

Calm, caring and consistent

We will do this by focusing on a number of key priorities....

Key priorities for our curriculum in the transition back to school for all pupils

Establishing clear self care and hygiene routines

- An important focus for all returning children will be learning good hygiene routines and how to keep themselves safe in the changing world they are living in.
- Pupils will need support to understand the rationale behind the restrictions in place and to be taught the routines and procedures for handwashing and good respiratory hygiene.
- They will need to revisit these regularly, therefore this will take up a significant part of the timetabled learning, especially during the early days of their return.
- Young children will need to learn and practise these habits through games, songs and repetition.
- Possible resources: <https://booksbeyondwords.co.uk/coping-with-coronavirus>; <https://e-bug.eu/>

Emotional wellbeing and mental health

- Pupils' emotional wellbeing and mental health will be our priority.
- We will aim to provide pupils with a safe and nurturing haven.
- We will aim to identify any pupil who may need additional support with their wellbeing and mental health so they are ready to learn.
- We will create an inclusive, positive and supportive working environment to help relieve anxiety and fear.
- Helping pupils reconnect their friendships is a central aim of this period.
- Pupils will have many opportunities to talk and listen to each other.
- The topic of loss (routine, structure, friendship, opportunity and freedom) will be discussed in PSHE sessions.
- Flexibility will also be needed. Some pupils will require more support and more specialised input.
- All of this will be balanced with maintaining the health and wellbeing of all adults and young people by limiting the number of interactions between groups of people.

Addressing key academic gaps

- Formative assessment will be used to find out where children are, in terms of their knowledge, skills and understanding – bearing in mind that children will have had very different and varied experiences during this time.
- Instead of attempting to teach everything that children missed during school closures, we will focus on what they need to know at this point - there will be elements in the curriculum that are not vital to children's progression.
- We will focus on those elements that we deem vital at each stage (non-negotiables), to ensure knowledge is secure in these key areas.
- Daily sessions will focus on core areas of the National Curriculum – specifically reading, writing, spelling and maths.

Reception (additional priorities)

The Early Years Foundation Stage (EYFS) sets the standards that schools must meet for the learning, development and care of children from birth to 5 years old. We will use reasonable endeavours to deliver the learning and development requirements as far as possible in the current circumstances, through:

- Daily phonics and mental maths
- Regular practice reading high frequency words
- Small group, large group activities
- Child-initiated activities
- Sharing stories
- Role play and small world play
- Outdoor learning utilising specifically planned resources only

Year 1 (additional priorities)

For year 1, our focus will be to ascertain where children have fallen behind or have progressed further against the school's existing reading curriculum. If they have forgotten aspects already covered, then we will reteach and practise this material, where necessary re-teaching phonics and using appropriately matched reading books to practise reading. In addition to this, pupils will be offered the following:

- Daily phonics and maths
- Yoga / music
- Handwriting/ writing task
- Outdoor whole group activity
- Sharing stories

Year 6 (additional priorities)

Year 6 teaching during this time will focus on readiness for secondary school, including academic readiness, which will involve additional teaching in certain subjects, including:

- Science (Micro-organisms and Animals including Humans)
- Reading and writing on the text 'Rooftoppers'
- Art – sketching project
- Geography – Create a Country
- PE and outdoor learning
- Relationships and Sex Education – TBC