

## **The Recovery Curriculum: Covid Catch-Up**

### **Changes explained for Early Years**

Changes made to long term plan

Explanation of why

Additional interventions/support actioned

#### **Personal, Social and Emotional Development**

Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. (K)

Is increasingly flexible and cooperative as they are more able to understand other people's wants (S/K)

We have continued these from term three as it is a complex skill for children to apply after not having as much experience in a social setting prior to starting school.

Have sensitivity to their own and other's needs and will negotiate and problem solve. (S)

Will take steps to resolve conflicts with other children by negotiating and finding a compromise. (S)

We have decided to continue these objectives from term four into term five to ensure that our children have embedded these skills, we feel this is necessary due to a lack of social experience prior to starting school.

CT to work with a group of children 1 x weekly for 15 minutes to develop the skills of negotiating and finding compromises by playing problem solving games and tasks (for 10 chn).

TA to work with a group of children 1 x weekly for 15 minutes to develop the skills of taking (x4 chn).

#### **Communication and Language Development**

Understands questions such as who; why; when; where and how. (S)

Questions why things happen and gives explanations. Asks e.g. who, who; why; when; where and how. (S)

We have applied these objectives over terms three, four and five as the children came into school with little to no questioning language skills. We have been working on understanding questioning during terms 1-3 as well as using simple questioning language - who, why and when. We are now focusing on using this independently and teaching where and how.

Builds up vocabulary that reflects the breadth of their experiences. (K)

We have applied this objective over terms 4-6 as we are aware that children have not had the wealth of experiences that children their age would have had prior to the pandemic. We will be focusing our attention on creating a language rich environment to ensure children build up a wealth of new vocabulary.

TA to work with two Pupil Premium children to teach the vocabulary of colour and everyday objects (2x10 minutes weekly).

CT to work with a group of children on 1 x 10 min weekly to pre-teach language to less able and EAL children (2 groups).

#### **Physical Development**

Key children to be identified and focus during CI - balance and coordination.

Hold a pencil using a tripod grip in almost all cases. (S)

Use a range of small tools – scissors, paintbrushes and cutlery. (S)

Begins to form recognisable letters independently. (S)

Use a range of small tools – scissors, paintbrushes and cutlery. (S)

These objectives have been made a focus for terms four, five and six. Children now have much more control over their bodies in both gross and fine movements. The focus is now on ensuring children can develop more intricate skills and apply them more effectively and independently.

Having 19 chn below in fine motor on entry to school and now 7 chn below at Christmas it is appropriate to target specific groups of children throughout the remainder of the school year. Children will continue to have access to early writing development strategies such as 'squiggle whilst you wiggle' and 'fizzy hand' control tasks.

### Literacy

Begins to navigate apps and websites on digital media using a drop down menu to select websites and icons to select apps. (S/K)

This objective has been moved to term 5 as Early Years will have greater access to digital devices.

Sounds for alphabet letters and 10 digraphs for ELG 15 GD(K)

We have increased the expectation for this as the children have more than expected progress in reading.

Can read 15 common exception words (K)

This objective was initially set for term 6, children have more than expected progress in reading. This objective has been moved to term five.

CT focus writing group during leadership time (10chn 2x 15 minutes weekly)

Support children who have sound knowledge but yet unable to apply this to their writing. These children are working just below expected.

### Mathematics

Term 3	Term 4	Term 5	Term 6
In practical activities, adds one and subtracts one with numbers to 10	Matches the numeral with a group of items to show how many there are (up to 10)	Begins to explore and work out mathematical problems - "+" or "-"	Begins to explore and work out mathematical problems - "+" or "-"
Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.	Begins to explore and work out mathematical problems - "+" or "-"	Number bonds 10	Number bonds 10 & 20 for GD
	Number bonds 10		Children record in their chosen numbers including numbers formed correctly, arrays, pictures and ten's frames.

This has been edited and changed to use the mastery of mathematics program, this program recognised that children were not entering school with a secure understanding of number representing one more as it increases and subitising as a result of a lessened nursery experience. We are now using this program and editing to ensure it challenges our more-able children sufficiently.

CT to work with a group of children 1 x weekly to develop number recognition and 1:1 correspondence for a small group of four children.

TA - 1-10 recognition and 1:1 correspondence for two children (4x 10 minutes weekly).

#### Children to start to find the difference - GD

This has been added to term four to ensure we are meeting the needs of our more-able children, during term 4 children became very secure with more and less.

#### Understanding the World

Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.  
(K)

This objective has been moved to term 5, this is because the children were not able to meet the objective in term 2 as they did not have sufficient prior knowledge so developed the prerequisite skill - (Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.)

Begin to understand the effect their behaviour can have on the environment.

This objective has been moved to terms 5 and 6, this is because the children were not able to meet the objective fully in term 3 as they did not have sufficient prior knowledge therefore this skill needs to continue to develop throughout the year. The support of forest school teachers and the development of the outside area will enable this to be more meaningfully taught.

#### Expressive Arts and Design

Introduce floor books as part of Friday review of the week.

This has been added to aid with the children's ability to share their creations, explaining the process they have used.