

2020-21 Recovery Curriculum Return to School September 2020

Nobody quite knows how adversely affected our children have been by the absence of daily routine schools provide. From our conversations with staff, parents, governors and pupils in addition to other evidence available, we can assume some will have felt acutely the lack of social interaction or feel loss from not being able to undertake the informal rituals of school life. Some examples will be the missed school journey or end of year production, the relationships with peers and staff, the learning, the rites of passage for young people transitioning into the next phase of their lives.

This period has reinforced that our school is so much more than a place which provides education – it is about people. Our school is a community; we embody values; we model relationships required for modern life to function: collaboration, getting on with others, friendship. Throughout the pandemic we have endeavoured to live out the school's vision of 'walking in the shoes of others' – we ask each member of our school community to strive to do this – when times are challenging and unpredictable it is more important than ever that we do this.

With the school's vision, values and 'one rule' (treat others as you wish to be treated) at the forefront of our minds the leaders and teaching team have created a 'Recovery Curriculum' based on a 'think piece' by Barry Carpenter. The curriculum has a core purpose – to reconnect our pupils with school life, school routines and learning. It is very evident – and current research also confirms this - without good mental health and a way to express their concerns, worries and fears our pupils will not be able to make progress in their learning. With this in mind, our priority is to ensure our curriculum provides our pupils with the opportunity to get back to school and feel that their emotional and academic needs are important to their teachers and the leaders of the school.

We will use the work of Barry Carpenter to guide us when supporting our pupils to reconnect with learning.

This will be in the three tiers identified in our 'tiered model' document [Teaching, Targeted academic support and Wider Strategies.] This approach follows the Education Endowment Fund's (EEF) Guide to supporting school planning. We will support all pupils through carefully selected whole school themes and class specific curriculum content.

Recovery Curriculum 2020/21 Drivers

Provide pupils with time to work on re-establishing **relationships** with their peers and adults.

Teaching allows time to discuss with pupils how we might have changed during our time away and how this might affect our relationships.

Use materials in our wellbeing toolkit to support learning in this domain.

Explore that things that are **i**important to them as individuals

Through ongoing teaching and learning develop an understanding of **community** and the meaning of what a community is and how Covid 19 might have affected our school community, our local community and wider community.

In Term 2 and beyond our curriculum will explore our local community and how we might positively impact on the lives of those living in our local area.

Pupils will engage in a curriculum that is **transparent**. They will be provided with opportunities to revise and revisit pre-learned skills and knowledge. They will be able to discuss with the school community their concerns around their learning.

Teachers will continue to recognise pupils who model our school values; compassion, determination, courage and friendship.

Our curriculum will allow pupils the opportunity to 'walk in the shoes of others' and explore the feelings of a range of people.

Metacognition We will understand that pupils have different experiences of learning during lockdown and we support all learners to re-engage with learning. We will support pupils to develop their learning skills and recognise their personal achievements in and out of the classroom. We will provide a curriculum that allows them to relax, be mindful and peaceful – we will focus on engaging in physical and creative subjects – allowing them time to explore and come to terms with the return to school. [Art, DT, Science, PE etc]

Space
 We will provide the whole school community with **space**. We will explore the importance of space – our own space – space to think – space to be alone – space to reflect etc. We will provide pupils with time to talk to their peers and adults as needed.
 We will use our valuable outdoor spaces to support giving time to promote good mental health through use of outdoor environments and being engaged with nature.
 We will provide children with opportunities to share their talents and skills that they developed or improved during lockdown.

