

Thorpe Lea Primary School & Nursery



Recovery Curriculum

2020 – 2021

Contents

English	3
Maths	5
Science	6
Geography	10
PE	13
Religious Education	19
Modern Foreign Languages	25
Art	26
Design Technology	27
Music	28
Computing	30
PSHE	31

English

Due to the nature of the Literacy Tree curriculum, there are regular opportunities to embed skills associated with each year group throughout the year. As our English curriculum is based on this spiral of learning, the impact of the school closure has meant that:

- Overall, children have been exposed to the majority of skills for their year group, however, may not have had the time to embed these fully.
- For any skills that have been missed, there will be natural opportunities to address them in the next year.

As a result, to address gaps in knowledge, as a school we will:

- Extend English lessons by 25 minutes per day
- Deliver training to ensure all staff are confident with the progression of skills expected in each year group
- Have an in-depth action plan, that focuses specifically on high quality English across the curriculum
- Same day interventions, addressing English, now will run for 45 minutes daily and will target a greater selection of children
- Teachers will continue to read with 10% per cent lowest readers on a daily basis
- The wider curriculum will be rich with high-quality texts
- Cracking Comprehension will be used consistently across KS2 to enhance pupil's ability to access formal assessments
- 30 minutes of English lesson time will be used by class teachers to read with a variety of children
- Targeted promotion of love of reading through outside agencies for Pupil Premium children

Phonics

As part of our online offer during the lockdown, children were directed to participate in daily Read, Write, Inc. sessions online. Whilst these were not specifically tailored to ability grouping, those that participated would have had daily opportunities to embed and, in some cases, extend their phonetical knowledge. When reception and Year One children returned during the summer term, a real push toward developing children's' phonics was made. End of year data shows a large proportion of children were working below expectations; however, we are aware is not a true reflection of children's current abilities. Due to current restrictions, we are unable to deliver phonics across the key stage.

As a result, to address gaps in knowledge, as a school we will:

- Focus on ensuring the teaching at KS1 in particular is high-quality and this will be rigorously monitored
- Before and after school booster sessions will be offered to parents (for Year One children initially with the hope of extending as time goes on), to provide additional phonics support
- Phase One/Two specific interventions in EYFS to avoid identified children having gaps in the foundations of phonics
- Phonics teaching will be split into two ability groups within each year group

SPAG

SPAG will be an area of focus this year. The following actions are in place to enhance the quality of SPAG across the school. The subject leaders JH and RM delivered an INSET training session on SPAG in September, which set out the expectations below:

- Extending English lessons will allow more time for discussions on SPAG when reading high quality texts or examining samples of writing in class, a SPAG dialogue should be seen in all subjects where possible.
- Shared and modelled writing will become regular practise and will be used to support LA pupils and demonstrate the power of high quality SPAG in writing to all.
- SPAG targets will be given to KS2 pupils; teachers will monitor progression in writing and put same day interventions in place to help pupils achieve these targets, which will change once achieved.
- SPAG will be a focus in marking across the school, both in English books and across the wider curriculum, interventions will be put in place to address gaps in knowledge from prior years across all key stages before moving onto the content of their relevant year.
- Spelling Seeds will be embedded into the curriculum from year 2 upwards to complement the Literacy Tree scheme of work; weekly spellings will have a direct link to class teaching, giving pupils multiple opportunities to embed focus words across planning sequences.
- Monitoring (book looks, learning walks, observations) will have a SPAG focus and targets will be given to teachers if the SPAG expectations are not being met.

Maths

The Abacus scheme of work, allows us to cover skills taught in the previous year groups, as a revision session in the Autumn term of the new class. It will re-cap skills and begin to build on them, moving into the Spring term.

In order for us to see the children's understanding of each of these topics, teachers will use the spare weeks we have each half term, to go over these and use the previous year group's planning as a pre-teaching opportunity. Abacus gives us 5 weeks of learning for each half term and often there are more weeks available to us, so these can be filled with this time to go over and fill the gaps that may have opened and patch it up, before moving onto their new year group's learning.

Teacher's should prioritise the topics that appear most often in the learning that has been missed due to Covid19, so that we can cover as much as possible. If the children were only learning how to add a single digit to a two-digit number in their previous year group and they are now expected to add a two-digit number to a three digit one, there will be confusion and misconceptions that will creep into their learning.

Some of these lessons may not be able to be completed in the normal allotted time for maths, but those children who need more support, can have these extra sessions taught to them in their Maths intervention time in the afternoons.

Science

Year 1

No science content missed from last year as Early Years cover Science in a different way with their ELGs.

