken.
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