

The Recovery Curriculum at Merrylands Primary School and Nursery 2021-2022

What are our key focuses for the Recovery Curriculum?

The Five Key Levers

The Recovery Curriculum at Merrylands Primary School is based on five key levers:

- **Lever 1: Relationships** – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.
- **Lever 2: Community** – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.
- **Lever 3: Transparent Curriculum** – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.
- **Lever 4: Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.
- **Lever 5: Space** – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

"A Recovery Curriculum: Loss and Life for our children and schools post pandemic." Professor Barry Carpenter (2020)

Genuine Engagement Sessions

Our curriculum will deliver sessions of genuine engagement of what children need emotionally to understand the world around them. Across the school, there will be two PSHE lessons delivered weekly including one Circle Time session. The Circle Time session will be a discrete session which does not have an agenda other than what individuals bring to the session. It focuses entirely on what those individuals need to understand and what is happening now e.g. relationships in the playground, why they get so angry and what they can do about it, what's currently happening around them and how can they deal with it. The Genuine Engagement Sessions will promote the role of Merrylands Primary School as a 'Listening School'.

What will the Curriculum look like?

The whole school 'Growing our future' transition unit of work

For the first two full weeks, all classes across the school, will be following the 'Growing our future' transition unit of work based on the following books:

- [*Errol's Garden*](#) by Gillian Hibbs targeted at pupils in EYFS
- [*The Secret Sky Garden*](#) by Linda Sarah and Fiona Lumbers targeted at pupils in Key Stage 1
- [*The Promise*](#) by Nicola Davies and Laura Carlin targeted at pupils in Key Stage 2

This unit will use high quality children's literature to engage children in high quality talk, reading and writing activities as they return to a new school year after a year where learning has been disrupted by the continued impact of COVID-19. The unit will engage the whole school community in a project that engages children in a wide range of creative and outdoor activities that are designed to impact positively on social skills and emotional well-being. By the end of the unit, the whole school community will take

part in a project that results in positive action for change in their local community. The planning is set out across 10 sessions which will take place over a two-week period at the beginning of the school year.

Curriculum Maps

To create time for more genuine engagement sessions and addressing gaps in learning the curriculum maps for the academic year 2021-22 have been reviewed. In order to continue with a broad and balanced curriculum all subjects will continue to be taught however there will be some changes to how these subjects will be delivered.

English

The basic skills outlined in the National Curriculum will continue to be taught in all year groups across the school however the coverage of writing genres has been reviewed. The Merrylands writing genres coverage document has been slimmed down to give a minimum number of weeks that should be dedicated to each genre during the academic year 2021-22. This will allow more time to focus on and develop basic skills, time to incorporate cross-curricular links within English/Topic sessions, address gaps in learning, time for off-curricular themed weeks and if required, the opportunity to extend the time allocated to a particular genre. Some genres have been removed or time allocated reduced for particular year groups. Where genres have been removed, we have ensured that these genres will be covered later as the children progresses through the school.

There will be a daily English lesson with cross-curricular links to the termly theme. Shared reading will be taught three times a week and texts used will be based on the termly theme. Spelling will be taught for 10 minutes daily either as an explicit session or as 10-minute teaching input at beginning of the English lesson. Phonics will continue to be taught daily in EYFS and KS1 and Year 3 will have a daily session until the end of Autumn term 2.

Maths

We will follow the NCETM Maths framework. The scheme is designed to recap previous learning and revisits units of work throughout the year. In addition to the five lessons based on the objectives of the NCETM Maths framework, Year 1-6 will plan and deliver an additional weekly Maths session focusing exclusively on the times tables.

Science

All the content outlined in the Science National Curriculum will be delivered in each year group this academic year. Science lessons can either be taught cross-curricular with English lessons e.g. science experiment followed by writing an explanation text or staff may choose to deliver a Science morning, afternoon or day to ensure adequate time is provided for scientific investigation and development of Science knowledge.

Computing

The full computing curriculum will be delivered in each year group this academic year with a clear focus on Online Safety.

Foundation Subjects

All other subjects, including Geography and History, will continue to be taught however the content will be reduced to enable quality learning and development of skills. There will also be a greater emphasis on cross-curricular learning and English lessons will be delivered with a topic focus. Wherever possible, all learning should be linked to the termly theme.

PE will be taught at least twice a week and all classes should participate in the Daily Mile. There will be a weekly Art or DT session and all lessons should explore the opportunity for creativity.

Four units of RE will be taught in each year group across the academic year. These can be taught as weekly sessions or delivered as several longer sessions. The units have been selected to ensure there is coverage of different religions across the primary phase.

For Music and French, three units of study have been identified and one unit of Music and French will be taught each term.

As discussed earlier, PSHE will be delivered as a minimum of two PSHE lessons which will include one Circle time session. In addition, daily mindfulness sessions will also take place.

How will EYFS and Year 1 look?

EYFS

Due to COVID-19 restrictions, the preparation for the 2021-22 Nursery and Reception intake could not take place as it has in previous years. To enable the new children and their families to feel as comfortable as possible doorstep visits took place in the Summer term in preparation for September and taster sessions and shorter days took place in the Autumn term before the children attended full time. All learning opportunities in the Nursery and Reception will follow the new Early Years Foundation Stage Framework (2021).

Year 1

The Year 1 curriculum and the classrooms have been arranged to follow a similar approach to the Reception classes. This will include short teaching inputs and free-flow learning. Assessment will continue to be recorded on Tapestry and learning will become more formalised as the year progresses.

Additional support

A member of staff will focus specifically on Speech and Language in EYFS and Year 1. Additional support has been provided in Year 1 to support the development of reading. This support will be provided on a 1:1 and small group basis in addition to whole class teaching.

What will curriculum changes and the wider school look like?

We will continue to hold assemblies in class to avoid too many children in one space. This will be reviewed during the academic year. There will be a minimum of 2 class assemblies across the week making links to current events, significant individuals and the school's core values. One of the weekly class assemblies will also focus on Online Safety.

There will be a key focus on kindness and thinking of others. A certificate for 'thinking of others' will be given out at the weekly celebration assembly and can be achieved by showing kindness, being helpful or being a good listener. There will also be a significant focus on how staff and children greet each other and how staff and children will be expected to respond – link to Essex Steps and pro-social behaviours.

In line with DfE guidance, we are actively promoting as much learning as possible to take place outside the classroom. To develop the school grounds and enable staff to make the most of the outdoor learning environment, we are participating in the OPAL programme.

To support the delivery of the Recovery Curriculum, the Deputy Headteacher and Assistant Headteachers will be leading curriculum meetings with each key stage.

Adults who work in the afternoon will work with children to identify and close gaps in learning. They will play a key role in assessment and gap analysis and develop this role with the direction of the Deputy Headteacher / Assistant Headteachers.