



We take pride in everything we do.

Curriculum Recovery Plan

Autumn 2020

Recovery is about rethinking our values, not just rewriting our lesson plans

Main targets

- To ensure the mental health and wellbeing of pupils and identify any pupil who may need additional support so they are ready to learn
- To ensure open lines of communication for 'recovery conversations' for both staff and children
- To capitalise on the increased parental engagement with their child's learning
- To assess where pupils are in their learning, and make adjustments to teaching to ensure access to the school curriculum is possible

Teaching and Whole School Strategies

PSHE

- Jigsaw COVID Recovery Package to be used across all year groups

Maths

- Key objectives identified (Appendix 1) and to be taught through the Autumn term as pre-requisite skills supporting the children's current year group curriculum
- Emphasis on concrete resources to support place value understanding
- Maths tests, both PUMA and Abacus, used to assess understanding and concepts taught
- Pre-teaching and daily interventions to support learning and maximise progress

English

- Key writing objectives identified (Appendix 2) and used as a focus for teaching and learning in the Autumn Term
- Accelerated Reader targets monitored closely and class incentives offered
- A focus on basic skills
- Revisit and consolidation of basic punctuation, grammar and vocabulary skills apparent during lesson starters using a 'Word of the Day'
- Catch Up and Move On phonics used in Year 1 to boost and consolidate.

Science

- Units covered during home learning due to closure identified and highlighted (Appendix 3)
- Links made with spiral curriculum units where learning is built upon from this prior knowledge where children may need extra support
- Science week activities to explore these areas of learning

Assessment

- PIRA, PUMA and GAPS summative assessments from previous year group to be completed in September 2020
- In-depth analysis and tracking of individuals, groups and cohorts to take place to inform targeted support where they are most needed
- Phonics assessment: both Year 1 and 2 to complete phonics test with GAP analysis undertaken
- Increased use of knowledge quizzes to redevelop memory retrieval both short term and long term

Timetable

- A timetable for KS1 and KS2 which has greater opportunities for targeted support, including pre and post lesson teaching for maths and reading
- Flexibility within the timetable to offer 'brain breaks' to avoid cognitive overload
- Enhanced Outdoor Learning experiences

Transition

- Enhanced transition programme designed by the Pastoral Support team for those vulnerable students designed to suit the individual needs
- Transition videos to be produced by class teachers to replace the traditional 'Meet the Teacher' session
- Children to produce a 'positive lockdown' poster celebrating both non-academic and academic experiences

Targeted Support

- One-to-one and small group tuition led by teacher or TAs
- Pre and post teaching to take place for identified children during assemblies and afternoon sessions
- Support for the wellbeing of vulnerable children
- Targeted, intensive programs focused on basic English and maths to support accelerated learning, particularly for those furthest behind
- Maintenance of open lines of communication through online learning platform with newly vulnerable children who are not able to return to the regular school environment
- Short burst activities to avoid cognitive overload

Wider Strategies

- Pastoral Support team to work closely with parents and carers
- Continued use of CPOMs to ensure effective communication and logging
- Engage parents and capitalise on their current involvement in remote learning to improve future outcomes
- Metacognition – children will have been learning in different ways. We will make the skills for learning in the school environment explicit to our children to aid them to reskill and rebuild their confidence as learners
- There is a non-linear path through learning and gaps will be filled with ongoing support. The children will have gained some unplanned knowledge whilst off school – their brains were still switched on! The focus is the importance of the 'tool skills' needed for school learning: listening, talking,

reading and writing. Some may be rusty – and for many this could be the literacy skills. For example, where basic reading is clearly still fluent, children may have fallen out of the habit of engaging actively with text, or analysing it. Staff already have a wide range of teaching strategies at their fingertips: what is needed is to start with oral/oral approaches, and build confidence and skills back, through carefully selected activities

- Provide opportunity and exploration alongside the need to ‘catch up’

English Recovery Programme

- Each class to have a ‘word of the day’. Discuss the meaning of the word with the children and how we can use the word in a sentence. Children then to suggest different sentences and CT to choose one of these sentences. CT to then model writing this sentence on the board, emphasising handwriting/letterjoin, capital letter and full stop. Depending on the year group, CT to then discuss and identify with the children the different word classes in the sentence. Looking at Year 6, we would aim to discuss nouns, verbs, adjectives, adverbs, determiners and conjunctions, but obviously you will only need to emphasise word classes appropriate to your year group. The children will all then copy this sentence into their English book, under the sub-heading ‘WOTD’, before moving on with the lesson.

Phonics Recovery Programme

In response to Coronavirus, the following recovery programme for phonics will be implemented from September 2020.

