

The Recovery Curriculum: Covid Catch-Up

Changes explained for Year 2

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 2 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 2'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, we have used gap analysis from practise SATs papers to prioritise specific reading domains: retrieval and inference. Although the minority of children are now accessing Read Write Inc, continued assessment of pupils' decoding skills to identify those who are at risk of failing to learn to read remains a priority. Systematic synthetic phonics teaching for all pupils who still need it, is being taught daily. Sufficient time is given for reading and writing, including phonics for spelling. Frequent reading is a priority. It is also taught in other subjects, such as History (Great Fire of London), so that pupils learn from what they read. Within 'DEAR time', children are read to and given time to read for pleasure.

Computing: Within Computing lessons, we have focused on developing pupils' knowledge of algorithms, notably sequencing. Priority is also 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: Our Science curriculum has been adapted based on what was prioritised in Year 1. As a result, we will be teaching all of the Year 2 topics along with Weather and Seasons and planting over a longer period of time (Seasonal Changes). All topics will prioritise performing simple tests using equipment and identifying and classifying.

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 complete a local study whilst being taught to understand simple compass directions. The children will also learn about basic human and physical features and how these are shown in maps and aerial photos.

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 (Nelson Mandela and Thomas Farriner) and we will also give pupils opportunities to learn about particular people (Andy Warhol) and places (London, South Africa) through records and artefacts.

RE: We adjusted our planning this year to expose pupils to two contrasting religions, in detail (Hinduism and Islam). This is in line with guidance from the DfE.

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.

Art and Design: The main focus of Year 2's adapted Art and Design curriculum coverage focuses on using a range of tools (scissors) accurately. Year 2 will explore and choose appropriate materials for a purpose. We will also focus on reviewing and evaluating designs. We will develop fine and gross motor skills to effectively create pieces of Art (drawing skills -expressive lines).

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 to be more accurate. Agility, co-ordination and balance will underpin most sessions.

Music: Within Music, the children will sing familiar songs together in time to a beat, copy back a simple rhythmic pattern, play a range of un-tuned instruments and sing familiar songs to the correct pitch.