** 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-oneReading comprehension Lexia Mathletics / Maths games and problem solvingPurple MashMaths Games / Problem solvingZones of Regulation Hygiene – hand and respiratory E-Safety How to use Google-ClassroomAdditional Physical ActivityArt 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-oneReading comprehension Lexia Mathletics Purple MashMaths Games / Problem solvingZones of Regulation Hygiene – hand and respiratory E-Safety How to use Google-ClassroomAdditional Physical ActivityArt 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 surveyBoth 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-oneReading comprehension Lexia Mathletics Purple MashMaths Games/ Problem solving Zones of Regulation Hygiene – hand and respiratory E-Safety How to use Google-ClassroomAdditional Physical ActivityArt 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 |