

Re-engagement Curriculum

Year Group: 2

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)
<p style="text-align: center;">Maths</p>	<p style="text-align: center;"><i>Fractions</i> <i>Measurement: Length and Height</i> <i>Geometry: Position and Direction</i> <i>Measurement: Time</i> <i>Measurement: Mass, Capacity and Temperature</i></p>	<p>When returning, Year 2 will be focusing on Place Value, Addition and Subtraction, Multiplication and Division. These topics will take priority before teaching the rest of the topics for the year. We will teach these in the following order:</p> <ol style="list-style-type: none"> 1. Place Value 2. Addition and Subtraction 3. Multiplication and Division 4. Fractions 5. Measurement: Time 6. Measurement: Length and Height 7. Geometry: Position and Direction 8. Measurement: Mass, Capacity and Temperature 	<p><i>Teachers will be assessing children over the first two weeks to identify gaps within children's learning. From this, they will form interventions to support key children.</i></p> <p><i>SH has created Maths Assessments for all children to complete.</i></p> <p><i>SH has created an analysis spreadsheet for children's attainment to be colour coded. Children who score 0 – 50% will be highlighted red 50% - 70% will be highlighted orange 70% - 100% will be highlighted green</i></p>
<p>Phonics/SPAG</p>	<p><i>All phonic sounds were taught prior to lockdown</i></p>	<p>After the Phonic Screening, we have grouped children to identify the gaps in their learning. We will be focusing on:</p> <ul style="list-style-type: none"> • Recapping phase 3 and apply these sounds in words and sentences • A group will be recapping and applying Phase 5 sounds • HA/GD group will be learning Phase 6 and applying this in words and sentences 	<p><i>For those pupils who did not pass the phonic screening test, they will receive phonic interventions every week in addition and to daily phonic lessons.</i></p>
<p>Reading</p>	<p>Word Reading – Fluency/Expression</p> <p>Non-fiction – structure/layout/definition of new vocabulary</p> <p>Poetry – reading, enjoying and performing</p> <p>Comprehension – Inference, prediction, re-telling, sequencing, vocabulary, explanation, retrieval</p>	<p>After completing running records and reading with each child, the following areas will be the priority:</p> <ul style="list-style-type: none"> -1:1 reading -Fluency -Reading with expression -Sustained reading (stamina) -Comprehension <p>These areas will be addressed through:</p> <ul style="list-style-type: none"> -1:1 reading sessions (every child reading over a 2-week period) -Daily readers – those that need accelerated progress -Reading comprehension lessons incorporated into English journeys. -Prosody sessions/Reading VIPERS sessions timetabled for after Easter. 	<p><i>Teachers will be assessing all children over the first two weeks by completing a running record. This will highlight areas of reading children can do well but to also highlight areas where there are gaps.</i></p> <p><i>Having this assessment will help support our judgement to know the level of books children should be reading. We will also put interventions in place to ensure each child has the opportunity to read with an adult at least once a week.</i></p>

<p>Writing</p>	<p>Poetry – writing and performing.</p> <p>Spelling – Y2 spelling rules (Appendix 1)</p> <p>Grammar: -Sentences with different forms -Present tense (progressive forms)</p> <p>Vocabulary: -Possessive apostrophe -Contraction -Commas for lists</p>	<p>After completing an assessed piece of writing with all children we have identified the following areas of development:</p> <ul style="list-style-type: none"> • Coherence (Oral rehearsal) • Phase 3/5 phonics application • Basic punctuation – capital letters and full stops • Greater Depth – recognising audience and purpose. <p>These areas will be addressed through planning and delivery of lessons.</p>	<p><i>Teachers will be assessing all children over the first two weeks by completing a running record. This will highlight areas of reading children can do well but to also highlight areas where there are gaps.</i></p> <p>GD children will be working with EH after Easter for phonics/spelling/writing.</p> <p>LA group working daily with an adult to focus on specific needs (Spelling CVC/CVCC and tricky words – Forming letters and sequencing sentences).</p>
<p>Foundation Subjects/Topic</p>	<p><i>Healthy Me Titanic</i></p>	<p>Since returning to school, we will be focusing on PSHE to develop children’s social, emotional and well-being. These sessions will be linked within our topic plans.</p> <p>In Summer 1 we will be focusing on ‘Healthy Me’ within this topic we will be talking about the importance of keep our bodies healthy.</p> <p>In Summer 2 will be learning all about the Titanic.</p>	<p>NA</p>
<p>Social and Emotional Skills - Jigsaw</p>	<p>Dreams and Goals Healthy Me</p>	<p>We will continue to teach the PSHE topics outlined by the JIGSAW programme.</p> <p>As our Topic is ‘Healthy Me’ we will look at how we can incorporate this unit into our topic planning.</p>	<p>Key children are receiving ELSA daily with TA. A small group of children are also receiving ELSA sessions by Miss Lee once a week on a 6 week programme.</p>