

Context: Sculthorpe CE Primary Academy

We have been thinking about what a curriculum might look like for children when they return to school in September 2020 and have used some guidance from a researcher of education (Barry Carpenter). We will be implementing for the first half term from September 2020 a “recovery curriculum” and this will be reviewed at October half term to shape our school improvement priorities for the rest of the year. The recovery curriculum acknowledges that there have been big losses to children as they have stayed at home and that these losses can contribute to pupil’s mental health with anxiety, trauma and bereavement playing a large role. Children will perhaps have experienced these aspects all at once and in a sudden and unplanned fashion which can leave children feeling vulnerable. Equally whether we have intended to or not, children will have been exposed to adults who are anxious and may not be acting in their normal way or maintaining the normal routines which they are used to. Until we have happy and settled children in school learning will not take place in the ways it used to.

In our academy we have had staff and children:

- Staff and children who have experienced shielding and isolation due to extreme clinical vulnerability
- Loss through bereavement
- Social isolation due to where they live
- Limited access to learning equipment and reliant on school providing physical equipment
- Anxious parents who are concerned about returning to school
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Data Profile during Lockdown and Wider Reopening:

| | Lockdown / Key worker Care March- May 2020 | Reopening to YrR/1/6 4 th June 2020 | Review of Reopening 18 th June 2020 | Closing for Summer 21 July 2020 |
|--------------|--------------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------|
| Key worker | 10 | 13 | 13 | 10 (3 moved to Rec/Y1 bubble) |
| EHCP | 0 | 0 | 0 | 0 |
| Vulnerable | 1 (in KW) | 2 (in KW) | 2 (in KW) | 2 (1 in KW/1 in Rec/Y1 bubble) |
| Reception | 0 | 6 | 7 | 9 |
| Year 1 | 0 | 2 (in KW) | 2 (in KW) | 5 |
| Year 6 | 0 | 1 (in KW) | 1 (in KW) | 1 (in KW) |
| TOTAL | 10 | 19 | 20 | 24 |

Summary of data context:

- EHCP child chose to not take up place during lockdown as he has medical needs.
- Within the KW bubble there was 1 Rec, 2 Year 1 and 1 Y6.
- June 4th – 1 Key Worker and 1 vulnerable child joined provision. Places offered to all Reception children and only 6 took up offer. Places then offered to Y1 and no one took up the offer. Offered to Y6 and no uptake.
- Review 18th June – 1 more Rec child joined bubble, then 2 more the following week. We had 10/14 Rec return to school.
- 3 weeks before closure 3 Y1 children joined which meant we extended the KW bubble to have a Rec/Y1 bubble and a Y2-6 bubble. We had 5/8 Y1 children return to school.
- Overall we had 24/62 children in school, nearly 40%.



To help us support children with this, our recovery curriculum will focus on four areas:

1. Supporting me to build positive relationships with others – Community & Engagement

What this area will help me to learn?

Supporting pupils to rebuild relationships and re learn how to interact and build relationships with others including sharing, turn taking, greeting and interact with others positively, play alongside and with peers, respond to my familiar and ne adults, seek adults to help, support and comfort me when I need them, know which adults help me and can support me to keep safe when I need them.

What that may look like?

- There will be opportunities within the day where the focus is on rebuilding relationships with peers and adults. This may be in the form of:
- Turn taking games and activities.
- Sharing games and activities.
- Intensive interaction opportunities using call and response games and songs.
- Time where adults can give sole attention to pupils re-building relationships
- Games and activities where pupils can work together such as board games or outdoor PE games.
- Safety work about who keeps us safe and who can keep us safe at school and at home and in the community.
- Safety work about how adults can help us.
- Activities that link to children’s interests to show we are interested in them.

2. Supporting me manage my own feelings and behaviour –Reconnection & Compassion

What this area will help me to learn?

Supporting pupils to understand their emotions and feelings and begin to process the experiences they have had. Supporting pupils to relearn some positive behaviour which they may have forgotten being outside of the school environment. Supporting pupils to engage with self-regulation strategies and tools which help me to feel safe and calm. Supporting pupils to understand the world we live in with tools and strategies to help them process what is different and what we can do to help.

What that may look like?

- There will be clear routines so pupils know what is happening each day and at each part of the day. Some structures and boundaries may be different in school because of safety guidance so stories and other tools will be used to support understanding.
- The structure will be supportive and provide opportunities within this that enables and allows pupils to express themselves and express the experiences they have had whilst they were not at school.
- There will be regular sessions where we explore and express emotions through regulation to open up discussions about emotions such as circle time which will support pupils to explore their feelings as well as modelling processing and talking about feelings and emotions linked to this experience.

3. Supporting me to enjoy and achieve – Continuity

What this area will help me to learn?

Supporting pupils to have moments here they feel success and can engage in moments of enjoyment and achievement which may feel usual to being in school. This will be within pupil’s abilities and easily accessible recognising that when pupils have experienced trauma, their abilities to learn new concepts and be challenged is less. Pupils often use schemas of learning which they are familiar to explore when processing events in their lives and planned provision will focus on what is familiar. I.e. play provision that enables schematic exploration, familiar structures in the day like what’s in the box? Relaxation time, independent learning, hello and circle time, phonics.

What that may look like?

We will use familiar curriculum type sessions that pupils will be used to that provide children with experiences that feel like “the norm”. Using what we know about schematic learning and how children process, this will look like familiar structured sessions in pupils day and opportunities to engage in play opportunities. We will be providing enjoyable activities which provide children with “fun” so that they can rejuvenate with positive endorphins and want to engage. Sessions which will feel familiar will be different for each learning bubble:

- Welcoming each day
- Curriculum sessions that provide familiar structures (like phonics, maths, guided reading)
- Independent learning where provision takes account of schematic learning.
- Learning on whiteboard where these are familiar
- Outdoor play
- Storytime

Learning in these sessions will link to previous and current topic learning or children’s key interests and motivators. Children will have missed out on many opportunities being at home that they are naturally exposed to at school like peer play, active opportunities and experiences which develop their cognition and learning and these will be built into each day to support children to have a broad range of opportunity, experience and fun.

4. Supporting my health and well-being – Co-creation

What this area will help me to learn?

Supporting pupils to re-engage with physical health and well-being routines as well as learn new routines which will support pupils to keep safe and enable infection control. This will include hand washing, social distancing, understanding of new school routines as well as supporting pupils with their personal care and tolerating differences in these routines such as use of an alternative hygiene room facility or being supported in a different way for eating/ drinking. Supporting pupils to be independent through their own dressing and undressing where needed and supporting pupils to be physically well through active sessions, use of outdoor space and understanding about keeping physically well.

What that may look like?

We will be planning in lots of time where children are able to explore and re-investigate their environments to become familiar with what might be different (i.e. one way systems in school, different markings in school, different access to resources in the classroom, some rooms which are closed) and understanding these differences will be supported with social stories, photos and pictures.

