

## The Recovery Curriculum: Covid Catch-Up

### Changes explained for Year 1

**PSED:** We recognise that Personal, Social and Emotional Development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. This has remained a focus this year due to the amount of time children lost in EYFS.

**Physical Development:** Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. We have focussed on gross and fine motor experiences which develop a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play, both indoors and outdoors, adults support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. We are providing repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and opportunities for the practice of using small tools, with feedback and support from adults allowing children to develop proficiency, control and confidence.

**Communication and Language:** We are focusing on listening, attention and understanding. Our aim is for our children to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group work. Our aim is for children to participate in small group work, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. We want children to express their ideas and feelings about their experiences using full sentences.

**Maths:** The Maths curriculum, through White Rose, already accounts for catch-up steps. We have modified coverage so far to ensure that children master the prerequisite skills required to progress. Year 1 are taking part in a Maths Mastery programme from NCETM (National Centre for Excellence in the Teaching of Mathematics). The aim of the programme is to develop children's understanding of mathematical procedures and concepts. Year 1's objective in teaching for mastery means pupils will acquire a deep, long-term, secure and adaptable understanding of the subject. The phrase 'teaching for mastery' describes the elements of classroom practice that give pupils the best chances of mastering Maths. Achieving mastery means acquiring a solid enough understanding of the Maths that's been taught to enable pupils to move on to more advanced material.

**Writing:** We have been following the storytelling cycle to ensure that children develop a deeper understanding of the structures and features of the text type being taught. In line with the DfE catch-up document, we have focused on shorter writing tasks rather than extended pieces to allow pupils to focus on sentence structure and spelling. Dictation of sentences which include the words pupils have been taught to spell aims to consolidate spelling, handwriting and punctuation. Dictation is providing a simple way of assessing what needs to be taught or re-learned, especially for spelling. Time is given for pupils to practise their handwriting regularly to increase its fluency, legibility and quality.

**Reading:** In Reading, making sure pupils catch-up is the priority, since it is vital for their access to the rest of the curriculum. We recognise that the children's progress will depend on high-quality teaching of phonics. Gaps in children's phonic knowledge have been identified and addressed. We have identified the children who need extra support and provided them with additional daily phonics practice.

**Computing:** Within Computing lessons, we have focused on developing pupils' knowledge of algorithms. Priority is being given to using computing devices safely and responsibly, this will be adapted lesson by lesson and will depend on pupils' previous exposure to, and experience of, technology.

**French:** Taught in KS2.

**Science:** Children will focus on the Year 1 curriculum as previously taught. However, there will be some adjustments made with regard to the children's understanding of the world and how this may have an impact on scientific understanding.

**Geography:** Our Geography coverage will focus on key knowledge and skills, including basic locational knowledge such as the names and locations of the world's continents and oceans. The children will also begin to use maps to identify key locations.

**History:** Our priority for the History curriculum is to include a range of sufficiently detailed period specific knowledge. We have looked at key historical figures (Mary Seacole and Florence Nightingale) and we will also give pupils opportunities to learn about particular places through records and artefacts.

**RE:** We adjusted our planning this year to expose pupils to two contrasting religions in line with guidance from the DfE. Children will be taught to listen to religious stories and to make links.

**PSHE, Life Skills and British Values:** We are using our class and phase assembly time to cover key concepts that we feel would support our children the most with their SEMH and personal development. This is also a focus during Child Initiated time.

**Art and Design:** The main focus of our adapted Art and Design curriculum focuses on using a range of tools to develop fine and gross motor skills. Year 1 will explore and choose appropriate materials for a purpose and learn about artists and their techniques.

**P.E:** Our lessons will focus on the skills the children require for each unit of work; developing skills well enables the children to control their movement and be more accurate. Agility, co-ordination and balance will underpin most sessions.

**Music:** Within Music, the children will learn about a beat, use their voices expressively and begin to use un-tuned instruments.