



Catch Up/ Recovery Curriculum 2020-21

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 Additional GANGS workshops and Aspirations workshops included. 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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Spring Term adaptations

	Writing	Reading	Maths	Wider Curriculum
Nursery	Key focus for Spring Term have been met as Nursery has continued to be open full time for all.			
Reception	<p>Key focus for Spring Term</p> <p>Phonics - Due to revisiting the missed sounds from phonics, there will be a big focus on blending our taught phonics for reading and for segmenting our sounds for spelling. I will be introducing the children to pseudo words in readiness for year 1 phonics screening next year.</p> <p>Reading – Our focus book, On Sudden Hill will be postponed until Summer 1. This is a longer half term.</p> <p>Writing – Letter formation. Writing for a purpose. Writing a simple sentence.</p> <p>Maths – Number facts for numbers to 10. Part, part whole. 2D and 3D shape.</p> <p>PD – developing a 2 finger and thumb pencil grip. Using tools with control; knife & fork, scissors. Finger gym and dough disco will support this.</p> <p>PSED – Taking turns, sharing. Having an awareness of the feelings of others.</p> <p>CLL – Speech and language; Welcomm and Nuffield schemes. Focus on basic vocabulary, tier 1, nouns.</p> <p>UTW – Mother’s Day and the events of Easter. ICT – Observing seasonal changes in the environment, recording with ict.</p> <p>EAD – Using imagination and narrative in play with others; small world, outdoor environment, role play.</p>			
Year 1	<p>Key Focuses</p> <ul style="list-style-type: none"> -I know the Super sentence rules -I know how to Write a simple sentence using a capital letter and a full stop I can use finger spaces 	<p>Key Focuses</p> <ul style="list-style-type: none"> Phonics – Phase 1 – 5 I can Blend for reading Phonic detectives- I can spot diagraphs when reading 	<p>Key Focus</p> <ul style="list-style-type: none"> I Know my number bonds to 10 I can find missing numbers in equations with numbers first to 10 then 20 	PE curriculum has changed due to resources and space but external provider has continued provision

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	<p>I can Hold a sentence in my head I can check writing to ensure it makes sense I can form letters correctly I can use four given Time adverbials</p>	<p>I can check reading to ensure it makes sense I know all sounds and letters of the alphabet I know the features of a traditional tale</p>	<p>I can Use a number line to add to 20 I can use a number line to subtract to 20 I can use tens grids to find number bonds to 10 and 20</p>	
Year 2	<p><u>Key Focuses</u></p> <ul style="list-style-type: none"> - I know how to use capital letters and full stops. - I know how to use adverbs. - I know how to use conjunctions. - I know how to use time adverbials. - I know how to write 2A sentences. - I know how to write a list sentence. - I know how to write a BOYS sentence. - I know how to write what +! Sentence. - I know how to write a short narrative. 	<p><u>Key Focuses</u></p> <ul style="list-style-type: none"> - To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. - To be introduced to nonfiction texts and seeing how they are structured in different ways. - To clarify meanings of words. - To make inferences based on what is read. - To answer and ask questions based on what has been read. 	<p><u>Key Focuses</u></p> <p>Multiplication</p> <ul style="list-style-type: none"> - I know how to recognise equal groups. - I know how to add equal groups. - I know how to write the sentences using the X sign. - I know how to use arrays - I know how to recall the 2 times tables. - I know how to recall the 5 times tables. - I know how to recall the 10 times tables. - I know multiplication can be done in any order. <p>Division</p> <ul style="list-style-type: none"> - I know how to make equal groups through sharing. 	<p>PE curriculum has changed due to resources and space but external provider has continued provision.</p> <p><u>History - Food</u> To understand historical concepts and learn about changes within living memory.</p>

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	<ul style="list-style-type: none"> - I know how to use past and present tense. - I know how to write the correct homophones. - I know how to use a range of spelling rules. 	<ul style="list-style-type: none"> - To predict what might happen on the basis on what has been read so far. <p>To discuss sequencing of events.</p>	<ul style="list-style-type: none"> - I know how to make equal groups through grouping. - I know how to divide by 2. - I know how to recognise odd and even numbers. - I know how to divide by 5. - I know how to divide by 10. <p>Statistics</p> <ul style="list-style-type: none"> - I know how to interpret and construct a tally char. - I know how to how to interpret and draw a pictogram (1, 2, 5 and 10) - I know how to interpret and draw a pictogram. <p>Recap has been ongoing from Year 1 maths due to topics not being taught in the summer term last year.</p>	
Year 3	<p>Key Focuses Online Learning We have been focusing on the basic sentence structures we use in Year 3.</p> <ul style="list-style-type: none"> • Expanded noun phrases (2A sentences) • Adverbials (double -ly sentences). 	<p>Key Focuses We have read</p> <ul style="list-style-type: none"> • Where the Wild Things Are • Escape from Pompeii • George’s Marvellous Medicine <p>For each book we have completed a variety of reading activities including comprehensions, ERICs, prediction and summary</p>	<p>Key Focuses Recapping Year 3 work</p> <ul style="list-style-type: none"> • Times tables 3, 4 and 8. • Column methods of addition and subtraction (3-digits). • >, <, =. <p>New learning Money</p> <ul style="list-style-type: none"> • Count money (pence) Y2 • Count money (pounds) Y2 	<p>PE curriculum has changed due to resources and space but external provider has continued provision</p> <p>Science covered</p> <ul style="list-style-type: none"> • Inventors and Famous Scientists from Summer term. • Two lessons on forces from Spring term.

