



Thurnby Mead Curriculum Gaps and Adaptations 2022-23

| Key adaptations made to close gaps for all children | | Key adaptations made to support LAPs and SEND children |
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| Subject: English - KS 2 Accelerated Reader, KS 1 Reading Recovery, Let's Talk & NELLIE | | Little Wandle Scheme, Whole Class Reading Comprehension, Oracy focus V 21 KS 2 Accelerated Reader, KS 1 Reading Recovery, Let's Talk & NELI |
| 2021-22 | | 2022-23 |
| Reception | <p>Speaking & Listening</p> <p>Pre-reading skills</p> <p>Phonics Phase 1</p> <p>Continue Phonics Phase 1 (blending & segmenting) alongside Phase 2</p> <p>New EYFS framework includes a big focus on language - NELI intervention being delivered to whole class as well as specific group.</p> | <p>Speaking & Listening</p> <p>Pre-reading skills</p> <p>Introduction of Little Wandle and keep Up Sessions</p> <p>Revised writing LTP</p> <p>NELI intervention being delivered to whole class</p> |
| DSP | Bespoke and individual, child-led planning | <p>Bespoke and individual, child-led planning</p> <p>Adapted curriculum.</p> <p>Introduction of Little Wandle and keep Up Sessions</p> <p>Continuous Provision in DSP 1 to facilitate effective learning of early learners</p> <p>More fluidity for integration for targeted children to access age-appropriate curriculum</p> |
| Year 1 | <p>Reading fluency - additional phonics sessions & interventions</p> <p>Reading comprehension - implement shared reading sessions & adapt the timetable</p> | <p>Reading fluency - Little Wandle Phonics sessions & Keep Up Sessions</p> <p>Reading comprehension -Little Wandle group reading sessions & adapt the timetable</p> |

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| | <p>Grammar -teach EYFS objectives before building on Writing stamina and experience of specific writing outcomes - teach relevant EYFS writing outcomes, tweaking Wordsmith, delay polished pieces Writing conferencing Handwriting Daily handwriting practise</p> | <p>Grammar -teach EYFS objectives before building on Writing stamina and experience of specific writing outcomes - teach relevant EYFS writing outcomes, tweaking Wordsmith, delay polished pieces Writing conferencing Continuous Provision to secure effective transition and teaching input Handwriting Daily handwriting practise Let's Talk- Intervention Attention Autism Morning work Writing LTP</p> |
| Year 2 | <p>Poetry Reading fluency - additional phonics sessions & interventions Reading comprehension - implement shared reading sessions & adapt the timetable Grammar - teach year 1 objectives before building on Writing stamina and experience of specific writing outcomes - teach relevant year 1 writing outcomes, tweaking Wordsmith and ensure a focus is on poetry, delay polished pieces Writing conferencing</p> <p>Decoding, fluency and comprehension skills- 1:1 support</p> | <p>Reading fluency - Little Wandle Phonics sessions & Keep Up Sessions Reading comprehension - Little Wandle group reading sessions for targeted children & whole class reading comprehension 3 x weekly adapt the timetable Grammar - teach year 1 objectives before building on Writing stamina and experience of specific writing outcomes - teach relevant year 1 writing outcomes, tweaking Wordsmith and ensure a focus is on visual organisers and supports and scaffolds, delay polished pieces. Implement Writing First Aid Kits & writing conferencing Decoding, fluency and comprehension skills- Reading Recovery Interventions: Reading Recovery</p> |

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| | | and Reading Recovery Light Touch; Reading Coach; BRP; Reading Buddies |
| Year 3 | <p>Reading fluency - additional phonics sessions & interventions</p> <p>Reading comprehension - implement shared reading sessions & adapt the timetable</p> <p>Decoding, fluency and comprehension skills- 1:1 support</p> <p>Grammar -teach year 2 objectives before building on Writing stamina and experience of specific writing outcomes - teach relevant year 2 writing outcomes, tweaking Wordsmith, reduce number of polished pieces</p> <p>Writing conferencing</p> <p>Handwriting Daily handwriting practise</p> | <p>Reading fluency - Little Wandle Phonics sessions & Keep Up Sessions for target children. AR to boost reading miles</p> <p>Reading comprehension - Little Wandle group reading sessions & whole class reading comprehension 3 x weekly - adapt the timetable</p> <p>Decoding, fluency and comprehension skills- Reading Recovery Light Touch (NTP); Reading Coach; BRP; Reading Buddies</p> <p>Grammar - teach year 2 objectives before building on Writing stamina and experience of specific writing outcomes - teach relevant year 2 writing outcomes, tweaking Wordsmith and ensure a focus is on visual organisers and supports and scaffolds, reduce number of polished pieces. Implement Writing First Aid Kits & writing conferencing</p> |
| Year 4 | <p>Reading fluency - MYON & AR to boost reading miles</p> <p>Reading comprehension -AR reading comprehension and group reading comprehension</p> <p>Decoding, fluency and Comprehension Skills- 1:1 support</p> | <p>Reading fluency - MYON & AR to boost reading miles</p> <p>Reading comprehension -AR reading comprehension and whole class reading comprehension 3 x weekly</p> <p>Decoding, fluency and comprehension skills- Reading Recovery Light Touch (NTP);Reading Coach</p> |

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| | <p>Grammar -teach year 3 objectives before building on</p> <p>Writing stamina and experience of specific writing outcomes - teach relevant year 3 writing outcomes, tweaking Wordsmith Writing conferencing</p> | <p>Grammar -teach year 3 objectives before building on</p> <p>Writing stamina and experience of specific writing outcomes - teach relevant year 3 writing outcomes, tweaking Wordsmith and ensure a focus is on visual organisers and supports and scaffolds. Implement Writing First Aid Kits & writing conferencing Handwriting Daily handwriting</p> |
| Year 5 | <p>Reading fluency - MYON & AR to boost reading miles Reading comprehension -AR reading comprehension and group reading comprehension</p> <p>Decoding, fluency and comprehension skills- 1:1 support</p> <p>Grammar -teach year 4 objectives before building on Writing stamina and experience of specific writing outcomes - teach relevant year 4 writing outcomes, tweaking Wordsmith when needed Regular handwriting Writing conferencing</p> | <p>Reading fluency - MYON & AR to boost reading miles</p> <p>Reading comprehension -AR reading comprehension and whole class reading comprehension 3 x weekly Reading Inference Intervention Decoding, fluency and comprehension skills - Reading Coach</p> <p>Grammar -teach year 4 objectives before building on. Grammar lessons embedded into every lesson as warmup activity Writing stamina and experience of specific writing outcomes - teach relevant year 4 writing outcomes, tweaking Wordsmith when needed and ensure a focus is on visual organisers and supports and scaffolds. Implement Writing First Aid Kits & writing conferencing</p> |

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| | | Regular handwriting |
| