

Re-engagement Curriculum

Year Group: Year 1

SL:

QL:

Year Group	Knowledge and skills which have been missed or only covered by some	How the remaining teaching for this academic year will be adapted. (Wave 1 interventions)	Additional interventions that are required over and above normal lesson delivery (Wave 2 interventions)
Maths	<p><i>Place value</i> <i>Measurement</i> <i>Addition/subtraction</i> <i>Weight</i> <i>Comparing</i></p>	<p>Assessments have been carried out in the first two weeks back. As a result We have re taught, place value, more/less then, greater than, equal too. Addition and subtraction within 20. Maths is now taught: concrete, pictorial, abstract. Children have been re grouped with LA going out across year group with an adult, MA staying in the class and GD going out across the year group with an adult.</p>	<ul style="list-style-type: none"> • <i>Place value within 20.</i> • <i>Adding/subtraction within 20.</i> • <i>Counting in 2's, 5's and 10's</i>
Phonics/SPAG	<p><i>Phase 5 sounds</i> <i>Suffixes</i></p>	<p>We have given children the opportunity to re learn all the phonic sounds. We have completed a phonic screening assessment. As a result we have a small group of children taken out during phonics lessons to recap phase 2 sounds. We also have an EC catch up session working with cuspy children who need a slight push to pass phonic screening and apply phonic skills.</p>	<p><i>Phase 2 sounds</i> <i>Phase 3 sounds</i> <i>Reading and writing tricky words, ph2/3</i> <i>Phonics extra curricular catch up club.</i></p>
Reading		<p>We are completing reading assessments. As a result we are making sure children have one/one reading with an adult. Our timetable now includes a daily small guided reading session and a class guided reading session to work on fluency, punctuation, expression and blending unknown words.</p>	<p>Small group working on sounding out, blending and applying phonic knowledge.</p>
Writing	<p><i>Suffixes</i> <i>Applying phonics</i> <i>Tricky word spellings</i></p>	<p>We have completed a writing assessment as a result we have found that there are a small number of children who are just writing letter strings. As a result we are giving them a separate activity during literacy focused on cvc words and phase two phonics.</p>	<p>Small group working on handwriting skills. Writing CVC words. Applying phonic knowledge. Finger spaces. Greater depth invite Extra-curricular club.</p>
Foundation	<p><i>Art</i> <i>DT</i> <i>science</i></p>	<p>Topic has been taught by TA's for spring 2. This has given teachers the opportunity to carry out assessments in maths, reading, phonics and literacy. Teachers will teach topic in the summer term to enable TA's to</p>	

Subjects/Topic		carry out interventions. There has been gaps in ART and DT this year. We have adapted the timetable so that teachers can catch up with the art and science curriculum in the Summer term.	
Social and Emotional Skills - Jigsaw	Following class rules Routines Being in large groups of children.	We have Reestablished class rules for inside and outside the classroom. The children have settled back into a good routine. Visual timetables are to be displayed in the classroom. Small number of children will have ELSA provision during a lunchtime. It has been highlighted that a small number of children in Year 1 have parents who have or are going to be deployed. We will continue to follow the jigsaw planning on a Friday.	ELSA available for a small group of children at a lunchtime. Forces children to attend an invite Extra curricular club to support them.