

Planning appendix – Covid-19 adaptations

Year Group(s)	3, 4 and 5
Class	Rowan
Teacher	Sarah Levee



From September 2020 we will be welcoming pupils back to school. We may need to make some adaptations to the curriculum in terms of the levels that the pupils are now functioning at. There is a focus from the Government on the Primary curriculum of “supporting pupils with particular regard to phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.” Could you please complete the table below with particular emphasis on these areas and/or using the titles below.

Area of impact	Planned changes
Curriculum	<p>Continuous assessment to check what core knowledge and skills have been retained and which need revisited. We follow the interests of the children within each topic to re-engage the children and get them back into good habits where their learning is concerned.</p> <p>In Rowan we are focusing on re-engaging children with learning, recapping old skills to make the process a positive one, this is enabling us to check what has been retained and what needs to be retaught. These skills are covered within a new topic framework. We are keeping the curriculum as broad and balanced as possible, ensuring all aspects of the national curriculum are covered but not making assumptions that skills have been retained.</p>
Lesson content	<p>Lessons are differentiated 4 ways to ensure the needs of all children are met.</p> <p>Content varies and teaching is adapted to meet the needs identified as and when. Lessons are split into sections. Teacher delivers the main part of the lesson, this can involve all pupils are just some depending what is appropriate. Those not involved are given an independent/assessment style task to check understanding. Teacher will then deliver mini lessons to individuals (those who are more able or less able) to target their needs and interests TA's work with those who require additional support during the lesson.</p> <p>Lots of extension activities available to support those children who have retained the skill/ knowledge who can then be progressed to the next thing.</p>
Lesson delivery	<p>Lots of recapping knowledge and skills, questioning to check understanding and to aid retrieval. Short burst of teacher input and then time for children to practice. Lessons delivered in bite size amounts so not to overload.</p>
Assessment	<p>Based on march data. Lots of formative assessment during the lesson to ensure that children have retained knowledge. Lots of recap</p>
Resources	<p>Work is completed on paper, whiteboards, using Velcro games etc and uploaded on to the Evidence for learning app.</p> <p>Extension tasks</p>
Accreditation if applicable	<p>NA</p>
Other areas including any mental health support that may be required	<p>Mindfulness sessions daily. Reading for learning sensory input 5min before a lesson starts</p> <p>Active breaks and active blasts</p>

Possible Intervention/catch-up strategies to be implemented	Phonics support Fine motor skills Too soon to identify who needs what as of yet.
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