

The Recovery Curriculum: Covid Catch-Up **Changes explained for Year 6**

Maths

The Maths curriculum through White Rose already accounts for catch up steps by taking into consideration the Ready to Progress Criteria from Teaching Mathematics in Primary Schools (DFE & NCETM, 2021) in which the essential mathematical knowledge and skills throughout the curriculum are identified and additional input is provided to account for any gaps in learning as a result of school closures. We are constantly reviewing and adapting our medium term planning and the weighting applied to each area of Mathematics as a result of continued formal and summative assessment. We are currently setting children according to their targets and identified gaps or strengths in learning so that we can best meet each individual's needs and enable them to make good progress. This setting is fluid and regularly reviewed throughout each unit as we understand that children may be strong in some areas but requiring support in others. We are doing three additional arithmetic sessions after lunch daily for a maximum of ten minutes to build speed and accuracy of arithmetic as a result of summative assessments. In Term 4, we intend to use an additional teacher from our catch-up funding to target children working towards the expected standard in different units with small group support both in lessons and as an additional booster at the end of the school day.

Writing and GPS

Writing is the area that we have seen the largest gaps in attainment arise as a result of school closures. This is evident across the board with their composition, grammar, punctuation, spelling and handwriting. We have revised our Writing Long Term and Medium Term plans so that children are creating shorter pieces of writing more regularly so that we can focus on maintaining quality through regular editing and gradually building stamina. For our GPS starters, we are ensuring there continues to be an age-appropriate GPS focus but we are also completing regular inputs into basic concepts, such as main and subordinate clauses, use of commas and direct speech to take into account gaps in previous years. Children are also completing SATS style GPS questions regularly in morning learning. Handwriting interventions are taking place regularly for focus children as well as whole class inputs.

In spelling, we continue to teach new spelling rules weekly (in groups, Covid permitting, to ensure the highest quality teaching and learning). 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

We have returned to a focus on developing a reading culture as we have noticed that this drops for our children working towards the expected standard if this does not remain a focus within the class and we are in regular contact with parents whose children are not engaging with reading at home. Children working below the expected standard are read with multiple times a week 1:1 through shared reading to ensure high quality coaching of reading strategies. Children working below are also starting the Fresh Start Reading program for an hour four times weekly to develop their ability to decode and blend words to support their word reading. As a result of our gap analysis from our summative assessments, we have identified that word meaning and inference are the largest gaps for both working towards and age expected children and, therefore, have adapted our planning to meet these needs through a range of teaching strategies in a range of texts. The gap analysis and formative assessment also highlight the need to focus on stamina of reading as a barrier for children in reaching their target. This was also raised through our recent pupil voice in which the children raised that they find it difficult under time pressure and would like more opportunities to practise this which we have provided.

Computing

Through our Computing lessons and use of technology, we have identified that the use of basic word processing programmes is a gap for our cohort and, as a result, we have adapted our long term plans to allow greater opportunities for children to develop these essential life skills. Our Computing curriculum has otherwise remained unchanged as we have been able to offer weekly Computing lessons which meet the requirement of the National Curriculum and have been a highlight for many children with the children currently working towards programming and building their own electronic toy!

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 Long Term planning of scientific units remains unchanged however we are having to adapt our Medium Term plans as in areas taught virtually during school closures, we have identified clear gaps in understanding and prerequisite knowledge. To address this, we have drawn upon objectives from either the Year 4 or 5 programme of study to ensure that knowledge and understanding is effectively built upon. In addition, the ability to work scientifically is an additional gap for many children, particularly the understanding of variables to create a fair test, analysis and conclusion stages. Although we have found gaps such as this amongst the majority of children, we have also found that children with a passion for Science who have engaged at home with families or independently have demonstrated knowledge and understanding beyond the Key Stage 2 programme of

study in a range of areas and, as such, planning has been adapted to deepen their understanding and ability to work scientifically. Once children have demonstrated a mastery of the Primary Programme of Study, we have exposed them to Key Stage 3 content.

Geography

The majority of our Geography curriculum coverage will be within Term 5. Upon reviewing the Recovery Curriculum and evaluating our Long Term plans along with our assessment of the children's skills and knowledge, we have adapted our Term 5 planning to include a focus on locational knowledge, field work and comparative studies. Much like working scientifically, we have found that children's field work requires a further focus.

History

Following a review of coverage in previous year groups and the recovery curriculum, we have adapted our Long Term plan to include a study of chronology beyond 1066 in which we will be studying the Anglo Saxons. During this topic, we will also be focusing upon sequencing events and periods in time along with developing knowledge and ability to draw from primary and secondary sources.

RE

We have made no amendments to our RE coverage from our Long Term plan but have instead made the decision to teach RE weekly discretely, separate from the rest of the curriculum, to ensure that there is appropriate coverage before the end of the year and that they enter secondary school with both the AT1 knowledge of religions but also the AT2 skills of empathy, understanding and tolerance needed to be a successfully functioning member of society.

Life Skills and British Values

These are to be built into our curriculum (see RE as an example) to prepare children for the next stage in their education. Daily assessment and interactions with children have clearly demonstrated that some children within this cohort lack resilience and self-belief in themselves as learners and we have built opportunities to celebrate ourselves for our own unique strengths and talents as part of the curriculum. We will be also using our class and phase assemblies as an opportunity to explore this. We have also identified social needs across the cohort as a trend, in which children regularly find it challenging to manage friendships and disagreements independently without continued adult support. Increased and structured opportunities for group work have been included as part of learning opportunities and break and lunch times now offer a range of activities overseen by adults, such as chess club.

DT

Our DT coverage this year has come throughout different areas of our curriculum, such as understanding and applying the principles of a healthy diet through Science. We have invested in training for a class teacher (the Computing lead) to combine Computing and DT for a scheme of learning where children will build and program their own peculiar toy.

Art

Following a lot of coverage in Terms 1-3 of Art, we have made the decision to reduce Art in Terms 4 and 5 to allow us to focus more upon the DT and Geography coverage gaps that have been identified.

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. Through teaching more subjects discretely and being more strategic with our use of English lessons, we have freed up space in our timetable for a weekly Music slot to provide weekly Music lessons (following the Charanga scheme) from the beginning of Term 4. We have taken into consideration missed coverage and have decided to focus on Year 5 objectives in Term 4 and 5 before moving onto a Year 6 unit in Term 6 that will link in with our Year 6 musical production.