



## St. Joseph's RC Primary School

### Recovery Curriculum September 2020

#### Intent

At St. Joseph's, the wellbeing of our pupils is at the forefront of all that we do. During the past months we know that our children will have had a variety of different experiences and challenges. We have been working very carefully to plan our Recovery curriculum for all of the children as they return to school in September.

Our Recovery curriculum takes into account the fact that all of our pupils will feel a sense of loss for many reasons including friendships, opportunities, experiences and structure. Every child will have had a different experience, with this in mind, we have prioritised the rebuilding of relationships and readiness for learning. Social and emotional learning will be a priority. A relevant curriculum reflects the daily lived experience, well being and positive development of the child.

In a recent think piece-loss and life for our children and schools, Barry Carpenter has suggested that the Recovery Curriculum should include five key levers. This includes taking time to understand the needs of the community and engaging pupils in the transitioning of learning back in a school environment.

Here is a summary from the work of Barry Carpenter, taken from his Recovery Curriculum model:

**Lever 1: Relationships** – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

**Lever 2: Community** – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

**Lever 3: Transparent Curriculum** – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

**Lever 4: Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

**Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue.** It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

#### Implementation

Our Recovery Curriculum will be a graduated response, beginning with a holistic whole school recovery to ensure that our children feel happy, safe, curious and engaged. Activities that will help them to recognise and appreciate their personal strengths. Then to a gradual implementation of the curriculum, closing gaps and

consolidating learning, moving onto new learning. A targeted approach to a longer term focus on personalised specific support to repeat and reinforce previous concepts and skills.

## English Recovery Curriculum

### Reading

The English Reading recovery curriculum will focus on reading fluency, stamina, vocabulary, retrieval and summarising information as content domains using age appropriate texts/activities. The focus domains will be completed in allocated sessions using age appropriate texts/activities that are differentiated in the timetabled Guided Reading sessions. Weekly comprehension sessions. Children will be given reading books to take home and will also have additional 1;1 reading support during the day as required.

### Phonics

Will be taught daily in EYFS and KS1 following Letters and Sounds. Reading books appropriate to their level will be read in class with 1;1 support and, taken home regularly. Children in Y1 & Y2 will have timetabled comprehension and guided reading sessions. Additional sessions will be provided for targeted children. Reading and phonic strategies will continue to be provided throughout other lessons. Additional phonics teaching will take place for children in KS1 and EYFS.

The assessment week will not be completed until October to allow children time to develop and recap their skills so an accurate judgement can be made. Salford Reading Test will be completed. However, teachers will be making formative assessments daily.

Children will be working towards targets in reading to expose them all to the basic skills for their current year group.

*Daily reading by the teacher to the children, using a whole class text will engage and enthuse, fostering a love for reading.*

*Cross curricular reading will aid the knowledge and use of new vocabulary.*

*Echo Reading, teacher reads a sentence and children repeat it.*

*Control the game children take random turns to read aloud in class.*

*Books to share:*

*Ruby's Worry, Tom Percival*

*While We Can't Hug, Eoin McLaughlin*

*I Don't Want To Wash My Hands, Tony Ross*

*Coronavirus: a book for children, Elizabeth Jenner*

*You're safe With Me, Chitra Soundar*

*The Worrysaurus, Rachel Bright*

*The Colour Monster, Anna Llenas*

*The Jar of Happiness, Aisla Burrows*

*In My Heart: A Book of Feelings, Jo Witek*

*Anna Hibiscus' Song, Atinuke*

*Everybody Worries, John Burgerman (online)*

### Writing

The English Writing recovery curriculum will focus on the basic skills using the Working towards statements for each year group. The assessment week will not be completed until October, to allow children time to develop and recap their skills so an accurate judgement can be made. Spelling Shed will be used by all year groups.

#### Year 1

- *Form most lower case letters in the correct direction, starting and finishing in the right place.*
- *Write words, phrases and short sentences that convey meaning (teacher may help to build sentences).*
- *Spell Reception common exception words accurately.*
- *Begin to use capital letters and full stops to demarcate sentences.*
- *Use adjectives that have been modelled.*
- *Use their own simple story ideas or retell a familiar story using short, simplistic sentences. Picture texts will be read to the children and lots of work on retelling the stories orally, through drama and pictures.*

## Year 2

- *To write sentences that are sequenced to form a short narrative (real or fictional).*
- *Demarcate some sentences with capital letters and full stops.*
- *Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.*
- *To use and to join sentences together.*
- *To use adjectives when writing a sentence.*
- *Form lower-case letters in the correct direction, starting and finishing in the right place*
- *Form lower-case letters of the correct size relative to one another in some of their writing.*

## Year 3

- *To use capital letters and full stops accurately.*
- *Within writing use co-ordinating and subordinating conjunctions.*
- *Describe settings and character using expanded noun phrases.*
- *Use the present tense and past tense correctly and consistently.*
- *Apostrophes for contraction.*
- *Legible handwriting that forms letters in the correct size in relationship to each other.*
- *Use spaces between words that are similar to the size of their letters.*
- *Spell many Y2 common exception words accurately within writing.*