Year 2

Missed Content: Half of Everyday Materials, Looking at Animals and Scientists and inventors.

Year 3

Missed Content: The Apprentice Gardener, Take care and What is your habitat.

Year 4

Missed Content: The Power of Forces, Last part of Can you see me?

Year 5

Missed Content: Half of In a State, Switched on and Where does all that food go?

Year 6

Missed Content: Half of Properties and Changes of Materials, Forces and Earth and Space.

How can we cover this missed content?

Teachers to look through planning and find time during current Science lessons where they can merge lessons together to save time.

E.g. "What do we know about food?" + "How is food digested?" Can easily be merged into one LO of "What do we know about food and how is it digested?"

This would free up space towards the end of the year where missed content could be taught, again through merging lessons together.

Science lessons being faster paced and covering more content will, in my opinion, develop lots of children's love of the subject, particularly with a new focus on experiments and predictions and working scientifically.

History

Objective	Y1	Y2	Action
KS1 History			
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	n/a	Taught	No action needed
Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Taught	Taught	No action needed
The lives of significant individuals in the past who have contributed to national and International achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	50%	50%	This will be taught through class assemblies on magna carta
Significant historical events, people and places in their own locality.	Missed	50%	This will be taught through class assemblies magna carta/ Windsor castle/ Queen

Objective	Y3	Y4	Y5	Action
KS2 History				
Changes in Britain from the Stone Age to the Iron Age	Taught	n/a	n/a	No action needed
The Roman Empire and its impact on Britain	n/a	Missed	n/a	This will be studied as part of the timeline day
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	n/a	n/a	Taught	No action needed
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	n/a	Taught	n/a	No action needed
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Missed	Missed	Missed	This will be studied as part of Timeline Day
A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	n/a	n/a	n/a	No action needed
A local history study	Missed	n/a	n/a	This will be taught through Magna Carta/Windsor Castle assemblies
Britain's settlement by Anglo-Saxons and Scots	n/a	n/a	Taught	No action needed
Ancient Greece – a study of Greek life and achievements and their influence on the western world	n/a	n/a	n/a	No action needed

The highlighted objectives are those that need to be covered, the others will be revised throughout the key stage. The scheme that we use, Rising Stars, only covers 6 weeks in a term, therefore during the half terms when there are 7 weeks some afternoon sessions will need to be used to cover those topics, which have been missed.

Autumn Term – Trading game (y2&ks2-2afternoon) Lucy has previously taught this, has all the resources, plans etc., and is happy to give these to the teachers. It can be done in one afternoon but Lucy has advised two afternoons.

Spring/Summer Term – Timeline Day (ks2) and Thorpe Lea Museum Day (ks2)

Timeline day – each class will choose a different era e.g. Romans and do research then create a poster or a leaflet. Each class can then share their information with one another and place in chronological order.

Thorpe Lea Museum Day – Similar to above, in each class, the children in groups choose from these (climate zones, biomes, rivers, mountains, volcanoes and earthquakes, water cycle). Research and create models/newspaper/leaflets etc. and then set up a class museum, where each class go, visit and read the information. Children then write a review on their trip to the class museum and write facts they have learned.

Geography

Objective	Year One	Year Two	Plan
KS1 Geography			
Name and locate the world's seven continents and five oceans	Taught	N/a	No action needed
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Taught	Taught	No action needed
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	N/a	Missed	This will be taught through Fair Trade Day Jobs/food in the UK Where do we get it from
Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Taught	n/a	No action needed
Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Taught	Taught	No action needed
Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Taught	Missed	Covered in Year One and again at a higher level across KS2
Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	n/a	Missed	Cross curricular – ks2
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	n/a	Taught	No action needed
Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Taught	Taught	No action needed

Objective	Y3	Y4	Y5	Action
KS2 Geography				
Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	N/a	Taught	Taught	No action needed
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Missed	Taught	Taught	Objective will be revisited throughout KS2.
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	50%	Missed	n/a	The museum (4)
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	n/a	taught	taught	No action needed
Describe and understand key aspects of: § physical geography, including: climate zones, biomes and vegetation belts, rivers,	Taught	50%	n/a	The museum (4)

mountains, volcanoes and earthquakes, and the water cycle				
Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Missed	n/a	missed	This will be taught through Trade links – trading game 1day/ 2 afternoon
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Taught	Taught	Taught	No action needed
Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	50%	Taught	Taught	No action needed due to occurring theme.
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	n/a	n/a	taught	No action needed.

The highlighted objectives are those that need to be covered, the others will be revised throughout the key stage. The scheme that we use, Rising Stars, only covers 6 weeks in a term, therefore during the half terms when there are 7 weeks some afternoon sessions will need to be used to cover those topics, which have been missed.

PE

Catch up curriculum PE 2020

Skills missed due to school closure (for 2020-2021 classes)

Skills missed and not specifically taught in the next year group.

Year One:

Experiments with different ways of moving.

Jumps off an object and lands appropriately.

Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

Travels with confidence and skill around, under, over and through balancing and climbing equipment.

Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

Uses simple tools to effect changes to materials.

Handles tools, objects, construction and malleable materials safely and with increasing control.

Shows a preference for a dominant hand.

Begins to use anticlockwise movement and retrace vertical lines.

Begins to form recognisable letters.

Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

ELG: Children show good control and co-ordination in large and small movements.

They move confidently in a range of ways, safely negotiating space.

Year Two:

Dance

Perform basic dance movements

Perform dance movements showing some levels

Perform basic dance travelling movements e.g. stepping, skipping, jumping

Perform simple dance moves with some control

Social dodgeball

Catch a soft ball safely

Pass the soft ball from chest – ‘W’ shape when passing and receiving.

Small sided games (super hero ball) 3v3 introducing passing and receiving a ball

Play an adapted superhero game and introduces rules

Scoring in a variety of ways

Stopping a ball with the inside of feet

Pass the ball beginning to use inside of feet “toe, toe, toe, no, no, no!”

Dribble the ball with the inside of feet

Follow my leader – trying to stay near their partner.

Scoring point in a variety of ways in adapted games

Play a simple game of tag

Move with control with the ball in their hands at chest height

Hand over the Rugby ball sideways
Attempt to get past a defender
Scoring a try in a modified drill using correct technique- stay on feet using 2 hands

Multiskills

Balance on lines with control and use equipment to balance on various parts of body
Changing direction quickly with some control (agility)
Co-ordinating body whilst beginning to move with equipment
Co-operate, compete and challenge themselves as a team in various games

Outdoor adventure

Orientate themselves with increasing confidence and accuracy around a short trail.
Identify and use effective communication to being to work as a team.
Identify symbols used on a key.
Being to choose equipment that is appropriate for an activity.
Communicate with others.
Being to complete activities in a set period of time.

Multiskills

Balance on lines with control and use equipment to balance on various parts of body
Changing direction quickly with some control (agility)
Co-ordinating body whilst beginning to move with equipment
Co-operate, compete and challenge themselves as a team in various games

Athletics

Running pumping arms at various speeds
Throw a variety of objects with some accuracy
Jumping bending knees and pushing off – being competitive to improve distance as a pair
Co-operate and compete in a team in various running games

Catch up of missed skills

All skills missed in the Year 2 curriculum will be taught through Multiskills and Athletics in Year 3.

Year Three:

Athletics

Using arms and keeping head still when exploring running patterns
Throw in correct stance 'Usain Bolt position'
Use arms to improve jumping technique – beating their own score
Compete in a team in various running/obstacle games and working together to improve team performance

Multiskills

Balance on low apparatus with good control
Changing direction quickly with good balance and control (agility)
Co-ordinating body whilst beginning to move at different speeds with various equipment
Compete challenges in a team in various running/obstacle games and working together to improve team performance

Outdoor adventure

Orientate themselves with increasing confidence and accuracy around a short trail.

Identify and use effective communication to being to work as a team.

Identify symbols used on a key.

Being to choose equipment that is appropriate for an activity.

Communicate with others.

Being to complete activities in a set period of time.

Being to offer an evaluation of personal performance and activities.

Watch, describe and evaluate the effectiveness of a performance.

Social Dodgeball

Catch a soft ball safely

Pass the soft ball from chest – ‘W’ shape when passing and receiving.

Small sided games (super hero ball) 3v3 introducing passing and receiving a ball

Play an adapted superhero game and introduces rules

Scoring in a variety of ways

Stopping a ball with the inside of feet

Pass the ball beginning to use inside of feet “toe, toe, toe, no, no, no!”

Dribble the ball with the inside of feet

Follow my leader – trying to stay near their partner.

Scoring point in a variety of ways in adapted games

Play a simple game of tag

Move with control with the ball in their hands at chest height

Hand over the Rugby ball sideways

Attempt to get past a defender

Scoring a try in a modified drill using correct technique- stay on feet using 2 hands

Dance

Move in time to the music showing some expression

Perform dance movements with control

Perform dance movements showing a **variety** of levels

Perform dance movements showing travelling in different directions e.g. sliding, turning, gesturing

Remember simple dance steps perform with

control in time to the music

Catch up on skills missed

Outdoor Adventure skills missed to be caught up in Year 4 with OAA activities in Summer term;

CPD for all teachers in January for new OAA equipment and plans.

Year Four:

Leadership

To know what a good play leader is and how they can communicate.

To know what STEP is and create a passing game.

To use a task sheet and lead a game with support.

I can lead a game with a friend/group.

I can organise participants into teams with support.

Quick sticks

Dribble the ball holding the stick in correct position

Perform a pass at a short distance and receive the ball with some control

Pass the ball over a longer distance

Begin to tackle a player safely

Can occasionally score whilst the ball is **stationary**

Embracing rules and playing fairly

Gymnastics

Can perform a variety of shapes with good control
Perform a rocket jump with a half turn
Perform matching and mirroring balances
Perform a bunny hop across a mat run and onto/across low benches and apparatus
Hopscotch on throw down feet
Perform a short sequence on mats

Kwik cricket

Roll the ball with one hand and stop the ball attempting Long barrier method
Throw and catch underarm with both hands (in isolation)
Bowl at a wicket underarm and attempt overarm
Control with a bat (holding it correctly) hitting a ball off a tee and whilst moving
Play a modified game using fielding and batting skills

Self defence

Understand what self-defence is and the relevance of zones.
Understand the correct stance while under threat.
Understand the basic strikes.
Understand the correct technique for a palm strike.
Understand the basic front knee strike and snap kick techniques.
Understand how to perform techniques to a limited extent with some flow and power.
Understand the kicking and knee techniques.
Be able to escape from a one-handed and two-handed wrist hold.
Understand how to link these escapes to the techniques used previously with confidence, flow and consistency.
Understand how to escape from a bear-hug.
Understand how to combine strikes with escape techniques.
Deliver techniques without hesitation, whilst demonstrating power and flow.
Understand how to escape from a shirt/collar hold and a strange hold from the front.
Fully understand how Martial Art training can improve all components of fitness and be able to comment upon them.

Athletics

Begin to perform 'FAST' technique
Throw a javelin/vortex using correct stance rotating hips forward
Perform a hop, step and jump (standing triple jump) in isolation and in combination
In warm ups develop running for distance
Develop relay change over techniques
Run and take off over obstacles at some speed

Catch up of missed skills

Self-defence skills to be caught up with 2 week added lessons in Summer term; split gymnastics with self-defence.

Year Five:

Swimming

Perform safe self-rescue in different water-based situations
Swim competently, confidently and proficiently over a distance of at least 25 metres
Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.

Athletics

Perform 'FAST' technique confidently when sprinting
Throw a javelin/vortex with height and distance
Perform a hop, step and jump (standing triple jump)
In warm ups develop running for distance increasing each lesson
Pass a relay baton with control with a partner in adapted games
Run and jump over hurdles with some speed and control

Gymnastics

Can perform a variety of shapes with good control when performing various skills
Perform a rocket jump with a $\frac{3}{4}$ and full turn with pointed toes
Perform matching and mirroring balance routines on apparatus
Perform a bunny hop onto variety of apparatus with control
Hopscotch across the floor to develop hurdle step
Perform a short sequence on mats showing levels, control and pointed toes

Tennis

Move with balance and control to catch a ball
Hit/bounce ball on racket when moving
Hit ball in forehand position with drop feed
Hit a ball in backhand position with a drop feed
Hit a ball into a target from a variety of distances with no bounce

Multi skills

Balancing confidently using various equipment and body parts
Agility focus - changing direction at speed with good technique
Co-ordinate body **efficiently** to perform combination of movements or actions
Complete a variety of fitness tests confidently and achieve a number of personal bests

Quick sticks

Dribble the ball the ball with control
Perform a short pass and begin to move into a space and receive the ball with some control
Pass the ball over a longer distance with accuracy and power
Tackle a player using correct grip
Can occasionally score whilst the ball is **moving**
Inspire others with fair play and being gracious in victory and defeat

Dance

Cooperate to make a dance warm up and take on a leadership role
Respond imaginatively to a stimulus
Dance in unison with a partner/group Performing a range of movement patterns
Perform canon showing a range of movement patterns
Perform a variety of levels and pathways in a dance

Catch up of missed skills

Current Year 5 to receive a term of swimming lessons in Spring or Summer term 2021; COVID dependent.

Year Six:

Leadership

Know what a good play leader is and how they can communicate.

