



Catch Up/ Recovery Curriculum 202-21

As a school, we have considered carefully the position we are in after the coronavirus pandemic. Over the last year, we have meticulously planned our curriculum and ordered how and when curriculum subject topics will be delivered. Our intention is to return to this programme of study as soon as possible but are having to adapt some of the key features throughout the 2020-21 academic year in order to ensure that our children are in as strong a position as possible.

Throughout lockdown, learning was sent home electronically and learning packs provided but we are aware that this presented many challenges for parents and in some cases, families were unable to commit to the learning given. Therefore, in this document we have set out where changes have been made to our curriculum and in what curriculum areas.

Main focuses on catch up

- Ensure quality first teaching is delivered to all pupils in all year groups.
- Keep high expectations in terms of outcomes from learning in lessons and make adaptations where needed to push learning on.
- Focus on key point at beginning of year 2 with a focus on phonics and embed previous learning – an additional teacher has been employed.
- Utilise [Catch up Premium](#) to support gaps in learning.
- In Maths, focus on summer term topics in more depth to ensure gaps are delivered through normal delivery.

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Autumn Term adaptations

	Writing	Reading	Maths	Wider Curriculum
Nursery	<p>Key focus for Autumn Term</p> <p>PSED – making relationships and managing feelings and behaviours.</p> <p>PD – Moving and handling and Self care (in particular self care during toileting)</p> <p>C&L – Listening and Attention, Understanding and Speaking.</p> <p>Main focuses pushed back CLPE book and start to RWInc programme.</p>			
Reception	<p>Key focus for Autumn Term</p> <p>PD – Moving and handling and Self care (in particular self care during toileting)</p> <p>C&L – Listening and Attention, Understanding and Speaking. BLAST and Welcomm are being ran as interventions, as well as incorporating more into daily teaching to address these gaps.</p>			
Year 1	<p>Key Focuses</p> <ul style="list-style-type: none"> - Introducing super sentence rules. - Writing short phrases including CEW's and Spellings - Letter formation. 	<p>Key Focuses</p> <ul style="list-style-type: none"> - Targeted initial phases reading every morning. - Focus children read again in the afternoon. 	<p>Key Focus</p> <ul style="list-style-type: none"> - 1:1 number recognition work. - Number Formation 	<p>PE curriculum has changed due to resources and space but external provider has continued provision.</p>

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		- 1-1 phonics work every morning where needed.		
Year 2	<p>Change in text to 'Here we are' support learning</p> <p>Key Focuses</p> <ul style="list-style-type: none"> - I know how to write small and capital letters. - I know how to use capital letters. - I know how to use my phonic knowledge to spell words independently. - I know how to hold a sentence. - I know how to use a capital letter and a full stops. - I know how to orally compose a sentence. - I know how to use conjunctions to link ideas e.g and and but. - I know how to use a time adverbials. - I know how to use the suffix ed. - I know how to use phrases to formulaic phrases to open and close. <p>Catch up resources are being used from Nelson grammar Year 1 and when missed learning</p>	<p>Key Focuses</p> <ul style="list-style-type: none"> - Phonics – revisit all the sounds start at Set 1 for most children. - Phonic interventions to help pass phonics screening. - I know the name and sound of all the letters of the alphabet. - I know the differences between fiction and non-fiction. - I know how to identify features of a text. - I know how to make simple predictions about a text. 	<p>Key Focuses</p> <ul style="list-style-type: none"> - I know how to find my numbers bonds to 10. - I know how to use a ten frame. - I know tens and ones within 20. - I know how to count forward and backward to 50. - I know how to compare numbers to 50. - I know how to count in 2s. - I know how to count in 5s. - I know how to count in 10s. - I know how to add making 10. - I know how to subtract – crossing 10. <p>Most catch up material is coming from the online white rose planning as well as using classroom secrets resources from Year1 and plenty of activities using concrete objects.</p>	PE curriculum has changed due to resources and space but external provider has continued provision