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	<ul style="list-style-type: none"> • Conjunctions to adding information (including 'if, if, if, then sentences). • Simile sentences • Introduction to speech marks/ inverted commas. • Capital letters and full stops. • Questions. <p>We have also looked at:</p> <ul style="list-style-type: none"> • Alliteration • Rhyme • Onomatopoeia <p>Spelling rules</p> <ul style="list-style-type: none"> • Prefixes and suffixes <p>Genres of writing</p> <ul style="list-style-type: none"> • Diary entry • Narratives – stories based on the class novels of Escape from Pompeii and George's Marvellous Medicine. <p>Libba – as planned (diary entry)</p>	<p>activities, we've asked questions about the books and written reviews in response to reading them. We have also discussed key vocabulary where possible.</p>	<ul style="list-style-type: none"> • All Year 3 objectives. <p>Statistics</p> <ul style="list-style-type: none"> • Make tally charts Y2 • Draw pictograms (2, 5, 10) Y2 • Interpret pictograms (2, 5, 10) Y2 • All Year 3 Objectives <p>Length and Measure</p> <ul style="list-style-type: none"> • Measure M (Y2) • Compare lengths (Y2) • All Year 3 objectives. <p>Weight and Measure</p> <ul style="list-style-type: none"> • Compare Mass (Y2) • Compare Volume (Y2) • All Year 3 objectives 	<p>History</p> <ul style="list-style-type: none"> • Romans <p>Geography</p> <ul style="list-style-type: none"> • The UK <p>Music</p> <ul style="list-style-type: none"> • Pulse and Rhyme (Oak academy) <p>RE</p> <ul style="list-style-type: none"> • Jesus the Man Who Changes lives. <p>Art</p> <p>Sketching</p>
Year 4	<p><u>Key Focuses</u></p> <ul style="list-style-type: none"> - Billionaire Boy - Handwriting, forming ascenders and descenders. 	<p><u>Key Focuses</u></p> <ul style="list-style-type: none"> - Billionaire Boy – Comprehension. - Reading books on EPIC every day. 	<p><u>Key Focuses</u></p> <ul style="list-style-type: none"> - Multiplying 3 Numbers - Factor Pairs - What is Area? - Area - Counting Squares 	<p>PE curriculum has changed due to resources and space but external provider has continued provision</p>

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	<ul style="list-style-type: none"> - Speech rules. - Features of a Diary Entry. - Writing a Diary Entry. - Features of a Persuasive Letter. - Writing a Persuasive Letter. - Reviewed Sentences Types (Alan Peat Sentences) 	<ul style="list-style-type: none"> - Assigned one book a week to every child. - I know how to identify features of a text. <p>I know how to make simple predictions about a text.</p>	<ul style="list-style-type: none"> - Area – Comparing Area - Area – Problem Solving - Angles – Identifying Angles - Angles – Ordering Angles - Angles – Using a Protractor - Money – Pound and Pence - Money – Ordering Money - Money – Convert Pound and Pence - Money – Add Money - Money – Subtract Money 	
Year 5	<p>Key Focuses Two writing activities were set weekly, along with one GPS lesson and spellings/handwriting daily.</p> <ul style="list-style-type: none"> - Set activities to further develop writing across a range of genres including: newspaper, diary, descriptive writing, non-chronological reports and poetry. Prompting sheets with vocab and AP sentences included with every activity to encourage good writing outcomes as much as possible. - GPS lessons have covered: apostrophes for possession (singular and plural), commas for 	<p>Key Focuses Two reading activities were set weekly, along with one drama lesson and reading from epic books every day (set to their reading age).</p> <ul style="list-style-type: none"> - Prediction picture/text was set with children inferring, predicting, wondering and observing – ideas shared as a class. - Different reading comprehensions were set weekly. We read through the comprehension together first and discussed new vocabulary. 	<p>Key Focuses Maths lessons taught every day, along with times tables that the children need to learn (specific ones assigned to children).</p> <ul style="list-style-type: none"> - Daily time tables practise on TTRockstars and tournaments with Y4 and Y6 took place to encourage this. <p>New learning covered: Statistics:</p> <ul style="list-style-type: none"> - Reading timetables - Two-way charts - Interpreting charts - Line graphs <p>Recap work covered:</p> <ul style="list-style-type: none"> - Rounding numbers up to mil 	<p>P.E - PE curriculum has changed due to resources and space but external provider has continued provision (P.E lessons to access at home was set weekly through online learning).</p> <p>Geography – Rainforest unit has been covered.</p> <p>History – Have continued to teach lessons on previous topic of Ancient Egypt and new History topic (Crime and Punishment – Tudors) will begin in Summer term (to link in with new novel).</p>

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	<p>meaning, parenthesis, relative clauses, homophones and homonyms.</p> <ul style="list-style-type: none"> - Spelling activities were set every day with links to games to support Y5/6 words. <p>Handwriting/pencil control, spellings, revision of AP sentences and the rest of Spring GPS objectives will be the focus for the next few weeks of Spring term, along with assessment.</p>	<ul style="list-style-type: none"> - Epic books were encouraged to be read daily, through reminders. - Drama lesson weekly encouraged children to talk and interact with each other – developing their speaking and listening skills. <p>Will focus on reading comprehensions/phonics etc for rest of Spring term and assessment will take place over a week too. New novel will start after Easter.</p>	<ul style="list-style-type: none"> - Ordering/comparing numbers up to mil - Negative numbers - Roman numerals - Column Addition/Subtraction - Multiples - Factors - Prime numbers - Cube numbers - Square numbers - Diving/multiplying by 10, 100 and 1,000. - Column multiplication/division. <p>Will cover area/perimeter for rest over Spring term, along with assessments. New fraction unit will start after Easter.</p>	<p>R.E – Healing and miracles unit has been covered and Easter unit has been started.</p> <p>Science – Extra lessons of previous units have been covered and a home learning unit of Scientists and Inventors has been taught.</p> <p>Music, Art, PSHE and Computing - Have all been taught in single lessons, alternated weekly.</p> <p>All new units will be taught in the Summer term.</p>
Year 6	<p>Key Focuses</p> <p>-Writing activities have been inspired by media and video clips from Literacy shed, which cover a wide range of genres including, fantasy, horror, adventure and sci-fi. Pupils have been given access to various prompts within each session, including vocabulary sheets, examples of adverbial phrases, Alan Peat sentence examples and more. Pupils were also given vocabulary exercises to</p>	<p>Key Focuses</p> <p>-Pupils were set a comprehensive reading comprehension each week, which included reading and answer booklets. The materials used were a variety of fiction, non-fiction and poetry examples. Pupils were given access to 'GetEpic' with the expectation that they would read 20 minutes each day.</p> <p>-Pupils also had examples of ERIC's to go through in online</p>	<p>Key Focuses</p> <p>-Numeracy sessions were taught each day and focused on consolidating the topics that we looked at during the Autumn terms. Children were also constantly set work on 'TTRockstars' and 'SATS companion' which would allow them to take part in quizzes and weekly challenges that tested their 'mental arithmetic' skills.</p>	<p>PE curriculum has changed due to resources and space but external provider has continued provision. PE was also set digitally through our 'Feel Good Fridays'.</p> <p>Geography – We have looked at Economic trade (Spring topic) and South American countries (Summer topic) in a split over the remote learning period, this is because some of the lessons were more suited to learning in school.</p>

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	<p>complete which focused on dictionary and thesaurus skills an encouraged the correct spelling of unfamiliar words.</p> <p>-A number of GPS sessions were completed and focused on the following topics: Subordinate, embedded and relative clauses, use of direct and indirect speech, active and passive verbs, up-levelling punctuation and vocabulary, use of parenthesis, verb tenses, confusing words, noun phrases, use of hyphens, use of clear and concise paragraphs.</p> <p>FOCUS FOR REMAINDER OF SPRING TERM – Handwriting and presentation skills, use of descriptive devices (metaphors, similes and personification), revision of AP sentences and use of higher order punctuation. Assessment week wb 12.03.21</p>	<p>sessions, which looked at the variety of questions that come up including ‘Explain, Reference and Inference’ examples. Pupils were constantly challenged to read around a word and try to define vocabulary that was unfamiliar.</p> <p>-We also took one online session a week to practise our speaking and listening skills, we had lessons when we exchanged jokes, posed riddles to one another and told funny stories.</p> <p>FOCUS FOR REMAINDER OF HALF TERM – To look at how we can develop our comprehension answers to gain maximum marks in preparation for assessment week. New novel and sequence of work to begin in Summer 1.</p>	<p>Learning during this period covered;</p> <ul style="list-style-type: none"> - Use of all the formal written methods for addition, subtraction, multiplication and division. - Solving of multi-step word problems. - Factors, multiples and prime numbers - Use of place value to multiply and divide by 10, 100, 1000. - Conversion of metric units of measurement. - Ordering, simplifying, adding, subtracting and multiplying of fractions. - Investigatory maths – combination locks problems, magic squares etc. <p>FOCUS FOR REMAINDER OF SPRING TERM – We will look at dividing by decimals and how we can express remainders and the relationship between fractions, decimals and percentages.</p>	<p>Gaps will be addressed across the summer term.</p> <p>History – Unit on Ancient Greece has been covered.</p> <p>RE – Unit on the importance of the Eucharist has been covered, Easter unit has now begun.</p> <p>Science – Topic of evolution and inheritance has been mainly covered, with gaps being addressed for the remainder of Spring term back in school.</p> <p>Music, Art, PSHE and Computing - Have all been taught in single lessons, alternated weekly.</p> <p>All new units will be taught in the Summer term.</p>
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