

be curious, be resilient,  
be compassionate



# Recovery Curriculum Plan

Autumn 2020

Taken from DfE guidance (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>)

The guidance outlines expectations that the DfE have for curriculum planning once schools for all pupils in September 2020 so that all pupils are given the support they need to make the necessary progress during the academic year. Consideration is to be paid to:

- **Being ready to teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.**
- **Aiming to return to the school's normal curriculum in all subjects by summer term 2021.**
- **Planning on the basis of the educational needs of pupils**
- **Developing remote education so that it is integrated into school curriculum planning**
- **Making time for physical activity in schools**

For pupils in reception, teachers are expected to assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. School will refer to and follow updates to the [EYFS disapplication guidance](#). Also there needs to be consideration as to how all groups of children can be given equal opportunities for outdoor learning.

For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE.

## Our 'Recovery' Curriculum

Covid-19 was, and remains for many, a traumatic event. The sudden separation from all our usual routines, structure, friendships, opportunity, freedom and the predictable patterns and rhythms of life will have had a significant impact on many. Some of us may have been able to 'take it all in our stride' but all of us will have experienced some moments of anxiety and bewilderment.

We all know that an anxious child is not in a place to learn effectively and it is with this in mind that all staff have had access to 'trauma informed practice' training to help prepare them for the return to school for themselves and be able to support all the children in their return to school.

We have adapted our curriculum offer for the first half of the autumn term to provide everyone with the opportunity, and support, on their return to school to re-connect with the routines and predictable patterns it gives to their day. Trauma-informed practice advocates a **P**(playfulness) **A**(acceptance) **C**(curiosity) **E**(empathy) model to supporting children and adults on their return to school. We believe this fits well with our own ambition and motto where we want all children to ***be curious, be resilient and be compassionate***. These will form the core of our offer during this first half term.

As an Anglican school, the precepts of Anglican education remain at our core and this will continue throughout school from the start of the new academic year. This includes recognising and valuing the Church of England Vision for Education – Deeply Christian, Serving the Common Good. This is worked around the four core elements of wisdom, hope, community and dignity and recognises people of all and no faith.

### ***Supporting children to be curious...***

Our curriculum will initially focus on re-capping and reviewing what the children have retained during their time away from school. We will use familiar curriculum type sessions such as phonics, reading, writing and maths so that all children re-connect with the routines and expectations of school. There will be times for exploration, indoors and outdoors, so that the children can lead some of their own learning and be curious about the world around them.

Each week will have core sessions based on basic skills as detailed in the overviews later in this document. In addition, each week will be focused on reviewing areas that were taught last year in foundation subjects in preparation for our full curriculum offer being in place after the autumn half term break.

During the weeks, there will be times when the children can be curious and take more of the lead in the direction of their learning, particularly within the foundation subjects and science. During time for reflection and prayer, children can explore how they feel about the situation and its impact on their lives as well as developing the ability to relax and be still.

Engagement in activities with their peers will broaden and deepen their own learning alongside skilful questioning and support from all staff.

Each child will be enabled to feel that they are successful learners which will release positive endorphins and reinforce their feelings of self-worth as well as help them to re-connect with school.

### ***Supporting children to be resilient...***

Rebuilding relationships with peers and staff will develop each child's resilience and ability to tackle the challenge of returning to school. Feeling successful as learners will help them be more open to trying something new.

This will be achieved through:

- Play and exploration for children of all ages
- Games and turn-taking
- Outdoor, physical activities with their peers
- Circle time where they will listen to others and be listened to

This will build feelings of safety and trust in school again which will enable all children to be successful learners.

### ***Supporting children to be compassionate...***

Supporting all our children to understand their emotions and begin to process the experience of lockdown for them as individuals will enable them to develop compassion towards others and their experiences. The children of Capenhurst are all excellent examples of compassionate people; they will need time during the first half term to re-connect with each other and build this back again.

