

<p>Phonics:</p> <ul style="list-style-type: none"> ● Reading sounds. ● Blending independently using Fred Talk/Fred in your Head. ● Reading real words, practising sounds/Special Friends appropriate to their ability. ● Reading nonsense words, practising sounds/Special Friends appropriate to their ability. ● Spelling using Fred Fingers. 	<p>Reading Comprehension:</p> <ul style="list-style-type: none"> ● Fluency practice every day (MT, OT, YT) ● Model and discuss 6Ps – children to rehearse ● VIPERS skill shared ● Range of non-fiction and fiction texts used (Comprehension Ninja) ● Range of activities used to give an opportunity to rehearse their skills 	<p>Writing</p> <ul style="list-style-type: none"> ● Active English session ● Children are following the school's handwriting policy. ● The lesson follows the writing cycle. ● Children have opportunities to review their own work using a purple pen. ● Adventurous vocabulary added to the 'WOW' words display. 	<p>Maths:</p> <ul style="list-style-type: none"> ● Quick fluency starter ● WR is the main driver – but adapted ● Use of manipulatives ● Reasoning/problem solving questions with teachers modelling strategies ● Continuous feedback and opportunities for children to revisit/reflect ● Variety of questions – extending and enabling
<p>Science:</p> <ul style="list-style-type: none"> ● Recap of prior knowledge ● Key learning question/enquiry for lesson shared ● Explicit teaching of vocabulary – Frayer Model ● New learning shared and modelled ● Referring to skills needed to be scientists 	 <p>Lesson Expectations</p>		<p>Computing:</p> <ul style="list-style-type: none"> ● Online safety starter PowerPoint ● A discussion about how points raised are relevant to children in each specific year group. ● A recap on previous learning ● New vocabulary discussed for the current lesson. ● Children using computer hardware with care and consideration.
<p>History/Geography:</p> <ul style="list-style-type: none"> ● Recap of prior knowledge ● Key learning question for lesson shared ● Explicit teaching of vocabulary – Frayer Model ● New learning shared and modelled ● Referring to skills need to be historians/geographers 	<p>French:</p> <ul style="list-style-type: none"> ● Recap prior relevant vocabulary ● Explicit teaching of new vocabulary ● Opportunities to practise speaking, listening, reading and writing new vocabulary through a range of activities. ● Application of new vocabulary to conversation practise. ● Basic classroom instructions given in French 	<p>D&T:</p> <ul style="list-style-type: none"> ● Build on previous learning ● Key learning question for unit shared ● Focused tasks to develop a range of techniques, practical skills, processes and knowledge. ● Design and make 'something' for 'somebody' for 'some purpose'. ● Health & safety and /or hygiene considered and addressed. <p>Reference to skills needed to be a designer</p>	<p>PSHE/RSE:</p> <ul style="list-style-type: none"> ● Follow and apply the JIGSAW charter in lessons. ● Respond to Calm Me to prepare for lesson ● Share ideas and be able to understand/respect others' points of view. ● Demonstrate learning through a variety of ways. ● Reflect on scenarios and understand
<p>RE:</p> <ul style="list-style-type: none"> ● Building on prior knowledge ● Key questions for discussion ● Key vocabulary ● Believing, living or thinking element from planning ● how this links to their own life. 	<p>Art:</p> <ul style="list-style-type: none"> ● Recap/Build on previous learning ● Key learning question shared ● Key vocabulary ● Teacher to model activity. ● Focused activities to develop new skills, building on processes and knowledge. 	<p>PE:</p> <ul style="list-style-type: none"> ● Follow Primary Steps to PE planning ● All children are involved in lessons ● Key vocabulary and skills shared ● Practise, perform and evaluate skills within lessons ● Children are respectful and responsible when using equipment 	<p>Music:</p> <ul style="list-style-type: none"> ● Recap prior knowledge ● Teaching of key vocabulary and music skills ● Hands on approach - children active participants ● Focused activities to develop enjoyment and appreciation ● Practice, perform and evaluate their skills