To confidently present what a good Play Leader is and how they can communicate in different ways.

To know what STEP is and create a game using equipment to define space.

To use a task sheet and lead the game on my own.

To lead a game on my own.

To organise participants into teams.

Athletics

React quickly and accelerate over short distances

Throw a javelin/vortex/ tennis ball using correct stance rotating hips forward with good height and distance

Perform a variety of jumps (Long jump and triple jump) and measure for distance

Develop pace when running longer distance

Pass a relay baton with control and timing in a pair change over

Kwik cricket

Begin to use fielding techniques with throwing and stopping and scooping up the ball

Throwing over/underarm and catching over various distances

Bowl attempting to hit the wicket using under/overarm

Hit a moving ball with control and some distance

Communicate and collaborate as team to beat an opponent

Gymnastics

Can perform complex shapes with control and some flexibility

Perform more complex jumps, tuck, pike and begin leaps

Side star roll and T-roll

Perform point and patch balances

Perform a 'squat on and squat off' on various apparatus

To perform a hurdle step on the floor/springboard

Link and sequence actions.

Co-operate, communicate and collaborate with others.

Outdoor adventure

To collaborate with your peers to achieve a task.

To communicate in different ways.

To set up an orienteering course.

To work as a part of a team.

To trust your partner when blindfolded.

Dance

Co-operate and collaborate to create a warm up displaying a variety of movement patterns

I can translate ideas from a stimulus showing control and fluency

Dance in unison in a group keeping in time with each other

Dance in canon showing good timing

Perform using a variety of levels and using the space

Catch up of missed skills

Leadership skills to be taught in leadership lessons in Summer 1; take away one gymnastics and one tennis lesson from Summer 1 and complete two full afternoons of Leadership

Religious Education

Guidance from Surrey agreed Syllabus for Religious Education: **Principles for Primary RE Curriculum Adjustment**

- You will not be able to ‘catch up’ all the content that has been missed, nor are we expecting you to!
- Depth and quality of thinking are more important than breadth of curriculum coverage.
- Subject leaders will need to track which units have been taught ‘normally’, which have not been taught at all. (Please see table above to see which topics have been taught and which topics have not been taught.)
- Where the organisation of your school’s long-term plan for RE means that pupils will have missed learning about beliefs other than Christianity, this should be made up during 2020-21 by removing additional study units. It is imperative that pupils don’t lose the opportunity to learn about ‘other’ faiths and beliefs.
- The Christianity content of the syllabus is structured through a spiral curriculum, where pupils will revisit key theological ideas within and across phases, especially in the Christmas and Easter units of work. These will be the vehicle for any ‘catch up’ in the Christianity content in 2020/21.

- Reception: RE in Reception is very different to the rest of the school and they do not learn the concepts in topics. Children should by the end of the year be able to:
 - talk about their own times of celebration
 - be aware that festivals are special times for different people and describe how people celebrate some religious festivals
 - talk about their special places, books, objects and people, and be aware that other people have places, times, books, objects and people that are special to them
 - describe some features of a special place or a book or stories
 - talk about groups they belong to and be aware that other children belong to different groups
 - talk about a place, a special story or person belonging to a faith community
 - respond with increasing sensitivity and responsibility to the world around them
 - show a range of feelings in response to their experiences e.g. awe, wonder, sadness, joy etc

- Children touched on all of these areas before they went into Lockdown but they did not have the chance to build upon these. Therefore, the children will need to build upon these skills when covering the topics in Year 1.
- Year 1: Pupils who were in Year 1 did not cover the Judaism units at all, and as pupils may not meet Judaism again until Lower Key Stage 2, this leaves a big gap in their learning. Therefore, Judaism should be a priority in Year2. Priority should be given to teaching one of the Judaism units instead of their usual Christianity topics. Year 1 pupils did not study the 'Why did Jesus tell parables?' unit, but when in Y2 pupils explore 'Why is the Bible an important book for Christians?', teachers could include some parables to fill this gap, referring to the Year 1 unit to help plan which parables would be suitable.
- Year 2: Pupils who were in Year 2 pupils didn't study the Islam units before lockdown, and in the Curriculum Map they won't study Islam until Year 5. Therefore, according to guidance given by Surrey the children in Year 3 should be taught the two Islam Units instead of teaching two of the Christianity Units. Year 1 pupils missed the unit 'Why do Christians call Jesus 'Saviour'?', the key concept of salvation will need some exploring when children next meet it in the Year 2 Christmas unit, and further consolidation can take place in the Year 2 Easter unit, where it is part of the answer posed in the title question.
- Year 3: Pupils who were in Year 3 pupils missed two Christianity Topics 'Why do Christians share Communion?' and 'How did the Church begin?' The first question can be covered in Year 4 when covering the topic 'Why do Christians Pray?' as this is also a type of worship that Christians partake in. The second question can replace the 'how does Lent help Christians prepare for Easter?' topic as the children in year 5 cover the topic 'How do Christians know what happened at Easter?'. This is an Easter topic and the teacher can look at touching on Lent when they are covering this, looking at the planning for Year 4 to support.
- Year 4: Pupils who were in Year 4 pupils missed a topic on Sikhism and a topic on Christianity. The Sikhism topic will need to be covered in Year 5 as this needs to be given priority as they will not meet Sikhism until year 6. This will replace the topic of 'Why did Jesus say I AM?' as this topic can be touched upon in the topic 'How is God Three in One?' in Year 6.
- Year 5: Pupils who were in Year 5 missed both Islam topics due to lock down these would need to replace a Christianity topic that is not 'How do Christians know what happened at Easter?' as this topic needs to be covered to ensure that the Year 4 Children catch up with the learning that they missed.