Making children feel safe when they return will be part of this process with activities and resources such as:

- Visual timetables to help with the security of a routine.
- Sensory breaks such as yoga, mindfulness, being still, being active.
- Access to sensory stimulation such as fiddle toys, playdough etc. to release anxiety.
- Clear guidance in terms of hygiene and distancing displayed in child-friendly forms around school.
- Opportunities to provide therapeutic sessions where appropriate.
- Making time to reflect on and celebrate achievements.

We all need time as a community to recognise our experiences of lockdown; acknowledge the changes that have taken place as a result and then adapt to the new routines.

### ***Supporting children with the physical and mental health...***

The benefits of physical activity have been researched and shared in many forms over many years. Think back to the start of lockdown when everyone was encouraged to take part in some form of physical activity, outdoors each day – how did that make you feel? How energised do you feel mentally after being active? Being physically active each day helps children in many ways, such as:

- Improving fitness.
- Providing an opportunity to socialise (safely).
- Increasing concentration.
- Improving academic scores.
- Building a stronger heart, bones and healthier muscles.
- Encouraging healthy growth and development.
- Improving self-esteem

We will start each day with some form of physical activity to get the mind and body in-tune and ready for the day. This could be a 'Power Up' session from our PSHE curriculum HeartSmart or a 'Wake Up, Shake Up' routine or similar.

Heartfulness from Heart Smart provides some suggestions that will benefit children's physical and mental well-being. Building strength in our hearts sometimes means we need to take time out and change the pace. Heartfulness is a collection of contemplative and active classroom breaks designed for children to do just that.

There are times when you need to slow down and take a pause. Our [Audio Meditations](#) help children to focus their awareness on the present moment while stimulating their imagination in an area related to a High Five principle. Or they can sit back, relax and [Recharge](#) while watching calming nature scenes.

For those moments when you need to change the energy in the classroom, our active [Power-Up](#) sessions are great for getting the heart beating a little faster and helping to bring a new dynamic to the atmosphere and their hearts.

These sessions can be done in any order and at any time of the school day.

The children and staff will also be supported in getting used to the new expectations and routines around keeping themselves safe. These will include:

- Understanding what is different about school and how to move around the environment safely both inside and outside.
- Hand washing and hygiene routines and measures that are in place.
- Adapting to different interactions with their peers and staff.
- Keeping and maintaining distancing (as appropriate) between their peers and staff.
- Catch it, kill it, bin it messages.
- Health and hygiene sessions focusing on the new routines to understand their role in keeping themselves and others safe.

Staff have access to resources to support mental health for all our children and families. There will be time each day for reflection and gratitude; time to be still and quiet; time to ask questions and ponder; time to share feelings and confusions and time to just be. These moments of stillness will give everyone the opportunity to pause and re-set themselves as we all adjust to a different routines and patterns whilst everyone thing outside begins to settle.

### **The essence of our 'recovery' curriculum**

Using the routines outlined previously, the curriculum has been designed to enable all children be successful learners with an initial focus on re-capping and reviewing basic skills.

There will also be a prescribed daily routine in place in each classroom so that all children are provided with a clear structure to their day – something that will support them in re-connecting with school, routines and patterns that provide a feeling a safety for so many children (and adults).

### **The daily routine will be as follows:**

Arrive and settle

Physical activity to awaken the body and mind

Focus task – English or maths (phonics as an additional for Reception and KS1)

