

Haddenham St Mary's CE School
Recovery Curriculum Autumn Term 2020



There is a clear and ambitious vision for our curriculum, aiming to achieve a high quality, inclusive education for all pupils.

Introduction

Haddenham St Mary's CE School has put the children's well-being at the centre of our thinking. We acknowledge that the children will have had different experiences during this time. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child. Some of you may have experienced this with your own children. We know that an anxious child is not in a place to learn effectively. With this in mind, the school community has thought about the most effective way to support your child's ability to learn. This approach will encompass and support the academic expectations for your child.

The Rationale

Our approach will be based on the research of Professor Barry Carpenter, who has developed the Recovery Curriculum, as a response to the losses described above. It is a way for schools to help children come back into school life, acknowledging the experiences the children have had. We want children to be happy, feel safe and able to be engaged in their learning. A way to achieve this for the children is to acknowledge the importance of helping them lever back into school life using the following 5 Levers:

Lever 1: Relationships - we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. We will reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community - we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum - all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition - in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space - to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations

Professor Barry Carpenter, CBE is Professor of Mental Health in Education at Oxford Brookes University.

Podcasts:

<https://www.evidenceforlearning.net/learningshared/recoverycurriculum1-barrycarpenter/>

<https://www.evidenceforlearning.net/learningshared/recoverycurriculum2-matcarpenter/>

Approaches to Community and Space (Delivered through PSHE and Circle Time)

A Recovery curriculum linked to pastoral care and PSHE needs to focus on rebuilding relationships, to re-engage the disengaged as pupils have experienced loss where their routine, structure, freedom, friendships and opportunities have been affected.

In the classroom, we need to regenerate the learning pathways, focus and concentration as well as the flow of learning. This may be through re-designing lessons to include mini breaks for movement, mindfulness or time to talk to refocus the class.



The consequences of loss can lead to a child developing anxiety, attachment difficulties, feelings of bereavement and trauma. This causes a child to act out through tantrums, mood swings, being clingier, sleep deprivation, being angry their world has been turned upside down or regression to younger habits e.g. bed wetting, thumb sucking.

PSHE Vs Pastoral Care

Pastoral care works alongside the PSHE curriculum as it is reactive to the personal and emotional needs of the child. It also supports the school in creating a safe, healthy environment and strategies for behaviour management.

Pastoral care **reacts** to pupils who:

- Have increased need/vulnerability
- Delivers immediate, timely interventions
- 1:1 support for specific needs
- Personal approach, bespoke to the needs of the child
- Building relationships/ re-establishing trust

Pupils who need pastoral care may be having difficulties with mental health, family relationships, bereavement and readjusting from working from home.

PSHE is **preventative** education which is delivered as a lesson using a distanced approach. PSHE is:

- Carefully planned lessons following the school's scheme of work
- Develops knowledge, skills and attributes
- Rebuilds promoting of self-esteem and resilience

Please see the autumn term objectives for the school below based on our preventative scheme:

	Autumn 1	Autumn 2
Nursery	Can adapt behaviour to different situations, aware of feelings and actions, can ask others for help when it is needed.	Shows pride, initiates play, can talk about their home and community with confidence
Reception	Aware of the boundaries set, listens to what others are saying, forming good relationships with adults and familiar peers	Can describe themselves in positive terms, beginning to negotiate and solve problems calmly, understanding that our actions can affect others
Year 1	Learning about ourselves and our feelings, setting challenging goals, classroom and school rules	I can recognise what is fair and unfair, kind and unkind, what is right and wrong
Year 2	Describing and managing good and bad feelings, identifying special people and how to treat others, what does it feel like to belong to a group, classroom rules and behaviours	Helping and protecting others, recognising teasing and bullying, learning strategies to resist negative behaviour and how to get help

Each class will have a planned PSHE session from the preventative curriculum and a Circle Time session every week. There will then be ad-hoc sessions for Circle Time and wellbeing during the week as needed with individual children or groups in each class.



Returning to school - Immediate Responses

Staff will need to rebuild the relationship and trust between pupils through:

- Clear communication of the new health and safety and school behaviour systems
- Building feelings of positivity, safety and community, show the children it is safe to back at school and routines/rules are consistently followed
- Labelling emotions and link them to their emotions
- Providing quiet spaces to help with anxiety
- Triaging disclosures and increasing school support services delivered by staff
- Highlighting support services available
- Adjusting our expectations
- Uplifting assemblies focusing on positive messages and hope for the future

Useful Website Links

<https://www.mentallyhealthyschools.org.uk/>

<https://barrycarpentereducation.com/2020/05/11/happiness-box/>

<https://booksbeyondwords.co.uk/downloads-shop/beating-the-virus>

<https://www.pshe-association.org.uk/content/coronavirus-hub>

<https://www.pshe-association.org.uk/content/online-cpd-training-courses>



Priority Objectives for autumn term 1

The criteria below will apply to the children and what they will have needed to secure from the previous year's curriculum based on learning missed in spring term 2 and summer term 1. E.g. The objectives in Year 2 are from the Year 1 curriculum and the objectives in the Year 1 column are based on the Early Learning Goals. During the first half of the Autumn term, the teaching will focus on these priority points to ensure all the children are ready to progress with their own year group curriculum from the second half of the Autumn term.