## Year 4

- *Capital letters and full stops, question marks and exclamation marks.*
- *Inverted commas, commas for clarity.*
- *Use of subordinating and co-ordinating conjunctions appropriately.*
- *To write for a range of purposes.*
- *Apostrophes for contraction*
- *Apostrophes for singular possession*
- *Spelling some year 3-4 words correctly and most common exception words correctly.*
- *Legible handwriting that forms letters in the correct size in relationship to each other.*
- *Using the diagonal and horizontal strokes needed to join some letters.*

## Year 5

- *Capital letters and full stops, question marks and exclamation marks, commas for List.*
- *Some evidence of relative clauses, some evidence of modal verbs.*
- *Describe settings and character using expanded noun phrases with prepositional phrases.*
- *Use a range of sentence lengths, uses different verbs and adverb verb combinations for said.*
- *Apostrophes for contraction, apostrophes for singular and plural possession.*
- *Spelling most year Y3/4 words correctly and most common exception words correctly.*
- *Legible handwriting that forms letters in the correct size in relationship to each other.*
- *Using the diagonal and horizontal strokes needed to join some letters (evidence of legible joins)*

## Year 6

- To write for a range of purposes.
- To use a range of devices to build cohesion (eg. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- In narratives, describe settings, characters and atmosphere.
- To use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.
- To use the range of punctuation taught at key stage 2 mostly correctly, (e.g. inverted commas and other punctuation to indicate direct speech).
- Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.
- Write legibly.

*Writing Hand strength* - To complete daily hand exercises, dough disco, to develop and strengthen the muscles in the hand.

*Smaller pieces of writing* - To begin with smaller pieces of writing to allow the children time to regain their confidence without any success criteria.

*Introduce something new* to allow the children opportunity to learn something new and put all of the children at the same point- help to develop confidence as it is new learning for all.

*Use old Books* - Let the children to look back and their previous work to develop their confidence and show them what they were capable of.

*Daily handwriting sessions* - To develop handwriting with daily allocated sessions.

Each year group will focus on a clip – Taking Flight, during first week and complete activities to develop writing.

## **Maths Recovery Curriculum**

All year groups will ensure that children are confident with the 4 rules of number, all KPI's that were not taught due to the lockdown have been covered and consolidated. Children will recover lost learning and gradually, the new learning will be implemented. Maths Passports will be checked and children supported and moved forward as appropriate. White Rose planning will be used as a base.

## Year 1

- Sorting, counting, representing objects up to 20, count objects from a group of 20, represent numbers to 20.
- Count forwards & backwards to & from 20, count one more & one less for numbers within 20.
- One to one correspondence, compare up to 20 objects, introduce greater & less than signs, compare numbers within 20.
- Order up to 20 objects, order numbers up to 20, ordinal numbers, number line 0 – 20.
- Addition facts, number bonds within 20, systematic methods.
- Adding together, adding more, using bonds.
- Subtraction – taking away – crossing out, using the symbol, find a part, the 8 facts, counting back.

- Subtraction – finding the difference, comparing addition & subtraction statements.

#### Year 2

- Counting forwards & backwards within 20, tens & ones within 20, counting forwards & backwards within 50, tens & ones within 50, compare numbers within 50.
- Count objects to 100, Read & write numbers to 100 in numerals & words, represent numbers to 100, tens & ones using a part whole.
- Tens & ones using addition, place value chart, compare & order objects & numbers.
- Count in 2s, 5s, 10s, 3s.
- Fact families – addition & subtraction bonds to 20, check calculations, compare number sentences, number bonds, related facts.
- Add a 2 digit & 1 digit number crossing ten, subtraction crossing ten, subtract a 1 digit number from a 2 digit number crossing ten.
- Add two 2 digit numbers not crossing ten – add ones & add tens, Add two 2 digit numbers crossing ten – add ones & add tens, subtract a 2 digit number from a 2 digit number not crossing ten, subtract a 2 digit number from a 2 digit number crossing ten, mental addition & subtraction.

#### Year 3

- Represent numbers to 100, tens & ones using addition, hundreds, numbers to 1000.
- 100s, 10s and 1s, number line to 100, number line to 1000, find 1, 10,100 more or less.
- Compare objects, numbers, ordering numbers, count in 50s.
- Add & subtract multiples of 100, add & subtract 1s, add & subtract 3 digit & 1 digit numbers not crossing 10, add a 2 digit & 1 digit number crossing ten, add 3 digit & 1 digit numbers crossing 10.
- Subtract a 1 digit number from 2 digits crossing 10, subtract a 1 digit number from a 3 digit number crossing 10, add & subtract 3 digit & 2 digit numbers not crossing 100, add 3 digit & 2 digit numbers crossing 100, subtract a 2 digit number from a 3 digit number crossing 100.
- Add & subtract 100s, spot the pattern, add two 2 digit numbers crossing 10 add ones & add tens, subtract a 2 digit number from a 2 digit number crossing 10, mixed addition & subtraction problems.
- Add & subtract 2 digit & 3 digit numbers not crossing 10 or 100, add 2 digit & 3 digit numbers crossing 10 or 100, subtract a 2 digit number from a 3 digit number crossing 10 or 100, add two 3 digit numbers not crossing 10 or 100, add two 3 digit numbers crossing 10 or 100.
- Subtract a 3 digit number from a 3 digit number no exchange, Subtract a 3 digit number from a 3 digit number exchange, estimate answers to calculations.