Toilet, snack and break

Calming activity

Focus task – English or maths

Toilet, lunch and break

Calming activity

Focus task – Science or foundation subject as per overview

Toilet and break

Time for reflection/PHSE/RE

Collective worship

Home

### **Overview for Autumn 1**

|         | w/c<br>7 <sup>th</sup> Sept | w/c<br>14 <sup>th</sup><br>Sept | w/c<br>21 <sup>st</sup> Sept | w/c<br>28 <sup>th</sup> Sept             | w/c<br>5 <sup>th</sup> Oct | w/c<br>12 <sup>th</sup> Oct | w/c<br>19 <sup>th</sup><br>Oct |
|---------|-----------------------------|---------------------------------|------------------------------|--|----------------------------|-----------------------------|--------------------------------|
| Class 2 | Basic skills<br>Geography   | Basic<br>skills<br>History      | Basic<br>skills<br>Science   | Basic skills<br>Art/Design<br>technology | Basic skills<br>Geography  | Basic<br>skills<br>History  | Basic<br>skills<br>Science     |
| Class 3 | Basic skills<br>Geography   | Basic<br>skills<br>History      | Basic<br>skills<br>Science   | Basic skills<br>Art/Design<br>technology | Basic skills<br>Geography  | Basic<br>skills<br>History  | Basic<br>skills<br>Science     |
| Class 4 | Basic skills<br>Geography   | Basic<br>skills<br>History      | Basic<br>skills<br>Science   | Basic skills<br>Art/Design<br>technology | Basic skills<br>Geography  | Basic<br>skills<br>History  | Basic<br>skills<br>Science     |

PSHE and RE will be taught each week following the usual curriculum overview. A daily act of collective worship will take place in each class. ICT will be threaded through the curriculum as appropriate.

PE will continue as usual with one lesson taught by Mr Ellis from Premier Sports and a second lesson taught by the class teacher. Children and staff will wear PE kit on these days and not uniform.

Subject leaders have looked carefully at their subjects; reviewed what has been taught previously; what was set as part of the home learning packs and determined an overview of essential skills that each child will need to re-visit and embed before the full curriculum offer begins after the half term break. They have written a rationale for the overview and offered suggested activities and resources that will support staff in their planning, preparation and delivery.

Special Educational Needs provision will continue to be provided at school in line with individual children's Educational Health Care Plans or additional needs. Some change in provision may be necessary due to Covid-secure procedures in line with relevant guidance and school's risk assessments. These will be individually assessed and discussed with parents as, and when, these changes arise.

**CHILDREN WILL NOT BE ASKED TO COMPLETE ANY FORMAL ASSESSMENTS DURING THE FIRST HALF TERM. Teachers are to use professional judgement, quizzes and informal methods of assessment if required.**

#### **Rationale for mathematics – basic skills series of lessons**

One of the most important aims of for our pupils at this is to re-develop a positive attitude toward mathematics. Pupils need to understand and appreciate the functionality of mathematics. In addition to valuing it, we want our pupils to be taught how to use mathematics in their everyday lives. During the time of school closure many of the children may not have been completing maths tasks each day, therefore we need to ensure that they can carry out the basic skills at their age related level. As we provided consolidation learning activities for the children in all year groups during their absence from school, it is hoped that they would be able to start the year off at the same level they left it in this area. The curriculum has been planned for the first half term to cover the basic skills and has been taken from the DfE's and NCETM's "Mathematics guidance: key stages 1 and 2" which was published in June 2020. This document identifies the 'ready-to-progress' criteria for each year group, so by following this guidance in sequence we will be able to previous experience and link the children's prior learning to new learning. This will then be reviewed after an assessment of knowledge at the end of the 8 weeks. More time will need to be given daily to consolidation and recall of facts in order to keep them fresh in the children's minds.

When the objectives appear on the curriculum that have been missed further guidance will be provided, we must however ensure that we try to teach the children at a level that is



appropriate to meet their needs, just as we have done before this time of change. The children need to go back to learning their basic skills at the current level. We will follow the objectives for each year group but ensure differentiation to meet the needs of all pupils. We will use the long term plan and White Rose materials to support lessons, along with other relevant resources. Using our objective tracking sheets, we will be able to see which objectives did not get covered in the last academic year. Mental arithmetic and times tables will also be given extra time in the daily timetable.

We may need to be aware that the children may begin at a slower approach than before. To ensure that we have enough time to teach the required objectives a medium term planning document has been produced for each class which highlights the non-negotiables that need to be taught before anything else.

### **Rationale for English – basic skills series of lessons**

#### **Phonics and spelling**

Children in eyfs and key stage 1 will receive a daily phonics session that matches their phase of learning. All staff will follow the structure of the Letters and Sounds document as usual with eyfs children starting at phase 2, children in year 1 starting at phase 3 and children in year 2 starting at phase 4. During the first two full weeks of term, all children in years 1 and 2 will undergo a simple screening using the screening tool from PhonicsPlay to ascertain their retention and starting points. Activities from the document – phonics games\_recovery curriculum 2020 – will be used to complement and supplement activities suggested by Letters and Sounds.