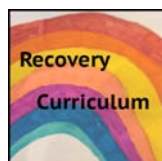
Learning in supporting physical health and well-being will focus on managing and coping within new processes keeping safe. This will include:

- Understanding what is different about school and how to navigate this environment.
- Hand washing and hygiene measures.
- Adapting to using areas of the school that may not be usual and being in environment and with staff that are not usual.
- Keeping and maintaining social distancing.
- Catch it, kill it, bin it messages.
- Health and hygiene sessions focusing on washing, being independent and looking after yourself.

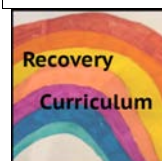
BIF TITLE:
To implement the Recovery Curriculum

Timescale:
6 weeks 3 days / 7 Sept – 21 Oct 2020

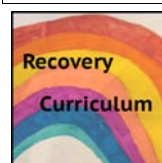
Staff/Governor Responsible
All staff
Standards & Curriculum Committee



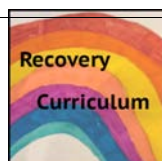
| Intent | Week | Implementation |
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| <p>Impact</p> <ul style="list-style-type: none"> Pupils are emotionally resilient and compassionate towards their peers. Pupils are displaying the learning behaviours, skills and stamina to actively learn. Pupils are physically safe in school, know how to stay safe and follow the guidance to keep them safe from infection spread. Pupils are receiving a consistent and continuous learning provision built around assessments on gaps and needs developed since March 2020 and lockdown. | <p>1 7th Sept 2020</p> | <p>Activities:</p> <ul style="list-style-type: none"> Welcoming children back into class, using visual timetable so they know the routine that is being followed. (Teachers) Children introduced to 'new' norm, using those children who have been in school as models. (Teachers/TA) – hygiene, handwashing, distancing Share staying safe lapbook see file on school server – children create own (teachers) As a class set the rules and expectations for the year – talk through how may look different to previous years. (Teachers) Through circle time talk about experiences at home during lock down – celebrate this, their feelings and how as a school we can help them to settle into school life again, know that it is OK to not be OK and if worried or concerned then staff here to support (Teachers/TA) Talk about what they enjoyed learning about at home, what they are proud of during lockdown, what they feel that they missed out on by not being in school (have an idea through well-being self-assessment before summer), and share achievements in class with their friends. (Teachers/TA) Start to build stamina by children taking part in 20 minute sessions - phonics, spelling, maths meet, comprehension and guided reading – consolidate previous learning and map children learning (teachers) Share different mindfulness or wellbeing techniques, see appendix for ideas that the children can use if they start to feel worried or anxious (teachers) Fill in wellbeing journal for each day – see appendix for KS1 and KS2 files on server (teachers/TA) Afternoon sessions to be more fluid, allowing children time to engage and interact with each other again as a class – team building sessions, circle time – using welcome back to school circle time ideas, time outside – nature and exercise (Teachers) Have whole school assembly 'Back to School' assembly pack (on server) – Monday then children have opportunity to talk about how they are feeling about returning to school – and how it is the same but a bit different (SP assembly and teachers/TA) In own class look at compassion assembly pack (on server) and follow up work – to help children understand that everyone has experienced different things during lockdown and that we all need to be kind, understanding and compassionate. (teachers) and Pixl Return and Wellbeing – reconnecting and re-engaging and same but different folder on school server Have celebration assembly on Friday via Zoom/Google teams (Teachers) – celebration both home and school learning, Put photos of children's work and copy of certificates on closed Facebook page as parents are not allowed in the building so will not see what he children have been doing. (SP) Have zoom coffee meet/quiz/social one evening during the week to allow all staff members the opportunity to catch and check in (SP set up – All staff) <p>Monitoring Impact: Children will know that it is OK to not be OK, they will have been given strategies to help with their feelings and will be confident to talk about any concerns or worries with members of staff. The children will begin to settle into a 'new' norm and will be able to sustain 20 minutes of work in maths, English and phonics/spellings. They will understand that school is a safe place and that they can trust the staff are there to support them with whatever they need.</p> |
| | <p>2 14th Sept 2020</p> | <p>Activities:</p> <ul style="list-style-type: none"> Stamina to be developed by children taking part in 30 min sessions related phonics, spelling, maths meet (see curriculum resources), comprehension and guided reading – consolidate previous learning and map children learning (teachers) children will be encouraged to work independently when possible. Use of CGP 10 min weekly workouts for Y1 and Pixl weekly quick quizzes (Y5-2 (for Y6-Y3) to allow children to challenge themselves and consolidate and strength knowledge – allowing teachers to move forward children's learning as well as EYFS/Y1 Transition check list completed and teacher check list for reading writing and maths for Y2 Share different mindfulness or wellbeing techniques that the children can use if they start to feel worried or anxious (teacher/TA) see appendix for ideas Fill in wellbeing journal for each day. (teachers/TA) Afternoon sessions revisit prior learning and strengthen knowledge through whole school topic on COLOUR – covers Science and Art (resources in folder on server) Work in to spend time outside – learning or for circle time/team building (teacher/TA) resources on server Whole school assembly on Monday – I am feeling worried assembly pack (on server) – SP to lead then follow up work in class for rest of afternoon. (teachers/TA) In own class Pixl return and wellbeing – managing change and our support network – folder on school server Have celebration assembly on Friday via Zoom/Google teams (Teachers) Put photos of children's work and copy of certificates on closed Facebook page as parents are not allowed in the building so will not see what he children have been doing. (SP) Have zoom coffee meet/quiz/social one evening during the week to allow all staff members the opportunity to catch and check in (SP set up – All staff) Check in with parents to see how they are feeling and how the children are at home, how they are coping being back at school. (SP) Check in with children – using Twinkl Wellbeing questionnaire (on server at school) Think about school council/Ethos/ Head and deputy – normality for the children. (SP) New intake visit for 2 mornings a week – circle time, get to know each other songs, fluid mornings that allow the children to get to know each other and staff and gel as a class (SP/TB/LC) Review BIF – is it still relevant for the coming weeks – how are children settled, working etc? Change coming weeks if needed. <p>Monitoring Impact: Children will know that it is OK to not be OK, they will have been given strategies to help with their feelings and will be confident to talk about any concerns or worries with members of staff. The children are more settled into new school routine, stamina building to 30 minutes of work. Parents and children are able to share their views on how they feel about the new 'norm'. Teachers have been able to map, master and then plan to move children's learning forwards in those subjects covered in the afternoons as well as Maths and English.</p> |
| | <p>3 21st Sept 2020</p> | <p>Activities:</p> <ul style="list-style-type: none"> Children use mindfulness or wellbeing techniques when they start to feel worried or anxious (teacher/TA) – see appendix Stamina to be developed by children taking part in 40 min sessions related phonics, spelling, maths meet (see curriculum resources),, comprehension and guided reading – consolidate previous learning and map children learning (teachers) children will be encouraged to work independently when possible. Use of CGP 10 min weekly workouts for Y1 and Pixl weekly quick quizzes marked and QLA undertaken (during Staff Meeting time WC 21st September) and Y1 phonic check assessment of Phase 2-4 and teacher check list for reading writing and maths for Y2 |



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| | | <ul style="list-style-type: none"> • Afternoon sessions revisit prior learning and strengthen knowledge through whole school topic on COLOUR – covers Science and Art (resources in folder on server) • Work in to spend time outside – learning or for circle time/team building (teacher/ta) • Whole school assembly on Monday – Self Efficacy – using place2be resources (on server) - SP to lead then follow up work in class for rest of afternoon. (teachers/TA) • Each class focus on Growth Mindset – revisit this to allow children to challenge themselves in their learning - self-affirmation. (teacher) resources on server • In own class Pixl return and wellbeing - being challenged – teachers – folder on school server • In class choose school council member and have a discussion about what the school can do to promote wellbeing and engage children in their learning – report back to SP and teachers via notes or using teams/zoom. (teacher) • Have zoom meeting with staff about how the children are doing in class – think about what next steps we need and if there is any interventions needed for certain children. (SP set up – all staff) • Have celebration assembly on Friday via Zoom/Google teams (Teachers) • Put photos of children’s work and copy of certificates on closed Facebook page as parents are not allowed in the building so will not see what he children have been doing. (SP) • Have zoom coffee meet/quiz/social one evening during the week to allow all staff members the opportunity to catch and check in (SP set up – All staff) • New intake visit for 2 mornings a week – circle time, get to know each other songs, fluid mornings that allow the children to get to know each other and staff and gel as a class. (SP/TB/LC) <p>Monitoring Impact: Children are happy and confident to come into school. Children able to work for up to 40 mins for each session, engagement continues to increase children have a positive outlook on their strengths through work on self-efficacy, relationships between children and children as well as children and staff strengthened through circle times, times to listen and sharing their thoughts through wellbeing journal. Children continue to become more independent in their learning. Teachers have been able to map, master and then plan to move children’s learning forwards.</p> |
| | <p>4 28th Sept 2020</p> | <p>Activities:</p> <ul style="list-style-type: none"> • Children have stamina to be able to take part in a full length lesson – for English, Maths, spelling, guided reading, phonics. Revisit learning following the mapping from previous weeks to allow children to move forward with their knowledge • Use of CGP 10 min weekly workouts for Y1, early Pupil Review meetings to discuss QLA and checklist results and way forward • Children use mindfulness or wellbeing techniques when they start to feel worried or anxious (teacher/TA) see appendix • Fill in wellbeing journal for each day. (teachers/TA) • Afternoon sessions revisit prior learning and strengthen knowledge through whole school topics related to Unicef Paddington Postcards – can cover Geog, Art, DT, PHSE (countries to choose from Brazil, Indonesia, Spain, Nepal, Sudan - use to enhance subject knowledge and fire up prior knowledge to allow children to move forwards in their learning. Postcard resources in SP office – • Work in to spend time outside – learning or for circle time/team building(teacher) • Each class focus on Growth Mindset to help children continue to become more resilient in their learning – refer to during learning sessions - focus on one area specifically but recap all (teacher/TA) resources on server • Whole school assembly on Monday – Promoting hope – using place2be resources (on server) - SP to lead then follow up work in class for rest of afternoon. (teachers/TA) Home learning – what are your hopes for the future – home and school (SP organise) • In class Pixl return and wellbeing – hearing not listening and good conversations – on server at school • Have celebration assembly on Friday via Zoom/Google teams (Teachers) • Put photos of children’s work and copy of certificates on closed Facebook page as parents are not allowed in the building so will not see what he children have been doing. (SP) • Have zoom coffee meet/quiz/social one evening during the week to allow all staff members the opportunity to catch and check in (SP set up – All staff) • Check in with children – using Twinkl Wellbeing questionnaire (on server at school) – track impact of Recovery curriculum • Check in with parents • New intake begin for mornings only to allow Y1 to continue their recovery journey in the afternoons. (SP/TB/LC) • Review BIF – is it still relevant for the coming weeks – how are children settled, working etc? Change coming weeks if needed. <p>Monitoring Impact: Children are happy and confident to come into school and parents have confidence that their child is in a safe place and that we are doing everything we can to make sure they are safe and learning. Children’s stamina and engagement is at the level it was before closure, children have ‘hope’ and have worked together to create a symbol of hope for their classroom. Parents, children and staff can say how they feel about school and how the children/they are doing. Children are becoming more independent with their learning and are starting to show resilience when they come across difficulties, by using the growth mindset. Families engage in home learning activity related to their hopes for the future. Teachers have been able to map, master and then plan to move children’s learning forwards in those subjects covered in the afternoons as well as Maths and English.</p> |
| | <p>5 5th Oct 2020</p> | <p>Activities:</p> <ul style="list-style-type: none"> • Children have stamina to be able to take part in a full length lesson – for English, Maths, spelling, guided reading, phonics. Teachers will have mapped where the children are currently and helped them to master their prior learning. Children are ready to move forwards and learn new content and apply prior knowledge. • Homework sent home – spellings/phonics and Maths • Use of CGP 10 min weekly workouts for Y1 • Children use mindfulness or wellbeing techniques when they start to feel worried or anxious (teacher/TA) see appendix • Afternoon sessions revisit prior learning and strengthen knowledge through whole school topics related to Unicef Paddington Postcards – can cover Geog, Art, DT, PHSE (countries to choose from Brazil, Indonesia, Spain, Nepal, Sudan - use to enhance subject knowledge and fire up prior knowledge to allow children to move forwards in their learning. Postcard resources in SP office – |



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| | | <ul style="list-style-type: none"> • Work in to spend time outside – learning or for circle time/team building (teacher) • Each class focus on Growth Mindset to help children continue to become more resilient in their learning – refer to during learning sessions - focus on one area specifically but recap all (teacher/TA) resources on server • Whole school assembly on Monday – Promoting gratitude – using place2be resources - SP to lead then follow up work in class for rest of afternoon. (teachers/TA) Home learning – what were you grateful for during school closure and what are they grateful now (family and child) (SP organise) • In class Pixl appreciation and getting on with others – on server at school • Have celebration assembly on Friday via Zoom/Google teams (Teachers) • Put photos of children’s work and copy of certificates on closed Facebook page as parents are not allowed in the building so will not see what he children have been doing. (SP) • Have zoom coffee meet/quiz/social one evening during the week to allow all staff members the opportunity to catch and check in (SP set up – All staff) <p>Monitoring Impact: Children are becoming more independent in their learning (where possible) they are able to use the Growth Mindset – resilience/independence and their stamina allows them to work for up to 1 hour for each sessions in the morning and afternoon. Children have shared and thought about things to be thankful for –in school and at home (community), each class will have created a flower picture on a board to show what there is to be thankful for, this can then be referred to when things get hard. Families engage in home learning about being grateful – during closure and now. Children engage in homework with the support of their parents.</p> |
| | <p>6 12th Oct 2020</p> | <p>Activities:</p> <ul style="list-style-type: none"> • Children have stamina to be able to take part in a full length lesson – for English, Maths, spelling, guided reading, phonics. Teachers will have mapped where the children are currently and helped them to master their prior learning. Children are ready to move forwards and learn new content and apply prior knowledge. • Use of CGP 10 min weekly workouts for Y1 and Year 6 SATs assessments 2019 paper • Children use mindfulness or wellbeing techniques when they start to feel worried or anxious (teacher/TA) see appendix • Afternoon sessions revisit prior learning and strengthen knowledge – teachers to choose something from their long term plan (Autumn 2020) that children can apply what they know already to • Work in to spend time outside – learning or for circle time/team building (teacher) • Each class focus on Growth Mindset to help children continue to become more resilient in their learning – refer to during learning sessions - focus on one area specifically but recap all (teacher/TA) resources on server • In own class Pixl return and wellbeing – applying new skills – folder on school server • Whole school assembly on Monday – promoting connectedness – using place2be resources - SP to lead then follow up work in class for rest of afternoon. (teachers/TA) Home learning, send a magnet kit home with each child for them to draw a picture with their family that represents them. This will then be displayed on outdoor protected display board to show how we are all connected that we are all one community even though we come from different families. (SP to sort out) • Have zoom meeting with staff about how the children are doing in class – think about what next steps we need and if there is any interventions needed for certain children. (SP set up, all staff) • Check in with children – using Twinkl Wellbeing questionnaire (on server at school) • Have celebration assembly on Friday via Zoom/Google teams (Teachers) • Put photos of children’s work and copy of certificates on closed Facebook page as parents are not allowed in the building so will not see what he children have been doing. (SP) • Have zoom coffee meet/quiz/social one evening during the week to allow all staff members the opportunity to catch and check in (SP set up – All staff) <p>Monitoring Impact: Children are settled, happy, confident, engaged. They have a positive learning attitude and know how they can help themselves through using the growth mindset. They have increased their stamina and are able to complete longer lessons being focused and able to concentrate. They are able to work in an environment that has ‘busy’ noise and are more independent but are confident to ask for support if needed. Families have engaged in the home learning and are supporting their child with the tasks that have been sent home.</p> |
| | <p>7 19th Oct 2020</p> | <p>Activities:</p> <ul style="list-style-type: none"> • Children have stamina to be able to take part in a full length lesson – for English, Maths, spelling, guided reading, phonics. Teachers will have mapped where the children are currently and helped them to master their prior learning. Children are ready to move forwards and learn new content and apply prior knowledge. • Use of CGP 10 min weekly workouts for Y1 and Y2-5 Pixl Autumn papers • Afternoon sessions revisit prior learning and strengthen knowledge – teachers to choose something from their long term plan (Autumn 2020) that children can apply what they know already to • Have a class celebration day/afternoon on Wednesday – they can choose how they want to celebrate all their hard work and engagement. (teachers/TA) • Each class focus on Growth Mindset to help children continue to become more resilient in their learning – refer to during learning sessions - focus on one area specifically but recap all (teacher/TA) |



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| | | <p>resources on server</p> <ul style="list-style-type: none"> • Whole school assembly on Monday – understanding Trust – twinkl resource- SP to lead • Check in with children – using Twinkl Wellbeing questionnaire (on server at school) • Review impact of BIF – questioning children, parents and staff. Has stamina increased, are the children more independent and have they got resilience? Have children’s learning been mapped, have they mastered their prior learning and are the teachers now moving the children’s learning forward? <p>END GOAL</p> <p>Children are settled, happy, confident, engaged. They have a positive learning attitude and know how they can help themselves through using the growth mindset. They have increased their stamina and are able to complete longer lessons being focused and able to concentrate. They are able to work in an environment that has ‘busy’ noise and are more independent but are confident to ask for support if needed. Teachers have mapped where the children were in the learning, they have helped them to master what they have learnt and have introduced new content and planned the next sequence of learning. School has good understanding of how the children are feeling about school and how the parents are feeling.</p> |
| <p>Extra bits that I need to add</p> | | <ul style="list-style-type: none"> • All staff will have opportunities to talk to SP (Mental Health First Aider) if they need any support with their mental health, wellbeing and stress levels. SP can sign post if needed. • All staff need to be mindful about the time spent in school after the children go home. • SP will work from home 1 afternoon a week to catch up on paper work etc without interruption • Seesaw will be accessed for learning if a class is closed due to COVID, work that would have been set in class needs to be simplified and set on seesaw. Parents will be told that work will be emailed to them - parents can print off if they need to and set on seesaw only. As we are teaching and in school so staff do not have the time to print off learning packs. Parents will be reminded of the log in details for their children on seesaw. • Seesaw will still be used for parents to upload any work or achievements from home that they would like to share with the staff of school. This will be actively encouraged once we return to school in September – this is to continue to develop the whole school community using technology. • The Facebook Closed Group will be used as a form of communication with the parents as over 60% of parents are part of the group, a letter explaining this and directing parents to the group will be sent out in September. |

Appendix:

- Relaxation sessions which involve mindfulness or Yoga. See **Mindful Breathing** ideas and **Mindful Exercises for Children**
- Whole class **grounding activities** such as **breathing exercises** or a sensory walk where children list the things they can see, hear, smell and touch.



- Circle time where children can choose to share as much or as little as they wish.
- Virtual assemblies or class activities with a focus on self-efficacy, hope, gratitude and connectedness. See Place2Be's [Back to primary school resources](#)
- A class worry box or question box – these can be anonymous, but the teacher would address the whole class when responding to questions.
- Lessons with a focus on the importance of good sleep, managing anxiety and dealing with change, such as those provided on the [Public Health England website](#).

The website [ELSA](#) has some useful emotional literacy resources. Teachers can facilitate this by providing a 'consistent, empathic presence' - see [Emotion Coaching Principles](#) – emphasising that all emotions are 'OK'. Further initiatives could include: use of regular check-ins throughout the day – children could be provided with an emotions map, [worry scale](#) or using a class emotions wall may help.

All resources below will be in a file on the school server. [Assembly packs available on school server.](#)



Mindfulness Exercises for Children

The Feeling Exercise

Collect a number of interesting objects such as feathers, putty, stones, or anything else that might be interesting to hold. Give each child an object, and ask them to spend a minute just noticing what it feels like in their hand. They can feel the texture, if their object is hard or soft, and the shape. Afterwards, ask the children to describe what they felt. With bigger groups, pair children off to take turns completing the exercise together.

The Seeing Game

Ask the children to spend one minute silently looking around the room. Their goal is to find things in the room that they've never noticed. Maybe there are some big things like a poster or a picture, or just little details like cracks in the ceiling or an interesting pattern on the door. After the minute is up ask the kids to share the most interesting new things they noticed.

Ocean Breathing

Have the children sit or lie down in a comfortable position. Ask everyone to slowly breathe in through their nose, and then out through their pursed lips (as if they are blowing through a straw). Point out that the slow and steady breathing sounds like ocean waves, gently crashing on shore. Let the children continue breathing and making the ocean sound for one to two minutes.

The Power of Listening

Ring a bell, a wind chime, or anything else that creates a long trailing sound. Ask each child to listen, and silently raise their hand when they can no longer hear the sound. After the ringing ends, ask the children to continue listening to any other sounds they can hear for the next minute. When the minute ends, go around the room asking everyone to tell you what sounds they heard.

Mindfulness Exercises for Children

Build a Stress Ball

If you're feeling brave, and are prepared to clean up a mess, provide the children with balloons, flour, and funnels to build their own stress balls (you may want to double-layer the balloons). Some other filling options include rice, small beads, or the leftover dots from punched paper. Once the kids have built their own stress balls, try using them with *The Feeling Exercise*.

The Body Squeezing Exercise

Have the children sit or lie down in a comfortable position, and ask them to squeeze and relax each of the muscles in their body one-by-one. They should hold each squeeze for about five seconds. After releasing the squeeze, ask the kids to pay attention to how it feels when they relax. Children understand this exercise better if you help them visualize how they can squeeze a particular muscle using imagery, such as the following:

1. Curl your toes tight like you are picking up a pencil with your feet.
2. Tense your legs by pretending like you are standing on your tippy-toes, trying to look over a fence.
3. Suck in your stomach as if you are trying to slide through a narrow opening.
4. Make fists with your hands and pretend like you are trying to squeeze all of the juice out of an orange.
5. Pretend like a bug landed on your nose, and you're trying to get it off without using your hands. Try to scrunch your face and move your jaw to make it fly away!

The Five Senses Exercise

Take the children outside if the weather is nice, and have them lie silently in the grass. Begin to call out each of the five senses in turn (sight, smell, sound, taste, touch), and ask the children to notice everything they can with that particular sense, until you call out the next one. This exercise can also work well on walks, and in a number of other situations.

Mindful Breathing

The primary goal of mindful breathing is simply a calm, non-judging awareness, allowing thoughts and feelings to come and go without getting caught up in them.



How do you feel?

| | | | |
|----------------|----------|-------|---------|
| | | | |
| happy | angry | ok | worried |
| | | | |
| hot | excited | sad | unwell |
| | | | |
| something else | confused | tired | upset |

- ❖ Sit comfortably, with your eyes closed and your spine reasonably straight.
- ❖ Bring your attention to your breathing.
- ❖ Imagine that you have a balloon in your tummy. Every time you breathe in, the balloon inflates. Each time you breathe out, the balloon deflates. Notice the sensations in your abdomen as the balloon inflates and deflates. Your abdomen rising with the in-breath, and falling with the out-breath.
- ❖ Thoughts will come into your mind, and that's okay, because that's just what the human mind does. Simply notice those thoughts, then bring your attention back to your breathing.
- ❖ Likewise, you can notice sounds, physical feelings, and emotions, and again, just bring your attention back to your breathing.
- ❖ You don't have to follow those thoughts or feelings, don't judge yourself for having them, or analyse them in any way. It's okay for the thoughts to be there. Just notice those thoughts, and let them drift on by, bringing your attention back to your breathing.
- ❖ Whenever you notice that your attention has drifted off and is becoming caught up in thoughts or feelings, simply note that the attention has drifted, and then gently bring the attention back to your breathing.

It's okay and natural for thoughts to enter into your awareness, and for your attention to follow them. No matter how many times this happens, just keep bringing your attention back to your breathing.



Improving children's mental health

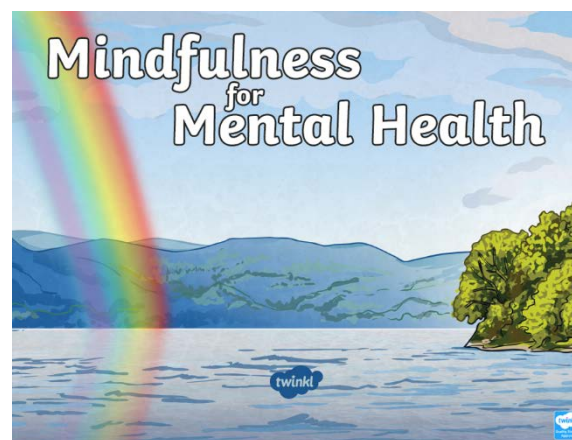
<https://www.place2be.org.uk/>



<https://youngminds.org.uk/res>

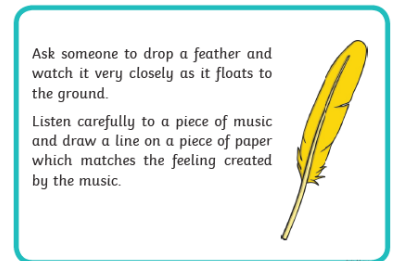
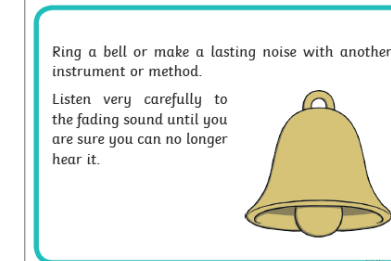


<https://www.mentallyhealthyschools.org.uk/resources/>



twinkl

Listen carefully with your eyes closed to any sounds you can hear. After one minute, open your eyes and write down everything you heard.



Brain Break Breathing
Bubble Breaths
 Breathe in deeply and form a bubble in your mouth. Your cheeks should be puffed out. Blow your bubble out of your mouth and push it away from you by blowing out hard and strong. Do this slowly and picture your bubble floating away. Keep breathing in and out deeply. Close your eyes and think about where else your bubble could go. Can you blow it far away? Can you blow it to a friend? Imagine your bubble is returning to you. Open your mouth and catch it for next time. Repeat.

Brain Break Breathing
Bumble Bee Breaths
 Open your hands out with the palms facing towards your face. Place your thumbs over your ears and your fingers over your eyes. Close your lips with your teeth slightly apart. Inhale deeply through the nose and breathe in. Count silently 1, 2, 3, 4, 5. Exhale slowly through your mouth and make a humming sound like a bee. Count silently 1, 2, 3, 4, 5. Repeat.

Brain Break Breathing
Balloon Breaths
 Sit comfortably on the floor with your legs crossed in front of you. Imagine that there is a big balloon in your belly. Place your hands over your belly. Take a big deep breath in, sitting up straight and make your belly puff out as if it was a balloon filling with air. Then exhale slowly like you are letting the air out of a balloon a little at a time. As you let the air out, slowly roll your shoulders and bend forward. Repeat.

Brain Break Breathing
Starfish Breaths
 Sit on the floor with your legs comfortably crossed in front of you. Open your left hand and extend it slightly in front of you so it looks like an open starfish. Take your right hand and extend your pointer finger. Beginning with your left thumb, take your right pointer finger and go up the outside thumb while taking a deep breath in. Go down the inside of the thumb and breathe out deeply. Continue the deep breathing in while going up each finger and exhaling when going down each finger. Once you are finished, switch hands and repeat.



Mindful Breathing Dot-To-Dot

There are many ways you can experiment with focusing on the breath. One fun way is to play the dot-to-dot breathing game. This is a very simple game that can help you feel settled and calm. All you need is this sheet and a pen or pencil.

Instructions:

Find a quiet place to sit down.

Hold the pencil in your hand and rest it on the first dot of the diagram.

Just breathe in and out for a few moments.

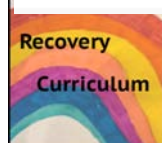
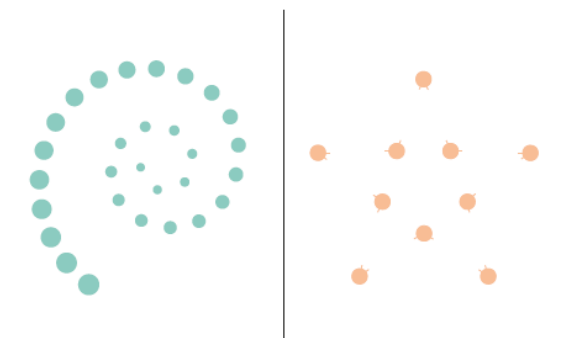
Then make a start by drawing the first line. Do this very slowly. Make sure it takes a whole breath to get from one dot to the next.

Breathe in, draw a line from one dot to the next.

Breathe out, draw a line from one dot to the next.

Keep doing this very slowly until the dot-to-dot picture is completed.

You can then finish or perhaps do another dot-to-dot, just breathing and drawing.



Wellbeing journals KS1

Monday

Date: _____

Today I Want To:
Draw or write the things you'd like to do today.

Today's News

1. _____
2. _____
3. _____

What did you do?
What did you eat and drink?
Who were you with?
Who did you speak to?

Quote of the Day
'Don't cry because it's over, smile because it happened.'
Dr Seuss

Good Things
Write or draw the things that are good in your life.

1. _____
2. _____
3. _____

Thinking Time
I worry about...
I feel this way because...
I can make this worry better by...

The Best Thing That Happened Today
Draw a picture to show this at the end of the day!

Rate the Day

Wellbeing journals KS1

Monday

Date: _____

Goals for Today
Write these at the start of each day. You do not need to come back to them and reflect on them at the end of the day.

1. _____
2. _____
3. _____
4. _____
5. _____

Quote of the Day
'Don't cry because it's over, smile because it happened.'
Dr Seuss

Things I Am Grateful for Today
1. _____
2. _____
3. _____

What Am I Worried About?

Why Do I Feel This Way?

How Can I Ease This Worry?

Reflection on Today
Write what you did, what you ate and drank, who you saw (virtually) and who you spoke with.

Rate the Day

Instead of saying...
**I'll never do it!
It's too hard!**

Try thinking...
This may take some time and effort.

Superhero Growth Mindset

Welcome Back to School Circle Time Game Ideas

If you would like to extend the Circle Time session in the lesson, plan or play some more relationship-building games throughout the first few days back at school. Dip into some of the suggestions below.

My Favourite Food
Invite children one at a time to share their favourite food, either going around the circle or from their seated position within the class group.

If I could make the world a better place, I would...
Invite children one at a time to share their world-enhancing idea, either going around the circle or from their seated position within the class group.

Clap Spectacular
Pass a clap from one child to another, either going around the circle or from their seated position within the class group. The children must not speak, only watch and listen! Time the group and challenge them to complete the circuit faster each time.

My Dream
Invite children one at a time to share a dream they have for their future, either going around the circle or from their seated position within the class group.

Reminding Game
The adult leading the game says a word, for example 'tree', and then the next child says what that word reminds them of, for example 'branches'. This continues around the circle or seated class group with each child saying what the word the previous person has said reminds them of.

ABC
The adult leading the game picks a theme and then play passes around the circle or the class group with each child thinking of something related to the theme. The challenge is that each item must follow alphabetical order. So, if the theme was animals, the first child might say 'ant', the second 'bear', the third 'cat' etc.

Follow Me
The adult leading the session chooses a volunteer to be the leader. This person then performs an action which the class group must copy all at the same time. The leader can change the action at any point and the rest of the class group must notice this and copy the leader's new action. To extend this, the leader could call another child's name at any point for them to take over leading the action.

Fabulous Friends
Invite children one at a time to say what they think makes someone a fabulous friend, either going around the circle or from their seated position within the class group. If appropriate, you could invite each child to say why they think the person next to them is a fabulous friend, making sure all children receive a kind and thoughtful comment.

MindSpace

A 10 Step Guide to Mindful Listening

This particular practice is suitable for children aged between 5-9 years. It is one of the first Mindfulness practices to help your class experience the benefits of Mindfulness. The resource can be adapted for older children and also adults. (If you're a teacher introducing this please engage in this Mindful Listening practice designed for staff first.)

Time: 5 Minutes.
Equipment: Each child to have paper and pencil, teacher to have a timer.
Layout of Class: Sitting on chairs.

- 1) Explain to your class that Mindfulness is a special way to live in the moment. When we are in the moment then we can be calmer, more relaxed and happier. Listening is a very special activity that helps us to be present, to do well in class and also to make our friends and family happy.
- 2) Ask your class to sit in a comfortable posture in their chairs and for one minute to listen to the different sounds around them. Sitting quietly without talking. Ask your class to gently close their eyes while they do this practice, so they can listen without distraction. (Let them know that after this one minute they are going to write down all the different sounds that they heard, in and outside of the room.)
- 3) After one minute ask your class to stop listening, take a few breaths, and to write down all the different sounds they heard. They have one more minute to do this practice.
- 4) After one minute ask your class to stop writing. Ask them to let you know what sounds they could hear. What sounds are written on their list. Ask for a volunteer to get this process started. Go around the class asking. When one child is reading out their list, ask the other children if they also heard the sound. They can acknowledge this by raising their hand.
- 5) Discussion: What did the class notice during the practice of listening? Anything different?
- 6) Did they enjoy listening quietly? Was it relaxing for them?
- 7) Do they think they could practice this at home or when they are outside?
- 8) Why do they think that listening is important in their life? What would happen if we don't listen? When we are listening to someone can we be doing other things at the same time? How does this affect what we hear?
- 9) Ask your class if they think they would be able to sit for two minutes listening...to see if they could hear even more sounds?
- 10) Ask the class if they would like to do the practice again, to see if they can hear any new sounds that didn't hear first time around or if they would like to try again next week perhaps in a different location.

