



## Langley First School Y2 20/21 Curriculum Recovery Plan

The learning experience will remain broad and balanced for all pupils. Once pupils are settled and new routines are established the overarching aims of the Y2 programmes of study will be the starting point for teaching and learning. Y1 skills, concepts and knowledge will need to be secured. At Langley we have a comprehensive gap analysis report for all pupils to highlight key objectives missed and where gaps in learning need to be addressed.

The Y2 units of work will remain the same as this will preserve our overall curriculum map and help pupils build knowledge and ensure progression in skills year on year as they move through the school.

The Y2 team at Langley First School will be mindful of the criteria for pupils to reach the KS1 expected standard detailed in the statutory teacher assessment frameworks (TAFs) for reading, writing and maths. The exemplification materials from STA are a useful reference resource and will be used to inform planning, judgement making and moderation activities. Diagnostic assessments will continue to be used in reading and maths to ensure that pupil attainment in the agreed year 1 programmes of study is secure for individuals, before moving on to the year 2 programmes of study.

Initial informal qualitative assessments in reading (talking with children, discussions about texts and hearing children read) will take place quickly to ascertain what children's reading experience has been since school closure in March. In order to close gaps, and at the same time reach each child's potential, formative assessments will be carried out regularly and levels of progression recorded. Phonics will be assessed every three weeks and a record of the GPCs and high frequency words that pupils have secured will inform teaching and learning. Every three weeks, key stage meetings will be held instead of a whole school staff meeting. The purpose of these is to discuss pupils that are beginning to cause concern, either academically or pastorally, based on all of the above assessments and to liaise with SMT and the learning support team.

At Langley First School, there is no expectation to submit summative assessment judgements until the end of Autumn term. This will allow time for pupils to settle into school and their learning and for staff to use formative and diagnostic assessments to unpick gaps in learning and curriculum delivery.

In consultation with foundation subject leaders we will select some objectives to study in more depth and give others a lighter touch or restrict them to one off special day events. The Y2 units of work on 'The Great Fire of Newcastle and Gateshead' and 'Habitats in our locality' will plan to include visits this year (as guidance now allows domestic day trips) but will only go ahead if they comply with government guidance.

We will link our non-fiction reading and writing with science, history and geography units where possible. Daily story reading for the Y2 bubble will take place. The spoken language statutory requirements will be a focus, including learning poetry off by heart. Drama will be used as much as possible across the curriculum and be central to teaching approaches, so that there is a language-rich environment.

In maths, we will have short focused activities (maths meetings) that promote maths vocabulary and modelling the use of manipulatives. Art and design technology projects will be carefully planned to ensure secure progression of fine and gross motor skills within opportunities for creativity. Computing objectives that need to be taught in the IT suite will be timetabled in blocks per bubble to aid cleaning regimes and avoid cross-contamination. Pupils should be encouraged to engage in a wide range of physical activities which promote the development of enjoyment, fundamental skills and PE vocabulary. We recognise that this improves physical fitness as well as mental well-being. This can be done through personal challenge while developing an understanding of the importance of physical activity. A focus on fundamental skills in games, athletics, gym, dance as well as outdoor and adventure activities is important. PE activities will be delivered outdoors as far as possible. When it is not possible, only the large hall will be used for PE. Sessions will be led for both classes across the year by Newcastle Foundation coaches in conjunction with school teaching staff which will support and enhance the overall PE coverage for the year.

Currently, our whole school assembly programme will continue through a virtual format to ensure a sense of community and shared messages are passed on effectively. We will have a virtual 'Golden Assembly' weekly to acknowledge and celebrate successes. Some form of collective worship will take place in each teaching bubble. Circle time and discussion activities previously used to support the PHSCE curriculum, will still be used however physical organisation of pupils will need to be reconsidered in light of government guidance. PSHE will be taught weekly to promote resilience, self-regulation and build relationships. We will follow the school's PSHCE curriculum to ensure continuity and sense of community.

For this year only children will not prepare for a Harvest Festival or Christmas production. Staff will be led by the most up to date guidance on if there can be an opportunity to share songs learned through the school assembly programme and music sessions with parents at an outdoor informal seasonal singalong.

Home learning tasks will be set weekly which will include the range of subject areas and will be used to introduce topics for gaining key knowledge before teaching in school or as a consolidation task to further enhance objectives taught in school. Langley uses Seesaw to share home learning but paper copies will be available if required.

Langley has a comprehensive e learning format which will be used again to support home learning for pupils shielding.