



# Curriculum Recovery at Tyndale



- The DfE have produced **non-statutory guidance** which outlines areas schools may want to prioritise when implementing their recovery curriculum.
- Advises schools should take a **subject specific approach** rather than a blanket approach.
- Tyndale already uses this approach as we believe that knowledge is power, so we teach a knowledge-based curriculum rather than the traditional project-based approach most other primaries take.



- Where assessments are used to ascertain gaps in knowledge, we use focused tests.
- This is because when you give pupils wide-ranging tests, which aim to cover the whole curriculum (i.e. SATs Past Papers), it is more difficult to target the specific gaps in learning.
- Interventions at Tyndale are targeted and reflect the learning of the classroom so that further content is not missed. We have a robust and extremely effective feedback policy in place.



## Reception/KS1

- In Reception and KS1 we prioritise reading to identify any phonics gaps and provide daily support with a well-trained adult.
- Teaching time is configured to maximise the number of words children can read and spell until it becomes automatic.
- Reading books are directly matched to the phonic stage the children are at.
- Teachers model quality literature which expose children to a range of vocabulary and they connect with them emotionally.



## English

- At KS2, we focus upon decoding skills including synthetic phonics for those who still need it.
- We ensure sufficient time is allocated for reading & writing including phonics and spelling.
- Frequent reading is a priority and transfers across all subjects.
- Shorter writing tasks have been introduced to focus on securing sentence structure.
- Dictation is used to build speed and stamina.
- Regular time is allocated for regular handwriting practise.

## Maths

- We take time to practise rather than moving through content too quickly in order to secure basic facts.
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/954510/Maths\\_guidance\\_introduction.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954510/Maths_guidance_introduction.pdf)
- The document refers to the 'Ready-to-progress' criteria devised in June 2020. See example to illustrate below.



Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NPV	1NPV-1 Count within 100, forwards and backwards, starting with any number.		3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.	4NPV-1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.	5NPV-1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.	6NPV-1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).
		2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.	3NPV-2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.	4NPV-2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.	5NPV-2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.	6NPV-2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning.
	1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.	3NPV-3 Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.	4NPV-3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.	5NPV-3 Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.	6NPV-3 Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts.



## Science

- At KS1, we prioritise the teaching of concepts which is essential to make connections in KS2. For example, understanding about herbivores will assist the study of food chains.
  
- At KS2, we focus on the study upon forces, magnetism, materials and substance, reactions, nutrition, evolution, eco-systems and materials.



## Citizenship

- At KS1, we focus upon fairness, belonging, rules and a sense of community.
- At KS2, we focus upon rights and responsibilities, democracy and community.

## RSHE/PSHE

- We prioritise mental well-being, physical health, respectful relationships and feeling safe.

## R.E.

- Each year groups focuses upon two faiths in depth; one Abrahamic (Islam, Christianity, Judaism) one Dharmic (Hinduism, Sikhism, Buddhism) to allow for a secure sense of what religion is.





## Art/Design

- We focus upon the process rather than the product. We analyse the key skills children need; cutting, sketching and communicating using a range of methods.
- We look at the multiple forms in which art exists to secure the depth of knowledge about art forms.

## Computing

- Priority across KS1 & KS2 is given to safe usage and algorithms (a process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer – Scratch, Turtle Academy)

## Geography

- We prioritise the use of atlases and maps.
- KS1 prioritise names and locations of the world's continents and oceans.
- KS2 prioritise weather, climate, geology, trade links, natural resources and their distribution. Teaching these by specific focus upon a region (i.e. Amazon) will develop knowledge of interconnectedness.

## History

- KS1 focus upon studying some historically significant people, to identify key period features and position them in relation to each other on a timeline.
- KS2 focus on developing a chronology of different periods in time and how historians approach sources and evidence.

## MfL/Cultural Studies

- In KS2, we prioritise and teach essential vocabulary, have a sense of the sound system and focus upon grammar.
- We believe that the best way to learn vocabulary and pronunciation is in short and frequent sessions.





## Music

- At KS1, we prioritise developing fluency and accuracy through singing and with instruments.
- At KS2, we prioritise performing, composing and evaluating musical preferences.
- Term 2 will see the development of Performing Arts (Music, Drama and Dance) at Tyndale

## P.E.

- At KS1, we focus upon refining fundamental movement and skills including dance and games.  
Autumn – Dance/Gym and Invasion Games (if needed Fundamental Motor Skills before any invasion games)  
Spring – Dance/Gym and Invasion Games  
Summer – Striking and Fielding, Tennis and Athletics
- At KS2, we focus upon refining movement, developing competency, acquire knowledge of the rules of a variety of games and prioritise swimming.