Try the **5 Minutes** to a Calmer Classroom Resource after introducing this.

meditationinschools.org

Coronavirus: resources for building resilience toolkit #6

Our sixth coronavirus toolkit is full of resilience-building resources for children, school staff...

[VIEW RESOURCE](#)

Coronavirus: resources for mental health and wellbeing toolkit #1

A toolkit of free resources and tips, for primary teachers, school staff, parents and carers, to...

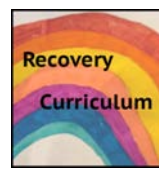
[VIEW RESOURCE](#)

Coronavirus: resources for managing anxiety and improving wellbeing toolkit #4

The fourth toolkit in our coronavirus series focuses on managing anxiety and improving wellbeing...

[VIEW RESOURCE](#)

<https://www.mentallyhealthyschools.org.uk/resources/>



Recovery BfF: Assessment timeline

Context:

As part of the Recovery Curriculum we need a clear and consistent rationale around the assessment of children's gaps in their learning during the time of lockdown and reduced school opening in the Summer Term 2020. We need to balance the return of children to school and their well-being with the need to quickly, efficiently and effectively assess their gaps in learning.

In order to do this each academy will need to build the following time line into their BfFs:

| | 7 th Sept | 14 th Sept | 21 st Sept | 28 th Sept | 5 th Oct | 12 th Oct | 19 th Oct | 2 nd Nov |
|--------|----------------------|----------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------------------|---------------------|----------------------------------------|-----------------------------------------------|-----------------------|
| Year 6 | | Y5 PIXL Quick Quizzes | Y5 Quick Quizzes marked and QLA undertaken** | Early Pupil Review Mtes will be the staff meeting - HOF will attend each one ## | | Y6 Assessment 2019 National SAT Papers | | |
| Year 5 | | Y4 PIXL Quick Quizzes | Y4 Quick Quizzes marked and QLA undertaken** | | | | | Y5 PIXL Autumn Papers |
| Year 4 | | Y3 PIXL Quick Quizzes | Y3 Quick Quizzes marked and QLA undertaken** | | | | | Y4 PIXL Autumn Papers |
| Year 3 | | Y2 PIXL Quick Quizzes | Y2 Quick Quizzes marked and QLA undertaken** | | | | | Y3 PIXL Autumn Papers |
| Year 2 | | Complete Teacher Checklists for Reading/ Writing / Maths | Complete Teacher Checklists for Reading/ Writing / Maths | | | | | Y2 PIXL Autumn Papers |
| Year 1 | | EYF5-YR1 PIXL Transition Checklists | Yr1 Phonics Assessment to check EYF5 sounds | | | | No Autumn Assessment Papers (start in Spring) | |

** Staff Meeting time in week beginning 21st September will be given to marking and QLA process

See Early Pupil Review Record for this meeting in this document.

PIXL Quick Quizzes contain:

- 1 Reading
- 1 GPS
- 1 Maths
- 1 Writing

Suggested ways to use this resource:

- Not strictly timed (each quiz should take approximately 30-40 minutes)
- Option to split the mathematics and the reading quizzes into two sections
- Support pupils to plan their writing task using the suggested prompt ahead of independent writing. Use the writing indicators to assess gaps – in particular those around basic composition and punctuation.
- Consider the use of quizzes from a prior year group for B2 pupils or for those who may not have retained current year group content. Editable versions of the quizzes are available should teachers wish to remove the year group for these pupils.
 - **THE MAXIMUM TIME THESE SHOULD TAKE UP IS 4 x 20 min sessions and 2 x 40 min sessions.**

Marking and QLA Input:

- The quizzes are short and need to be marked ASAP after administration.
- The QLA sheets can be completed by a TA in your class with the marked papers – these will be used to support your pupil review meeting.
- Yr6 SAT QLA sheets will need uploading to PIXL by 21st October 2020 this will generate cohort reports BUT we will miss the national comparison reports as we are doing the tests 3 weeks later than recommended.

Curriculum resources:

Maths

White Rose Maths – updated schemes for Autumn 2020 – suggestions on previous steps which may need to be revisited due to COVID. Lesson by Lesson overviews for each year group to help with sequencing and continuity if partial lock down occurs – daily videos will continue alongside premium worksheets – PowerPoints to use in class that match videos. Additional lessons available for some key topics. Please adapt for needs in class if needed

https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/?utm_medium=email&utm_source=sharpspring&sslid=M7M0tjQ1MDUyMjY3BAA&sseid=MzlwNzM3NjA2NwQA&jobid=2e5d8ae3-caf0-4e63-acdb-589f7bf893da

NEW! Lesson-by-lesson overviews 2020/21

Our Lesson-by-lesson overviews are here!

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------|---------------------------------|----------------------------------------------|----------------------------------------------|----------------------------------|----------------------------------|--------------------------------|
| Autumn | Number: Place Value (within 10) | | Number: Addition and Subtraction (within 10) | | | Geometry: Shape |
| Spring | Consolidation | Number: Addition and Subtraction (within 20) | Number: Place Value (within 50) | | Measurement: Length and Height | Measurement: Weight and Volume |
| Summer | Consolidation | Number: Multiplication and Division | Number: Fractions | Geometry: Position and Direction | Number: Place Value (within 100) | Measurement: Money |

| | Years 1/2 | Years 2/3 | Years 3/4 | Years 4/5 | Years 5/6 |
|--------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------|
| Autumn | Number: Place Value Y1 - Numbers to 20 Y2 - Numbers to 100 | Number: Addition and Subtraction Year 1- Numbers within 20 (Including recognising money) Year 2- Numbers within 100 (Including money) | | Number: Year 1: Place Value to 50 and Multiplication Year 2: Multiplication | |
| Spring | Number: Year 1: Division & consolidation Year 2: Division | Year 1: Place Value to 100 Year 2: Statistics | Measurement: Length and Height | Geometry: Year 1: Shape and Consolidation Year 2: Properties of Shape | Number: Year 1: Fractions and Consolidation Year 2: Fractions |
| Summer | Geometry: Position and Direction | Measurement: Time | Problem solving and efficient methods | Measurement: Year 1: Weight and Volume Year 2: Mass, Capacity and Temperature | Consolidation and Investigations |

Additional Downloads

[Mixed Age Progression](#)