Little Forest Friends - Autumn 1 Priority EYFS Objectives

Communication and Language	Personal, Social and Emotional Development
<ul style="list-style-type: none">• Listens to others one to one or in small groups, when conversation interests them.• Listens to stories with increasing attention and recall• Focusing attention – still listen or do, but can shift own attention	<ul style="list-style-type: none">• Developing positive relationships with their peers and teachers• Can select and use activities and resources with help• Shows confidence in asking adults for help

Reception - Autumn 1 Priority EYFS Objectives

Communication and Language	Personal, Social and Emotional Development
<ul style="list-style-type: none">• Maintains attention, concentrates and sits quietly during appropriate activity.• Developing vocabulary that reflects a widening breadth of experiences• Listening to and following instructions• Understanding and answering simple questions using appropriate language• Communicating needs appropriately	<ul style="list-style-type: none">• Developing positive relationships with their peers and teachers• To learn how to use a range of resources independently to support their play• Developing personal independence within the classroom• Can describe self in positive terms and talk about abilities



Maths Autumn Term 1 Priority Objectives

Area of Learning	Year 1	Year 2
Number and Place value (NVP)	<p>NVP-1 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>NVP-2 Have a deep understanding of number to 10, including the composition of each number.</p> <p>NVP-3 Verbally count beyond 20, recognising the pattern of the counting system</p>	<p>NPV-1 Count within 100, forwards and backwards, starting with any number</p> <p>NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$</p>
Number Facts (NF)	<p>NF-1 Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p>	<p>NF-1 Develop fluency in addition and subtraction facts within 10.</p> <p>NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.</p>
Addition and Subtraction (AS)	<p>AS1-Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer</p>	<p>AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.</p> <p>AS-2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.</p>
Geometry (G)		<p>G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.</p>



English Autumn Term 1 Priority Objectives

Writing

Area of Learning	Year 1	Year 2
Punctuation	<ul style="list-style-type: none"> • use finger spaces • use a capital letter for own name and the personal pronoun 'I' 	<ul style="list-style-type: none"> • begin to use a question mark or exclamation mark • punctuate sentences using a capital letter and a full stop • use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
Phonics for spelling rules	<ul style="list-style-type: none"> • use phonic knowledge to write words in ways which match their spoken sounds. • write some words that are spelt correctly and write others that are phonetically plausible 	<ul style="list-style-type: none"> • use letter names to distinguish between alternative spellings of the same • know all letters of the alphabet and the sounds which they most commonly represent • spell most of the year 1 common exception words
Sentence construction	<ul style="list-style-type: none"> • begin to form simple sentences • write simple sentences which can be read by themselves and others • use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence • write own name 	<ul style="list-style-type: none"> • sequence sentences to form short narratives • introduce past tense by using irregular verbs • compose a sentence orally before writing it • use adjectives to describe
Handwriting	<ul style="list-style-type: none"> • use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> • form lowercase and capital letters in the correct direction, starting and finishing in the right place • form digits 0-9 • understand which letters belong to which handwriting 'families' and to practise these



Reading and phonics

Area of Learning	Year 1	Year 2
Phonics	<ul style="list-style-type: none">Recap of all phase 3 soundsReady to start phase 4 in autumn term 2	<ul style="list-style-type: none">Recap of phase 4 and phase 5 ready for the autumn term phonics screening check
Reading - word recognition	<ul style="list-style-type: none">Read all phase 2 and phase 3 tricky wordsRead words containing taught phase 3 GPCs	<ul style="list-style-type: none">Read all Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.Read words containing phase 5 Grapheme Phoneme CorrespondencesRead words with the suffixes: 's', 'es', 'ed', 'ing', 'er', 'est'Read words with contractions and understand that the apostrophe represents the omitted letter(s)
Reading - comprehension	<ul style="list-style-type: none">Demonstrate understanding of what has been read to them by retelling storiesAnticipate when appropriate key events in stories	<ul style="list-style-type: none">Draw on what they already know or on background information and vocabulary provided by the teacher