Please see the table below to see which topics are taught at which time in the year.

Updated Curriculum Coverage for 2020/2021

Topic	Religion	Year Group
Why should we look after our world?	Christianity	Year 1
Why is Christmas so important to Christians?	Christianity	Year 1
What do Christians believe God is like? Who is Jesus?	Christianity	Year 1
Why did Jesus tell parables? What do eggs have to do with Easter?	Christianity	Year 1
What is the Torah, and why is it important to Jews?	Judaism	Year 1
Why do Jewish families celebrate Shabbat?	Judaism	Year 1
Is the world a fair place?	Christianity	Year 2
What does the Christmas story tell Christians about Jesus? Combined with Why do Christians call Jesus 'Saviour'? (Year 1 Topic) Why do Jewish families celebrate Shabbat? (Year 1 Topic)	Christianity	Year 2
What is the Torah, and why is it important to Jews? (Year 1 Topic)	Judaism/Christianity	Year 2
Why is Easter important to Christians?	Christianity	Year 2
Who is Allah, and how do Muslims worship him?	Islam	Year 2
What is important to Muslim families?	Islam	Year 2

Why do Christians call God 'Father'? How does the Bible reveal God's rescue plan?	Christianity	Year 3
Why are presents given at Christmas – and what might Jesus think?	Christianity	Year 3
What are important times for Jews?	Judaism	Year 3
Easter - What happened – and what matters most to Christians? How did Jesus change lives?	Christianity	Year 3
How did the Church begin?	Christianity	Year 3
Who is Allah, and how do Muslims worship him? Year 2 Topic	Christianity	Year 3
How can a synagogue help us understand the Jewish Faith?	Judaism	Year 4
What do Sikhs value? (Year 3 Topic)	Christianity	Year 4
Why is praying important for Christians? Combined with Why do Christians share communion? (Year 3 Topic)	Christianity	Year 4
How does Lent help Christians prepare for Easter? Combined with Lent from Year 3	Christianity	Year 4
Is Christian worship the same all around the world?	Christianity	Year 4
What do Sikhs value?	Sikhism	Year 4
What do Sikhs value? (Year 4 Topic)	Sikhism	Year 5
Why is light an important sign at Christmas?	Christianity	Year 5

How did Jesus' teaching challenge people?	Christianity	Year 5
How do Christians know what happened at Easter?	Christianity	Year 5
How can a mosque help us to understand the Muslim faith?	Islam	Year 5
How do the pillars of Islam help Muslims live a good life?	Islam	Year 5
What helps Hindus to worship?	Hinduism	Year 6
How is God three – and yet one? Combined with Why did Jesus Say I AM? (Year 4) What do the Gospels say about the birth of Jesus – and why is it 'good news'?	Christianity	Year 6
Adam, Eve, Christmas, Easter: What are the connections?	Christianity	Year 6
How can a mosque help us to understand the Muslim faith? (Year 5 Topic) Combined with How do the pillars of Islam help Muslims live a good life? (Year 5 Topic)	Islam	Year 6
What is the 'Buddhist way of life'?	Buddhism	Year 6
How can churches help us to understand Christian belief?	Christianity	Year 6

Another way that we are going to make sure that the missed learning is covered is by hosting an RE day in the Spring term. This day will cover different topics for each year group, where

they can look into the topic in detail and, if circumstances allow, have visitors into the school to talk about their religions.