Teaching

Year 1 and Year 2 will have two phonics lessons a day. Lesson 1 will be in the morning and will be the 'move on' lesson. Lesson 2 will be after lunch and will be the 'catch-up' lesson.

Year 3 will have one phonics lesson throughout the autumn term, with phonics interventions throughout the year.

Year 1 – all children to start on Phase 4 and catch-up Phase 3.

Year 2 – all children to take the 2019 phonics screening test to assess where they are. All children will move on to Phase 6 and catch-up Phase 5, plus any gaps shown in the screening test.

Year 3 – all children to take the 2019 phonics screening test. All children will catch-up Phase 6 in their phonics lesson, plus interventions for gaps shown in the screening test.

Assessment

New Phonics Tracking Sheet to run from when the children start to when they reach Year 3. It will be passed on in each year group, so progress can be tracked. (KD to transfer data from current tracking sheet on to the new one before September).

Termly assessment sheets will be used in Reception, Year 1 and Year 2. These sheets will be stuck into the children's books so that any 'visitors' to the school can see clearly where the children are.

Reception have teddy bear sheets. Suitable pictures to be sourced for sheets in Year 1 (Phase 4 & 5) and Year 2 (Phase 5 & 6) KD to produce sheets, once pictures have been agreed.

Monitoring

We will need to monitor phonics closely next year to ensure that children are catching-up and moving on rapidly. There will be a number of monitoring visits/learning walks and book scrutinies.

The first monitoring visit will be on Monday 14th September. This is early in the term, but as Richard Light is visiting on Thurs 17th, it will give us opportunity to iron out any teething problems before his visit. Please note that should he ask, our phonics teaching is through Letters and Sounds and Phonics Bug - Espresso and Twinkl are only to be used as supplements to this.

Appendix 1

Year 1

Write numerals to 10

Understand that teen numbers (11–19) are 10 plus some more

Recite numbers to 100

Count back from any given number up to 20

Double numbers to 5

Halve even numbers to 10

Share a set of objects between two and four people, where the set is a multiple of 2 or 4

Count in 10s from 10 to 100

Count in 2s from 0 to 20 and begin to recognise the pattern

Count in 5s and begin to recognise the pattern

Identify odd and even numbers in a practical context

Recognise days of the week and say which day it is

Recite the days of the week in order

Begin to understand how long a minute is

Identify and read o'clock times on analogue and digital clocks

Read simple number sentences that use + and = signs

Read simple number sentences that use a – sign

Say the number one more than any number up to 20

Say the number one less than any number up to 20

Begin to add to a number up to 20 by counting on

Begin to subtract from a number up to 20 by counting back

Begin to understand the value of different coins

Partition a set of six objects into six and none, five and one, four and two, three and three in a practical context

Year 2

Count on and back in ones to 100

Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions

Add or subtract 10 from 2-digit numbers

Add 1-digit to 2-digit numbers and add to next multiple of 10, by counting on

Subtract 1-digit from 2-digit numbers including 2-digit multiples of 10 by counting back

Double numbers to 10 and find related halves

Count in 2s to 20

Count in 10s to 100

Count in 5s to 50

Recognise and know the value of 1p, 2p, 5p, 10p, 20p, 50p and £1 coins

Recognise and know the value of £2 coins and £5, £10, £20, £50 notes

Solve one-step problems involving multiplication and division using concrete objects, pictures and arrays with support

Find $\frac{1}{2}$ of odd numbers

Tell the time to the nearest hour using analogue and digital clocks

Tell the time to the nearest half hour using analogue and digital clocks

Tell the time to the nearest quarter of an hour using digital and analogue clocks Recognise and use language relating to date, including days, weeks, months and years

Add 1-digit to 2-digit numbers, bridging 10 and using known facts

Subtract 1-digit from 2-digit numbers, bridging 10 and using known facts

Count on and back in 10s from any number up to 100

Add or subtract 10 from 2-digit numbers

Year 3

Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions

Count in 1s beyond 100

Recognise and read numbers above 100

Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back

Recall number facts to 20; number pairs (4 to 20) and bonds to 10 and 20

Subtract 2-digit from 2-digit numbers by counting up

Find change from 20p and 50p by counting up

Add 1-digit to 2-digit numbers, bridging 10 and using known facts

Add pairs of 2-digit numbers using partitioning (totals < 100)

Double and halve numbers to 100, including partitioning 2-digit numbers

Begin to relate division to fractions using sharing

Recall multiplication and division facts for the $\times 3$ table

Multiply using arrays and friendly numbers

Understand that multiplication is commutative and use it in mental calculations

Recall multiplication and division facts for the $\times 10$ table

Count in 2s and recall multiplication and division facts for the $\times 2$ table

