

Re-engagement Curriculum

Year Group: R

SL: Jo Buck

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	<i>Capacity, composition and comparison of numbers 1-10, length/height/weight</i>	After assessments have taken place to assess gaps, we will ensure to go over concepts that the children aren't secure in.	<i>TBC</i>
Phonics/SPAG	<i>Phase 3 Phonics – children who didn't engage in home learning missed out on this phase</i>	After phonics assessments are completed, we are splitting the year group into phonics 'groups' based on their next steps. One group will be starting phase 3 phonics from the beginning (likely to be children who didn't engage at home or children who need to recap due to little progress), another group will be extending their phase 3 knowledge and working on applying their skills.	<i>Daily 1:1 reading and phonics flashcards with key children.</i> <i>NELI intervention for identified children (assessment completed Autumn 2) - 10 weeks in Year R, 10 weeks in Year 1</i> <i>Invite-only extra-curricular clubs</i>
Reading	“	“	“
Writing	Applying sounds to writing, segmenting and blending, composing a sentence.	Through phonics groups, the children will be taught appropriate writing skills for their own personal next steps. E.g. children in one group will be working on how to segment a word and write each letter, but children in another group will be learning about sentence writing and structure.	“
Foundation Subjects/Topic	N/A	N/A	N/A
Social and Emotional Skills - Jigsaw	From being away for so long, we need to embed key PSED skills again: kindness, sharing, taking turns, managing feelings, understanding expectations	Introducing children to 'mindfulness' as a way to calm their emotions. Small bursts of key skills (discussions, reminders etc.) throughout the day PER taking part in Mental Health training for children	Look into targeted ELSA support for identified children - dependent on if this is available to them