

The Recovery Curriculum: Covid Catch-Up

Changes explained for Year 5

Maths: The maths curriculum through White Rose already accounts for catch up steps. We have modified topics so far to ensure that children have mastered the prerequisite skills required. We hope that continued use of additional CT for boosting will help to close gaps many of the children have in their fluency of maths, ensuring they are ready to progress.

When possible, we have been trying to set the children based on ability and needs. This setting is fluid and children are able to move between groups based on their needs and on our assessments. When we are unable to set due to Covid regulations, we have adapted our planning so children are still accessing as many different levels of challenge as possible. This is reviewed daily to ensure children are moving at a pace that is appropriate for their needs and mathematical understanding.

Writing: Writing units have taken longer than expected as we work to cover the gaps created by a lack of writing practice, linked to Covid. 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. Our focus remains on GPS and therefore we have reduced the number of text types we will cover, taking into account what was covered in Year 4 and what will be covered at the beginning of Year 6.

GPS: Our focus remains on basic grammar and punctuation. We are using grammar and punctuation starters to both recap old content and teach new skills. This remains fluid as we constantly assess the outcomes in writing. We are using our additional CT to try to fill gaps in grammar and punctuation. This remains our Term 4 Boosting focus with groups covering areas such as capital letters for proper nouns, apostrophes for possession and apostrophes for contraction. We are also targeting children (through boosting) who could be working at greater depth by teaching them semicolons this term, despite the cohort on the whole not being ready for this.

In spelling, we continue to teach new spelling rules weekly (in groups, Covid permitting, to ensure the highest quality teaching). Children also have opportunities to practise spellings twice per week, independently, as well as at home. A few children across the year group have personalised spellings, where this is appropriate to them.

Reading: In Reading, we have used our Term 2 gap analysis to prioritise specific reading domains: vocabulary and inference. This will be reflected in our planning over the next two terms and reviewed again following summative assessment in Term 4. The primary texts remain the same with the addition of a variety of linked texts - linked either by text type or topic. We are aware of the children's lack of world knowledge and we have seen the impact that this has had on their inference skills in Reading. We are using a variety of stimuli (film, images, prose, poetry) to provide wider exposure to different scenarios which will, at times, deviate from our set topics. By covering a range of topics through Reading, we will also be able to introduce the children to a wider range of vocabulary.

Computing: We have made sure that Computing lessons are discrete and happen once weekly during PPA days. This has meant that children are being exposed to more technology as we found a lot of our pupils were lacking basic computer literacy. We've also increased the usage of chromebooks in our learning for Topic lessons to support this.

French: In French, we are still exploring the Year 4 curriculum in line with the long term plans for the rest of the school. The children covered all skills and knowledge from the Year 3 curriculum last year as this was missed when the children were in Year 3 due to Covid lockdowns.

Science: Our Science coverage for the year has not changed. However, we have looked at how we can condense some topics to make them more specific and meaningful in order to balance other foundation subjects. We have a higher focus on high quality Scientific investigations and experiments and recording these in a meaningful way.

Geography: Our Geography curriculum is heavily weighted towards Terms 5 and 6. We have removed comparing and contrasting of different countries (from Term 4) as this skill has been covered through the History and Reading curriculum and will be covered in Term 5 through comparing developed and underdeveloped countries. During our Ancient Egypt topic, we looked at comparing different land types and which would be suited to different land uses. We will be teaching Term 5's Geography discretely to ensure that the key skills are covered. In Terms 5 and 6, we will be using a cross-curricular approach to teach some of the Geography curriculum through OAA in PE.

History: We have removed any History focus from Terms 5 & 6 to allow more time for Geography based skills and knowledge to be learnt. We found that pupils had focussed a lot on ancient and modern History this year but were not confident in map/compass skills and had gaps in their physical and human geography.

RE: We adjusted our planning this year to expose pupils to a range of religions. We felt that their knowledge of the world and understanding of diversity was lacking and that a broad overview of several religions would be more beneficial this year than a deeper focus on Abrahamic religions. This has so far been successful in engaging the pupils and allowing them to build enquiry skills.

Life Skills and British Values: We will be using our class assembly time to cover key concepts that we feel would support our children the most with their SEMH and personal development. We will be conducting a survey to assess where the children's needs are and we will use this to plan for meaningful sessions that explore topics that were identified as an area to develop. We will continue to use class discussion, debate and self-reflection to facilitate this.

DT: Our DT coverage has been embedded in other curriculum areas, e.g. teaching electrical circuits through Science and teaching product design (including marketing) through our Science Week project in Term 4. The use of materials objectives have been removed from the DT LTP as these have been covered through our Term 3 Science lessons. The children will have the opportunity to use the workshop this year as this is an opportunity which has been missed over the last few years. This project has a strong History link within our Crime and Punishment topic.

Art: We covered sculpture in Term 2 but have kept Batik as a focus for Term 6, as it is an important KS2 skill. We have also amended our planning for Term 4 to engage pupils in skills they won't have covered and looking in depth at an art movement that excites them (street art). This is possible because we have covered a lot of History objectives already and feel the biggest need is with well-structured and planned Art lessons. We have adapted our Term 4 Big Question to have an Art focus.

P.E: It is incredibly important to us that we use our 2 P.E. slots each week wisely as we are aware of the huge impact Covid has had on the children. A big focus in our lessons is the skills the children require for each unit of work; developing skills well enables the children to control their movement and be more accurate in their performance. We ensure that every lesson has an aspect of fitness so the children are able to build their stamina and increase their heart rates, helping them to build and maintain a healthy stamina in relation to their age.

Music: Music has been the biggest area of lost learning and our greatest opportunity for catching up. We are condensing some of the Science objectives as these have afforded full coverage over the last 2 academic years to provide weekly Music lessons (following the Charanga scheme) from the middle of Term 4. In Term 4, we are also running a discrete week of lessons looking at basic musical vocabulary, rhythm and pulse as these skills were not developed at all during Year 4. This aims to get the children closer to the music end points for Year 5, however they will need revisiting in Year 6.