Count in 5s and recall multiplication and division facts for the $\times 5$ table

Tell the time to the nearest five minutes using digital and analogue clocks

Recall multiplication and division facts for the $\times 4$ table

Order and compare 2-digit numbers and say a number between. Use language: equal to, more than, less/fewer than, most, least

Quickly work out or recall bonds to 100 and to the next 100

Year 4

Count in 2s and recall multiplication and division facts for the $\times 2$ table

Count in 5s and recall multiplication and division facts for the $\times 5$ table

Recall multiplication and division facts for the $\times 3$ table

Learn to divide with remainders

Use known tables and place value to multiply 2-digit by 1-digit numbers with the grid method

Add mentally 2-digit to 3-digit numbers by partitioning or counting on

Use compact column addition to add pairs of 3-digit numbers with a total < 1000

Count up to subtract any 3-digit from 3-digit number

Solve problems involving multiplication and division, including missing number problems

Understand tenths ($1/10$ s) as fractions and place them on a line

Find change from $\pounds 5$, $\pounds 10$ and $\pounds 20$ by counting up

Divide numbers just beyond the tables, with integer remainders

Year 5

Order and compare 4-digit numbers and say a number between

Use place value to add and subtract multiples of 10, 100 and 1000 to and from 4-digit numbers

Work out what number to add to a 1-place decimal to make the next whole number

Divide integers by 10, 100 and 1000 to get 1-place decimal answers

Count in decimal steps of 0.1 (tenths)

Recall multiplication and division facts for the $\times 11$ and $\times 12$ tables

Double and halve 3-digit numbers by partitioning

Multiply 2- and 3-digit by 1-digit numbers using the ladder method

Add mentally 2-digit to 3-digit numbers by partitioning or counting on

Subtract 4-digit from 4-digit multiples of 1000 by counting up

Use column addition to add two 4-digit numbers with a total ≤ 10000

Use expanded or compact decomposition to subtract numbers with up to 4-digits

Use the grid method to multiply 2-digit by 2-digit numbers and solve problems in which n objects are connected to m objects

Year 6

Use short multiplication to multiply 3-digit numbers by 1-digit numbers

Use long multiplication to multiply 2-digit and 3-digit numbers by 2-digit numbers (friendly numbers) Match 1-, 2- and 3-place decimals to $\frac{1}{10}$ s, $\frac{1}{100}$ s and $\frac{1}{1000}$ s, using a place value grid

Divide numbers by 10, 100 and 1000 to get answers with 3 decimal places, using a place value grid

Use compact column addition to add two or three 5-digit numbers

Use column subtraction to subtract 5-digit from 5-digit numbers, where there are not more than two 0s in the larger number

Solve problems involving addition, subtraction, multiplication and division and a combination of these

Use short division to divide 3-digit by 1-digit numbers with integer remainders

Begin to use long multiplication to multiply 2-digit and 3-digit numbers by teens numbers

Recognise the % symbol; understand what percentage means (fraction with a denominator of 100)

Recognise the % symbol; understand what percentage means (fraction with a denominator of 100)

Appendix 2

Writing Priorities: Year 2

Year 1 Curriculum	Year 2 Curriculum
Compose sentences orally and in writing.	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.
Sequence sentences to form a short narrative or piece of information writing.	Use present and past tense mostly correctly and consistently
Use basic descriptive language.	Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
Combine words to form grammatically accurate sentences.	Use apostrophes for contraction and singular possession correctly.
Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).	Add description and specification through the use of expanded noun phrases (pre-modified).
Use capital letters for names and the personal pronoun 'I'.	
Spell many Year 1 common exception words.	
Form lower-case letters in the correct direction, starting and finishing in the right place.	
Separate words with spaces.	

Writing Priorities: Year 3

Year 2 Curriculum	Year 3 Curriculum
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.	Use inverted commas to punctuate direct speech.
Use present and past tense mostly correctly and consistently	Use paragraphs as a way of grouping related material.
Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>).
Use apostrophes for contraction and singular possession correctly.	Express time, place, cause and enhance cohesion using adverbs (<i>soon, therefore, finally</i>).
Add description and specification through the use of expanded noun phrases (pre-modified).	
Spell most words from the Year 2 common exception word list accurately.	
Revise Year 2 spelling patterns: - The /o/ Sound Spelt with 'a' after a 'w' or 'qu' - The /er/ Sound Spelt With 'or' and the /or/ Sound Spelt with 'ar' - The /zh/ Sound Spelt 's' -The suffixes –ment, -ness and -ful -The suffixes –less and –ly - Words ending in -tion - Contractions - Apostrophe for possession - Homophones and near Homophones - Months of the year Revise Y2 CEW list.	
Punctuate sentences accurately; avoid run-on sentences and comma splices.	
Begin to use joined-up handwriting (with the aim that all children use joined-up handwriting independently and consistently by year end).	