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Autumn | Place Value - Numbers to 5 Addition and Subtraction - Sorting Place Value - Comparing groups Addition and Subtraction - Change within 5 Measurement - Time | | | | | | | | | | | |
| Spring | Addition and Subtraction - Numbers to 5 Place Value - Numbers to 10 Addition and Subtraction - Addition to 10 Geometry - Shape and space | | | | | | | | | | | |
| Summer | Geometry - Exploring patterns Addition and Subtraction - Count on and back Place Value - Numbers to 20 Multiplication and Division - Numerical patterns Measurement - Measure | | | | | | | | | | | |



<https://mathshub.thirdspacelearning.com/resources>



NRICH [Primary Mapping document Google sheet](#) (from EY FS to Year 6 inclusive) this has lots of problems related to each area of learning

Maths Meetings:

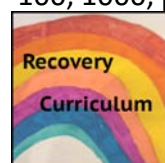
4 days a week. For the first half term these sessions need to focus on number fluency, competence and confidence. KS1 and Lower KS2 should focus on counting on and back in jumps starting from any given number, ordering numbers, discussing greater than/less than, working out the missing number, spotting and expanding patterns, stating what is 1/10/100/ 1000 more/ less than a given number, putting numbers on a blank number line, playing number games and other activities. Discussing and becoming confident with appropriate times tables is also good. Upper KS2 could use any of these as well as more relevant number challenges like multiplying and dividing by 10,

This is available for free trial (from 15th August) see what you think. West Ray have been using it so maybe contact Lesley.

<https://trockstars.com>



100, 1000, placing fractions on a number line, reading and wr



SPAG, phonics and reading

| Year group | | English lessons September to October half term 2020 |
|-------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Little Owls | Rec | Phonic Play – Twinkl Phonics Level 2– Espresso Scrap’s Phonics |
| | Year 1 | Morning work – name card, letter formation Phonic Play – Twinkl Phonics Level 3 – Recap Phase 3 digraphs and trigraphs, Phase 4 Espresso Polly’s Phonics and Kim’s Phonics Start SPAG Y1 Start Text input week 2, as over 70% children in school from 4 th June (had Phase 3/4 recap) Whole group guided using Twinkl Guided Reading Questions powerpoints |
| Barn Owls | Year 2 | Morning work – handwriting practice or sentence writing (to go with picture) or phonics recap work Twinkl Phonics Level 5 (25,27,28,29), Phonic Play – Recap Phase 5 a, Espresso Ash’s Phonics Year 1 Twinkl SPAG question marks, exclamation marks, prefix and suffix Use of Twinkl Imagine for 1 writing session a week. |
| | Year 3 | Morning work – handwriting practice or sentence writing (to go with picture) or phonics recap work Twinkl Phonics Level 5, Espresso Scully and Sally phonics for 2 weeks, then move children onto Twinkl Spelling for Y3 (spelling rules/phase 6) Year 2 SPAG Catch-up (map/revisit) Guided reading sessions – teacher to choose age appropriate book Use of Twinkl Imagine for 1 writing session a week. |
| | Year 4 | Morning work – handwriting practice or sentence writing (to go with picture) or phonics recap work Twinkl Spelling for Y4 Year 3 SPAG Catch-up (map/revisit) Guided reading sessions – teacher to choose age appropriate book Use of Twinkl Imagine for 1 writing session a week. |
| Tawny Owls | Year 5 | Morning work – sentence writing or reading comprehension or reading and spelling common exception words. Twinkl Spelling for Y5 Year 4 SPAG Catch-up (map/revisit) Guided reading sessions – teacher to choose age appropriate book Use of Twinkl Imagine for 1 writing session a week. |
| | Year 6 | Morning work – sentence writing or reading comprehension or reading and spelling common exception words. Twinkl Spelling for Y6 Year 5 SPAG Catch-up Guided reading sessions – teacher to choose age appropriate book Use of Twinkl Imagine for 1 writing session a week. |

Notes

- Focus on phonics, SPAG and spelling that may have been missed due to lockdown before thinking about full text work.
- To catch up with SPAG from previous year groups teachers need to discuss their transition children with each other to map and the sequence the learning needs of each year group.

During the Day – will be different in each class due to staggered play and lunchtime

- There will be a timetabled reading session each day, where children read to themselves.
- From year 1-year 6 this will include a Totally Pawsome (VIPERS) comprehension themed teacher-led activity once a week (groups) based on a book. This will increase the amount of guided reading a week.
- Guided reading resources – Purple Mash – Serial Mash, there are chapter books with activities related to each chapter (multiple choice questions, open ended questions and SPAG)



- TA’s will be used in this time to listen to independent readers, especially those children who are identified as having fallen behind in reading due to Covid 19 lockdown
- Reception children will join in with reading time to promote a love of reading and books.

End of day reading

- Every class will have Storytime to end the day (KS2 have chapter story). This is a reading for pleasure activity where the teacher reads to the class.

The aim

- The aim of this catch-up programme is to ensure there are not gaps in grammar, spelling and punctuation moving forward in our progressive curriculum. This will also ensure writing attainment is not held back after October due to not teaching previous years’ work. We will also aim to encourage a love of reading through guided reading, after lunch reading and end of the day stories and develop comprehension skills.
- By October half term each class teacher should then have a clearer picture of the impact Covid 19 has had on the children’s attainment in English and then be able to plan intervention better. The aim is we will start correct year group curriculum after October half term.



English

Writing SPaG

Reading Spelling



Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

Week 1 Week 2 Week 3 Week 4

y, a, t, g' Level 2 Week 1 Weekly Lesson Pack

Introduce the GPCs 'c', 'i', 't' and 'g' with this complete week of lessons and follow-up activities. Following the five-part lesson plan - Review & Refresh, Teach, Practice and Apply - children are introduced to the phoneme, grapheme, mnemonic and letter formation to read and write CVC words. With *Twinkl Phonics*, your children will become...



Phonics

Our award-nominated phonics module containing 105 videos and over 230 activities, is designed to complement any existing core synthetic phonic programme.

[Word reading](#)

Spelling

Short videos explain key concepts including compound words and contractions. Activities and printable resources help children identify and practise using common spelling patterns for this age group.

[Disaccrion](#)

Our pick: Grammar & punctuation

Introduce grammar and punctuation in a fun way with animated videos and associated activities! Covers every KS1 grammar and punctuation objective in the 2014 English National Curriculum.

[Vocabulary, grammar and punctuation](#)

English grammar

Learn about and practise using verbs, adverbs, nouns, adjectives, prepositions, conjunctions and punctuation.

[Vocabulary, grammar and punctuation](#)

Exploring non-fiction

Multimedia resources for studying non-fiction, in conjunction with Oxford Reading Tree.

[Comprehension](#)

Love reading with Espresso

A collection of 26 extracts from popular children's books to share with the class for sentence and text-level work.

[Word reading](#) [Comprehension](#)