Reconnecting and Renewing our School Community

We will also work with our pupils and listen to their views throughout this period of reconnection and renewal. Pupils in Year 5 and 6 identified some core themes they want to develop these include (but are not limited to):

Behaviours as whole school expectations	Expectations for all within the school environment	How we all want to be treated
<ul style="list-style-type: none"> • to feel safe • to feel happy • to feel proud • to feel comfortable • to trust those around us • to feel welcome 	<ul style="list-style-type: none"> • to listen to each other • to support each other • to be polite • to show respect to each other • to understand what it might be like in someone else's shoes 	<ul style="list-style-type: none"> • everyone to be treated kindly and fairly • treating other how we wish to be treated • be respectful to all • be friendly to everyone – smile and be kind

For Autumn 2020/21 the focus is on providing a curriculum that allows pupils time to revisit key skills, reconnect with prior learning and so that pupils are ready to build on this learning. We will provide opportunities for pupils to collaborate and communicate through creative opportunities such as art, design & technology. We will also provide outdoor learning and times when the children can be actively engaged in sport and physical activity. We will ensure the mental health and well-being of our pupils is a priority; we will listen to their concerns and worries and support them through challenging times.

We will not work to cram or catch-up but will take time to ensure our pupils continue to learn through precision teaching and our knowledge of the children in each class. In the Spring and Summer term we will continue to build on prior knowledge and work towards our milestones for pupil progression (see our website for further information).

We will use our school vision of 'walking in the shoes of others' and our Christian values of compassion, courage, friendship and determination to guide our work and support our pupils through these challenging times.

Recovering, reconnecting and renewing - our curriculum for 2020/21

2020 /21 Autumn Term 1 Curriculum

Class	English	Maths	Science	Wider Curriculum
Maple Class	Favourite Books Exploring Rhyme Widening vocabulary Starting teaching of phonics	Number Recognition Number formation Matching amounts and numerals Exploring weight	The World Around Us Looking at similarities and differences Seasonal change Completing some simple experiment and discussing outcomes	Exploring the school's Christian Values Developing independence within their learning environment RE: The Story of Creation – an introduction
Elm Class	Key Text: Grandad's Island Narrative Writing Phonics revisiting Phases 2-5 in Letters & Sounds	Positional language in maths (first, under, beside) Addition and subtraction Number Bonds	Animal habitats – looking at where animals live both in the UK and globally	Art: Exploring Claude Monet DT: Puppet Making RE: Parables PE: multi-skills
Beech Class	Key Text: The Secret of Black Rock Narrative Writing Unit Reading: Analysing personal reading Spelling : Y3&4 Statutory Spelling Words	Place Value, multiplication, division methods moving onto fractions. Reason: explaining verbally and in writing.	Teeth & Digestion Investigating the process of digestion from when food enters the mouth; noting the role of different organs in the body.	Art: Leonardo Di Vinci Explore techniques used by the artist and then develop these in a piece of personal artwork. PE: focus on running skills RE: Exploring God as holy
Oak Class	Key Text: Film 'Paperman' Narrative Writing Key Text : Goldilocks Newspaper Report Writing Reading: analysis of personal reading Y5/6 Statutory Spellings	Place Value, multiplication and division written methods moving onto fractions. Reasoning: explaining verbally and in writing.	Light How light travels, developing understanding of shadows. Explore how light travels into the eye and the impact of this.	Art: Andy Warhol RE: Why is God holy? How does the world around us show us he is holy? French: studying French culture.

2020 /21 Autumn Term 2 Curriculum

Class	English	Maths	Science	Wider Curriculum
Maple Class	Looking at fiction and non-fiction books that explore celebrations. Exploring components of a non fiction book	Matching numbers; quantities and numerals Comparative language: thicker, thinner, heavier & lighter	The World Around Us: Seasonal changes: looking closely at changes associated with Autumn	Exploring and investigating celebrations – comparing experiences and understanding