Writing Priorities: Year 4

Year 3 Curriculum	Year 4 Curriculum
Add detail and precision through expanding noun phrases using pre-modification	Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun).
Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although).	Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.
Use apostrophes for contraction and singular possession	Use inverted commas and other punctuation to indicate direct speech accurately.
Use present and past tense correctly, including use of the present perfect instead of the simple past.	Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3).
	Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. therefore, soon, finally, before dark, during break, in the cave, because of Fred).
Spell the first 50 words from the Y3/4 statutory spelling list accurately.	
Spell words using these patterns: -ing/-ed (knowing when to double the consonant); using the -ly suffix (and understanding that words such as 'usually' = usual +ly); -sure/-ture, -ous; -tion/sion/ssion/cian	
Punctuate sentences accurately; avoid run-on sentences and comma splices.	
Use joined up writing consistently, independently and fluently.	

Writing Priorities: Year 5

Year 4 Curriculum	Year 5 Curriculum
Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.	Use dialogue in narratives to convey character or advance the action, using accurate punctuation to do so.
Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although).	Indicate parenthesis using brackets, commas or dashes.
Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. therefore, soon, finally, before dark, during break, in the cave, because of Fred).	Link ideas using adverbials of time, place and number.
Use commas after fronted adverbials; use speech punctuation; use apostrophes for contraction and possession.	Convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.
Spell most words from the Y3/4 statutory word list accurately.	
Revise Y3/4 spelling patterns: adding -ing/-ed (knowing when to double the consonant); using the -ly suffix (and understanding that words such as 'usually' = usual +ly); -sure/-ture, -ous; -tion/sion/ssion/cian	
Punctuate sentences accurately; avoid run-on sentences and comma splices.	
Maintain legibility in joined handwriting when writing at speed.	

Writing Priorities: Year 6

Year 5 Curriculum	Year 6 Curriculum
Use dialogue in narratives to convey character or advance the action, using accurate punctuation to do so.	Write effectively for a range of purposes and audiences.
Indicate parenthesis using brackets, commas or dashes.	In narratives, describe settings, character and atmosphere.
Convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.	Develop understanding of formal/informal writing.
Link ideas using adverbials of time, place and number.	Develop understanding of semi-colons and colons.
Punctuate sentences accurately; avoid run-on sentences and comma splices.	
Spell the first 50 words from the Y5/6 statutory spelling list accurately.	
Spell words using these patterns: -cious/-tious; -cial/-tial; -ant/-ance/-ancy; -ent/-ence/-ency; -ible/able; i before e; -ough	
Maintain legibility in joined handwriting when writing at speed.	

Appendix 3

Year 1

Term 5 – Plants To revisit in Y2

To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

To identify and describe the basic structure of a variety of common flowering plants, including trees.

Term 6 - Animals including humans To revisit in Y2

To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

To identify and name a variety of common animals that are carnivores, herbivores and omnivores.

To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

To identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Term 5 – Animals including humans To revisit in Y3

To notice that animals, including humans, have offspring which grow into adults.

To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Term 6 – Living things and their habitats To revisit in Y4

To explore and compare the differences between things that are living, dead, and things that have never been alive

To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

To identify and name a variety of plants and animals in their habitats, including micro-habitats

To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Year 3

Term 5 – Light To revisit in Y6

To recognise that they need light in order to see things and that dark is the absence of light

To notice that light is reflected from surfaces

To recognise that light from the sun can be dangerous and that there are ways to protect their eyes

To recognise that shadows are formed when the light from a light source is blocked by a solid object

To find patterns in the way that the size of shadows change.

Term 6 – Plants To revisit in Y6

To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

To investigate the way in which water is transported within plants

To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Year 4

Term 5 – Animals including humans To revisit in Y5

To describe the simple functions of the basic parts of the digestive system in humans

To identify the different types of teeth in humans and their simple functions

To construct and interpret a variety of food chains, identifying producers, predators and prey

Term 6 – Living things and their habitats To revisit in Y6

To recognise that living things can be grouped in a variety of ways.

To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

To recognise that environments can change and that this can sometimes pose dangers to living things.

Year 5

Term 5 – Living things and their habitats To revisit in Y6

Pupils should be taught to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Pupils should be taught to describe the life process of reproduction in some plants and animals.

Term 6 – Animals including humans To revisit in Y6

Pupils should be taught to describe the changes as humans develop to old age.