In Years 1 to 6, pupils will focus on one particular spelling pattern per week in line with the expectations of the National Curriculum for each specific year group. Teachers will take time during the week to give pupils the opportunity to practise spelling words which follow the pattern.

#### **Writing**

It is likely that there will be some children who have completed very little writing during the period of home learning, and those who have may not have focused on the skills they have been taught and would have been working on in school. Our priority in September therefore, will be to build stamina for writing and to review the skills the children have already been taught to apply.

In KS1, the children will have at least 4 English lessons each week with at least one daily English lesson where the focus will be writing. Texts, pictures, videos or personal/ familiar experiences will be used as a starting point and short simple writing tasks will be planned. Opportunities for talk should also be included, to support the generation of ideas and orally rehearsing sentences. Within each writing lesson spelling, grammar and punctuation will need to be reviewed from the previous year, and any objectives not taught in the previous year will need to be covered. Current year group objectives should be introduced as appropriate when the children are secure with those from the previous year- this may not be

until after the first half term. They will also have a separate lesson on spelling, grammar and punctuation. There will be at least one lesson devoted to reading.

In KS2, the children will have at least 4 English lessons per week with a one lesson, where spelling, grammar and punctuation objectives from previous years will need to be reviewed. Planning for this will need to reflect day to day teacher assessments of mistakes children are making or misconceptions that become apparent when writing tasks are being completed. Our writing progression grids should be referred to, to ensure all objectives are covered in the appropriate order.

For two English lessons each week, there will be a writing focus, where short, simple writing tasks should be planned covering genres that the children are familiar with. The purpose of these tasks should be to provide an opportunity to practise the writing skills they are secure with and those that have been reviewed during Essential English, whilst at the same time regaining their confidence, stamina and enjoyment in writing. These tasks may form part of a short sequence of learning- linked to the text used for reading lessons that week, or they may be stand-alone lessons (using photos, videos, book extracts etc...).

Current year group objectives should be introduced as appropriate when the children are secure with those from the previous year - this may not be until after the first half term.

### **Reading**

Our priorities for teaching reading, following this prolonged period of home learning, are to ensure that all children are reading daily and are reading a text which is suited to their reading ability. Whilst at home, some of our children will not have read frequently and even if they have been reading, may not have been applying or considering the reading skills they would have been working on in school. Re-establishing their understanding of the skills they have been taught to date, as well as really promoting a love of reading will be our focus in September.

In KS1, the priority will be word recognition and continuing with our phonics programme from where the children are currently working. Please see the phonics recovery planning. Applying their phonics skills will be the focus of a guided reading session each week and the exploration of new vocabulary and the super six reading comprehensions skills will be referred to during English lessons, as different texts are used to provide a stimulus for writing.

In KS2, one English lesson each week will focus on developing reading comprehension skills and should be taught using a whole class shared reading approach. Texts and extracts from texts (fiction, non-fiction and poetry) will be used to initiate discussion, book talk, explore vocabulary and to apply the super six strategies, with follow up activities providing the opportunity to embed these skills (and at the same time practise writing). Children will be

given time for independent reading each day. Teachers will need to listen to each child reading during the first two weeks of term to make a basic assessment of the children's reading needs (fluency/ level of comprehension/ progress that has been made/ whether reading is at age-related expectation) and to ensure appropriate reading books are allocated.

### **Rationale for science and foundation subjects – a series of recap and review lessons**

During lockdown, children will have had varied access to opportunities to try all the suggested activities from the home learning pack. Each week during the first half of the autumn term, staff will recap and revisit key concepts from previously taught topics so that children are ready for the full curriculum offer after the half term break. These sessions will involve quizzes devised by staff and children to check knowledge as well as taught sessions and opportunities to share knowledge retained by the children. These sessions will provide a balance to the basic skills sessions that will take place and enable children to support each other in their learning.