	Letter formation number formation Developing fine motor skills needed for writing.	Exploring repeating patterns Grouping and classifying	Listening skills and asking questions about a range of topics.	different celebrations from a range of cultures. RE: The Nativity Story. Christingle Service and other links to this Christian Festival.
Elm Class	Key Text: Wombat Goes Walkabout' using pictures to create a story Phonics: Phases 2-5 revision and applying knowledge	Working with numbers to 20 and introducing the whole part model . Addition and subtraction – revisiting and embedding	'Animals' looking at animal features, needs and life processes. Learning to pose questions in science.	History: Queen Elizabeth II Finding out key facts, dates and events in lifetime of our Queen Art: Exploring portraits RE: Learning about the Bible Story of Christmas and the period of advent. PE: exploring ways of travelling and spatial awareness
Beech Class	Key Text: Based Geography Research Newspaper Articles Non-Fiction writing unit Spelling from Year 3 & 4 Statutory Spelling lists Reading: introducing 'Book Talk'	Focus on addition and multiplication and using reasoning within these areas of maths. Times tables and mental arithmetic methods.	Plants How plants grow and survive. Key features of plants and the importance of plants in food chains.	History: The Roman Emperors and the impact of the Roman invasion on Britain. RE: Christmas – how do Christians prepare for Christmas?
Oak Class	Key Text: Poetry The Highwayman Reconnecting Reading Comprehension skills Y5/6 Statutory Spelling List	Written calculation methods for addition and multiplication. Developing reasoning and explaining in maths	Earth and Space Learning about the solar system; day and night and the phases of the moon.	History: Tudor Family Tree DT: developing scale models RE: further learning about 'incarnation' understanding the Christian view of Jesus as a Messiah. PE: refining ball skills and techniques.

2020 /21 Spring Term Curriculum

Class	English	Maths	Science	Wider Curriculum
Maple Class				
Elm Class	Narrative Writing: Traditional Tales Little Red Riding Hood & Little Red Riding Hood with a Twist Non Fiction: Recount Writing	Focus: Addition & Subtraction Doubling & Halving Multiplication & Division Problem Solving	Living things & their Habitats Everyday Materials	History: Queen Victoria Geography: Map skills The UK DT: Pop-Up cards PE: Agility & Fitness Computing: Online Safety / Grouping and Sorting

				RE: Gospel & Salvation
Beech Class	Narrative: The True Story of the 3 Little Pigs Narrative: Bike Boy	Focus on reasoning: geometric, additive, proportional, spatial, statistical & Multiplicative	States of Matter Solids, Liquids and Gases	History: The Romans: Romans Around the World Geography: Map skills & Climate Change Art: The Renaissance DT: Levers & Linkages – Pop-up Books PE: Hockey & Indoor Athletics RE: Sikhism & Salvation Computing: Coding & Online Safety French: Mon Corps Unit
Oak Class	Narrative: Gorilla (wordless book) Non Fiction writing to a foundation subjece (History / art etc) Non-Fiction Diary Writing	Focus on reasoning: geometric, additive, proportional, spatial, statistical & Multiplicative SATs revision	Electricity: Brightness of Bulbs Materials : changes in state	History: Tudor Monarchs Geography: Map Skills / Ocean currents Art: Expressionism PE: Dance Computing: Catch-up Coding, Online Safety French RE: People of God / Salvation

2020 /21 Summer Term Curriculum

Class	English	Maths	Science	Wider Curriculum
Maple Class				
Elm Class	Narrative: The Owl who was Afraid of the Dark Narrative: The Day the Crayons Quit Non-Fiction: Non Chronological Report	Money, Fractions, Problems using addition, subtraction multiplication and division. Time & Measures	Plants : basic structures & Growing seeds and bulbs Identifying the needs of plants	History: Florence Nightingale Geography: Map Skills & the UK Art: The Beauty of Flowers / Georgia O'Keefe Computing: Animated Story Books & Coding PE: Athletics (Sports Day) RE: Stories from different faiths
Beech Class	Narrative: Traditional Tales Aladdin Narrative (Mystery) The Great Chocoplot	Measurement, Number and Place Value, Operational Reasoning Additional units on Roman numerals & 3D shape	Forces & Magnets Light Light & Shadow	History : The Romans (The Roman Empire) Geography: Map skills & Climate Change Art: The Renaissance / Leonardo Da Vinci PE: Athletics – track events

				Computing: Spreadsheets / touch typing
Oak Class	Narrative: The Journey SATs Narrative: Ghost Story	Reasoning Roman Numerals Measures & patterns Financial Maths SATs Transition unit	Animals including humans: The heart & circulatory system Changes in development/reproduction	History: Tudor exploration and entertainment Geography: Map Skills / Biomes & Climate Zones Art: Henri Matisse PE: Track and Field athletics Computing: Spreadsheets & databases French RE: Islam