Year 1: A Christianity focus – this could involve getting someone from the church to talk about how they celebrate certain festivals or what their religion means to them.

Year 2: As the children missed out on learning about the Torah in Judaism, a visitor from a synagogue could come into talk about the importance of the Torah to them.

Year 3: As the children missed out on learning about Islam and how Muslims worship, they could have a visit from someone from the local mosque who can talk about this in terms of what they do at their mosque.

Year 4: As the children missed out on learning about communion, a visitor from the local church could come in and talk about communion and what communion means to Christians.

Year 5: As the children missed out on learning about Sikhism and what they value, a visitor from a Gurdwara could come in and talk about what they value.

Year 6: As the children missed out on learning about Islam and the 5 pillars of Islam, the same visitor that is coming in to talk to year 3 could talk about what the 5 pillars mean to them.

As this would involve a lot of visitors coming into the school it might be easier for the RE day to happen on different days for different year groups. If by spring visits to these places of worship would be able to happen, it would be a good idea for the children to go and experience the different places of worship.

After the children have heard a talk from the visitor, the children could then produce a project, maybe working in groups to explain what they have learned. It could involve creating a Torah, baking bread, creating posters etc.

Modern Foreign Languages

The French scheme of work is designed in a way that allows for teaching to revisit and build on key topics and skills year-on-year. It will be important that prior to building on a revisited topic, teachers check the progression document to see whether or not pupils have been exposed to the relevant preceding knowledge. If this is not the case, then teachers must alter their lesson plan accordingly i.e. if the learning objective is to learn the numbers 20-100, then teachers must ensure 1-20 is taught first. Overall, this will be most important in Year Three as from that point, topics are built and extended on gradually in a way that allows pupils to reuse, recycle and extend on key skills and vocabulary. Miss Hosford will highlight themes that are revisited in the progression of skills document to clarify the topics that may need adaptation in order to be taught effectively. Knowledge organisers have also been created to further support pupils in their learning.

Art

The curriculum map for Art shows how each year group's topics across the year cover each point on the national curriculum. The points are the same throughout KS1 and KS2. These mean that the artistic skills are not new skills being taught, but rather already learnt skills are being built upon. Therefore, the skills that were not taught because of COVID will already be taught the following year, and teachers can ensure that the areas are covered. Teachers will need to make sure that they are aware that certain skills may be weaker in certain classes and teach that skill accordingly to support children and ensure they get back up to where they need to be. Year 2 specifically will need to be aware, as rather than teaching said topics to children under the expectation that they have practised these skills before, they will instead have to gear their lessons towards children who have not looked at those skills before.

Possible missing skills of Year 2 children to consider when planning Art lessons:

- Pupils taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Pupils taught to use a range of materials creatively to design and make products.

Design Technology

The curriculum map for DT shows how each year group's topics across the year cover each point on the national curriculum. The points are the same throughout KS1 and KS2. These mean that the DT skills are not new skills being taught, but rather already learnt skills are being built upon. Therefore, the skills that were not taught because of COVID will already be taught the following year, and teachers can ensure that the areas are covered. Teachers will need to make sure that they are aware that certain skills may be weaker in certain classes and teach that skill accordingly to support children and ensure they get back up to where they need to be. Year 2 specifically will need to be aware, as rather than teaching said topics to children under the expectation that they have practised these skills before, they will instead have to gear their lessons towards children who have not looked at those skills before.

Possible missing skills of Year 2 children to consider when planning DT lessons:

- Pupils taught to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Pupils taught to build structures, exploring how they can be made stronger, stiffer and more stable
- Pupils taught to select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
- Pupils taught to evaluate their ideas and products against design criteria
- Pupils taught to design purposeful, functional, appealing products for themselves and other users based on design criteria
- Pupils taught to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic

Music

Example of a Charanga music lesson:

Reception Spring 1-

The lesson progresses in the following way:

1. **Listen and Respond** to a different style of music each week/step
2. **Explore and Create** - initially using voices only but building to using classroom instruments too
3. **Sing and play** - nursery rhymes and action songs - building to singing and playing
4. **Share and Perform**

Musical learning focus

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Singing and learning to play instruments within a song
- Share and perform the learning that has taken place

Each lesson is set out in this way, just with differing pieces of music and genres looked at. The same goes for Spring 2 and Summer 1. The only difference with Summer 1 is that rather than listen and respond you listen and appraise, so that skill has been developed. What also differs is the musical pieces looked at and learnt, and the musical instruments/body percussion used.