#### Year 4

- *Numbers to 1000, 100s 10s & 1s, number line to 1000, round to nearest 10, round to nearest 100.*
- *Count in 1000s, represent numbers to 10,000, 1000s, 100s, 10s & 1s, partitioning, number line to 10,000.*
- *Find 1, 10, 100 more or less, 1000 more or less, compare 4 digit numbers, round to nearest 1000.*
- *Count in 25s, negative numbers, Roman numerals.*

- Add & subtract 1s, 10s, 100s & 1000s, add two 3 digit numbers not crossing 10 or 100, add two 4 digit numbers no exchange, add two 3 digit numbers crossing 10 or 100, add two 4 digit numbers one exchange.
- Add two 4 digit numbers more than one exchange, subtract a 3 digit number from a 3 digit number no exchange, subtract two 4 digit numbers no exchange, subtract a 3 digit number from a 3 digit number exchange, subtract two 4 digit numbers one exchange.
- Subtract two 4 digit numbers more than one exchange, efficient subtraction, estimate answers, check strategies.
- Equivalent lengths m & cm, mm & cm, kilometres, add lengths, subtract lengths.

#### Year 5

- 1000s, 100s, 10s 1s, numbers to 10,000, rounding to nearest 10, rounding to nearest 100, rounding to nearest 10, 100, 1000.
- Numbers to 100,000, compare & order numbers to 100,000, round numbers within 100,000, numbers to a million, counting in 10s, 100s, 1000s, 10,000s, & 100,000s.
- Compare & order numbers to one million, round numbers to one million, negative numbers, Roman numerals.
- Add two 4 digit numbers one exchange, add two 4 digit numbers more than one exchange, add whole numbers with more than 4 digits, subtract two 4 digit numbers one exchange, subtract two 4 digit numbers more than one exchange.
- Subtract whole numbers with more than 4 digits, round to estimate & approximate, inverse operations (addition & subtraction), multi step addition & subtraction problems.
- Interpret charts, comparison, sum & difference, line graphs, read & interpret line graphs, draw line graphs.
- Use line graphs to solve problems, read & interpret tables, two way tables, timetables.
- Multiples, factors, common factors, prime numbers.

#### Year 6

- Numbers to 10,000, numbers to 100,000, numbers to a million, numbers to 10 million, compare & order any number.
- Round numbers to 10, 100, & 1000, round any number, negative numbers in context & more abstract.
- Add whole numbers with more than 4 digits, subtract whole numbers with more than 4 digits, inverse operations (addition & subtraction), multi step addition & subtraction problems, add & subtract integers.
- Multiply 4 digits by 1 digit, multiply 2 digits, multiply 2 digits by 2 digits, multiply 3 digits by 2 digits, multiply up to a 4 digit number by a 2 digit number.
- Divide 4 digits by 1 digit, divide with remainders, short division, division using factors, long division.
- Long division, factors, common factors.
- Common multiples, primes to 100, squares & cubes, order of operations, mental calculations & estimation.
- Reason from known facts, equivalent fractions, simplify fractions, improper fractions to mixed numbers.

## Religion

The long term plan will continue for all year groups as normal. All children will still receive 10% of dedicated curriculum time as taught RE. Class Collective Worship books will continue to be used, and children's own exercise books will continue to provide evidence of learning. Diocesan guidelines for assessment will be followed.

## Science

Teachers will revisit the 'working scientifically' targets from the previous key stage and build upon that knowledge. Units of work not covered will be built into subsequent learning. End of topic assessments and quick quizzes will be used throughout the year.

## **Impact**

We aim to ensure that all our children are supported to be able to learn effectively. We must nurture the children and support the academic expectations. This will be a gradual response:

- Familiarise children with the new school routines
- Re-build and support positive relationships between children and their peers and staff, which will ensure children are engaged in their learning
- Clear support and provision for children's wellbeing is an initial main focus, working in collaboration with parents and external providers when necessary
- Reconnect and revisit prior learning, building on those skills to develop confidence and self esteem, before the gradual implementation of new learning
- Personalised approach that introduces new concepts and skills as soon as children are ready & supports others so that all children are catered for
- The needs of children and their wellbeing is catered for, promoting positive personal development
- Ensure that children are able to make accelerated progress whilst still accessing a broad and rich curriculum