**E:\SEND\SEN REGISTERS ADDRESSES CHECKLISTS\KPA LOGO.jpg Recovery Curriculum**

**Curriculum Intent from 01.09.20**

* **To assess pupils’ needs – therapeutic, mental health and academic**
* **To promote physical exercise**
* **To support mental health needs**
* **To ensure a smooth transition back to routines and learning in the school environment**
* **To develop pupils’ confidence and levels of engagement – supporting them to learn and ‘catch up’ on the basics of education missed during the Lockdown period**

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|  | **Whole Class/School Activity** | **Individual Activity** | **Curriculum** | **Assessment** |
|  | **Pupils to work outside where possible** | **Pupils to work outside where possible** | **Pupils to work outside where possible** |  |
| **Week 1** | Time capsule work – discussion on what should be included in the class/school capsule. What would you want the children at KPA to know about COVID in ten years’ time? What was important to us during this time – make a class collage to present this.  Adherence to COVID-19 rules and regulations. | Diary of a day during COVID.  Video Diaries.  Design a maths game that could be used to keep younger children learning during COVID. | Handwriting  Reading –one-one  Reading comprehension Lexia  Mathletics / Maths games and problem solving  Purple Mash  Maths Games / Problem solving  Zones of Regulation  Hygiene – hand and respiratory  E-Safety  How to use Google-Classroom  Additional Physical Activity  Art  Drama | Informal assessment of children’s SEMH and learning as starting point for specific planning of curriculum after week 3.  Children struggling emotionally to be flagged up in SIS data for therapeutic intervention.  9-steps ready to learn  Emotional well-being survey |
| **Week 2** | Time Capsule writing and drawing.  Research the Spanish Influenza pandemic-understand our place in history.  Adherence to COVID-19 rules and regulations. | What makes me happy box. Make a box and write/draw the things that make you happy on slips of paper to place in the box.  Video Diaries.  Create a dominoes game that has multiplication tables for children to use whilst learning at home. | Handwriting  Reading –one-one  Reading comprehension Lexia  Mathletics  Purple Mash  Maths Games / Problem solving  Zones of Regulation  Hygiene – hand and respiratory  E-Safety  How to use Google-Classroom  Additional Physical Activity  Art  Drama | Informal assessment of children’s SEMH and learning as starting point for specific planning of curriculum after week 3.  Children struggling emotionally to be flagged up in SIS data for therapeutic intervention.  9-steps ready to learn  Emotional well-being survey  Both should be completed by week 2 and 10 days after arrival for new students |
| **Week 3** | Produce work for display in communal areas.  Time capsule writing neatly presented.  Diary writing work neatly presented.  Adherence to COVID-19 rules and regulations. | If you discovered the cure for COVID – what would you call it? design the bottle / poster/advertising for the cure.  What do we know about COVID now? What will we do if a lockdown happens again? Imagine you were Boris Johnson – what would your speech to the nation be to prepare everyone for a second lockdown. | Handwriting  Reading –one-one  Reading comprehension Lexia  Mathletics  Purple Mash  Maths Games/ Problem solving  Zones of Regulation  Hygiene – hand and respiratory  E-Safety  How to use Google-Classroom  Additional Physical Activity  Art  Drama | Informal assessment of children’s SEMH and learning as starting point for specific planning of curriculum after week 3.  Children struggling emotionally to be flagged up in SIS data for therapeutic intervention.  9-steps ready to learn  Emotional well-being survey |
| **Week 4** | Classes to bury their time capsules outside.  Adherence to COVID-19 rules and regulations. |  |  | WRATS to be completed by week 4 |