Year 1 Spring 1-

The lesson progresses in the following way:

1. **Listen and Appraise** the song In The Groove and other songs in other styles:

- How Blue Can You Get by B.B. King
- Let The Bright Seraphim by Handel
- Livin' La Vida Loca by Ricky Martin
- Jai Ho by J.R. Rahman
- Lord Of The Dance by Ronan Hardiman
- Diggin' On James Brown by Tower Of Power

2. **Musical Activities** - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song(in 6 different styles;

Blues, Baroque, Latin, Bhangra, Folk and Funk) d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song

3. Perform the Song - perform and share your learning as you progress through the Unit of Work.

Each lesson follows this same format, just with different songs and instruments. These skills are the same ones learnt in Reception class; they are just further built upon. This goes for all of the topics throughout the year. They all follow this format.

Below are the National Curriculum points for KS1:

Key stage 1 Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

As you can see, all these points are covered each lesson by Charanga, and the same goes for the KS2 lessons and KS2 points on the National Curriculum. This means that with the comprehensive scheme of Charanga, the pupils who missed out on the Spring Term and Summer 1 of 2020 will be able to catch up. They will not learn the exact songs as before, but they will still receive a rich immersive musical experience, and cover all the skills required in the national curriculum. During the initial terms this year children might require extra support to get back into the swing of it, and to practise using their musical skills again, but no extra musical lessons or 'catch up weeks' should be required. Charanga also has a wealth of extra games and resources outside of the basic lesson format, and they also only plan for 6 lessons a term. This does mean that any skills which a class might struggle with (particularly listen and appraise) can be done in any extra time. Their little games that target 'listen and appraise' are also fun and speedy so can be done in a 10-minute window while children are changing for PE with the ones who are finished, or even as a 'fun treat' for good behaviour. Unfortunately, Music is being impacted this year by COVID-19, however musical skills can still be practised, and the Charanga 'adapted scheme' is allowing us to do so. This still involved Listen and Appraise, Musical Activities (exploring and creating/experimenting with instruments), and Performing, however singing is not used.

Computing

We have bought into a new curriculum for our computing lessons that allows all of the skills to be taught from the national curriculum and be as engaging as it can with the children, utilising both switched on and switched off lessons. Below are the skills that the children will have missed from the middle of the spring term to the end of the summer term and what will need to be reinforced as the children get back into the classroom.

Some of these skills will overlap with one another and will be covered again, but having that pre-knowledge will really support the children's learning and boost their confidence and understanding in their computing subject knowledge.

A simple introduction can be done in the first computing session, re-capping the use of a computer and demonstrating how to log in, use the mouse and keyboard and navigate the desktop. We will have to assume that during lockdown, parents may have set the devices up for the children and many of them may have been using a tablet or other mobile device, rather than a standard desktop PC.

Our proper use of the computing vocabulary will continuously reinforce the knowledge the children need and also our own subject knowledge. This will repeat throughout different modules and keep the children thinking about how to apply it to the work they are doing.

As we become more able to use the computers, we can use lessons like English and Geography/History to go and use the technology for research and word processing, where the children will be able to practice their skills and have a real-world application to their learning.

PSHE

The Jigsaw scheme of work that we now use at Thorpe Lea, builds children's knowledge and understanding based around these six themes:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Subject matter is age appropriate and develops the themes as the children move up through the school. The benefit of this is that children don't miss out on specific topics or end up with gaps in their learning. They will revisit the key themes in more detail year on year. We were able to conduct the summer term learning in Year 6 during June/July and so those who left last term were as up to date as possible. We also had the benefit of offering places to half of Year 5 and those children, now in Year 6, are better equipped to begin this academic year.

The whole school now have full access to Jigsaw materials as well as the 'Recovery Package' released by Jigsaw PSHE. These resources include a selection of supporting materials for children returning to school and outlining appropriate themes in the existing materials.

Teachers will be asked to research key points from the 'Relationships' and 'Changing Me' modules from the class' previous year group. They will cover any important subject matter that may have been missed before, or alongside, proceeding with their current year group's 'Being Me in My World' module.

Assemblies play a key role in raising awareness of the key themes of PSHE and how they can be explored through real world events. Examples of assemblies from last year include 'Martin Luther King Day' or 'Anti-bullying Week'. In light of assemblies being put on hold due to current restrictions, it is important therefore that teachers make use of their PSHE, P4C and any other free time to cover some of the topics missed.

Anti-Bullying AC intends to pursue the SCC 'Anti Bullying Charter' accreditation and will be rolling out materials, competitions and information for teachers and pupils to work towards this over the coming terms.