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	occurs I will feed this into lessons within the next week.			
Year 3	<p>Change in texts to 'Tunnel by Anthony Browne and Stone Age Boy by Satoshi Kitamura' support learning</p> <p>Key Focuses</p> <ul style="list-style-type: none"> - Writing Expectations from Year 2 with some expectations from Year 3. - Review sentence types (command, exclamations and questions, expanded noun phrases, simple conjunctions and capital letters and full stops). 	<p>Key Focuses</p> <ul style="list-style-type: none"> - Revisit to RWI phonics outside of the English lesson in addition to reading comprehension. 	<p>Key Focuses</p> <p>Place Value</p> <ul style="list-style-type: none"> - Representing numbers to 100. - Representing tens and ones using addition. - Numberlines <p>Addition and Subtraction</p> <ul style="list-style-type: none"> - Add a 2-digit and 1-digit number – crossing 10 - Subtract a 2-digit and 1-digit number – crossing 10 - Add two 2-digit numbers – crossing 10s - Subtract two 2-digit numbers – crossing 10s <p>Using the Whiterose recovery planning.</p>	PE curriculum has changed due to resources and space but external provider has continued provision
Year 4	<p>Key Focuses</p> <ul style="list-style-type: none"> - GPS with focus on structure and punctuation (yr3/4) - Additional time given to drafting and editing phases of our writing work (yr 4). 	<p>Key Focuses</p> <ul style="list-style-type: none"> - Revisit to RWI phonics outside of the English lesson in addition to reading comprehension. - Revisiting CVC words with targeted children. 	<p>Key Focuses</p> <ul style="list-style-type: none"> - I understand the number line to 10,000. - I know how to add digits with more than one exchange. - I know how to subtract digits with more than one exchange. - I can solve addition and subtraction word problems. 	PE curriculum has changed due to resources and space but external provider has continued provision

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			<p>- I understand how to calculate the perimeter of a rectangle.</p> <p>Recovery using White Rose Maths, Power Maths and Classroom Secrets.</p>	
Year 5	<p><u>Key Focuses</u></p> <ul style="list-style-type: none"> - Additional Alan Peat sentences are being covered to support children's writing. - Spelling has started with the year 3 and 4 spellings for Autumn term 1 – going over spelling patterns and rules. - Modelling handwriting and showing children how to use cursive handwriting. - Homework sent out recaps Y4 grammar, so that in class, we can work on Y5 grammar. 	<p><u>Key Focuses</u></p> <ul style="list-style-type: none"> - Revisit to RWI phonics outside of the English lesson in addition to reading comprehension for targeted children. To involve spellings - Targeted readers happen every morning and once a week for every other children. - Focused work on vocab from novel before the chapter is read, so that the children have an understanding when we come across that word. 	<p><u>Key Focuses</u></p> <ul style="list-style-type: none"> - Chanting times tables, singing tables songs, completing quick fire times questions etc replacing fluent in five. - Year 5 Maths planning has been followed, however for some lessons, they have started fairly simple and then develop the learning in this area (e.g. with larger numbers) as the week has progressed to push them on. - Homework sent out recaps key knowledge. <p>On the Maths planning, it states that we will be doing fractions for the last few weeks but we won't be because we will just be finishing of the division/multiplication unit, due wanting to make sure that place value was covered securely. (We will start fractions Spring 1).</p>	PE curriculum has changed due to resources and space but external provider has continued provision
Year 6	<p><u>Key Focuses</u></p>	<p><u>Key Focuses</u></p>	<p><u>Key Focuses</u></p>	PE curriculum has changed due to resources and space but external

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	<ul style="list-style-type: none">- GPS with focus on structure and punctuation (yr6).- Additional time given to drafting and editing phases of our writing work. (yr6)- Handwriting, forming ascenders and descenders.	<ul style="list-style-type: none">- We have done most of our reading work through our class novel (Carrie's War).- Additional examples texts for reciprocal reading, looking at reading around unfamiliar words to decipher their meaning.- Guided reading sessions and comprehension questions.	<ul style="list-style-type: none">- Year 6 Maths planning has been followed, however for some lessons, they have started fairly simple and then develop the learning in this area (e.g. with larger numbers) as the week has progressed to push them on.	<p>provider has continued provision</p> <p>Additional GANGS workshops and Aspirations workshops included.</p> <p>Plan to do 2-3 collapsed curriculum days so that subjects such as DT, ICT and Music can be covered adequately.</p>
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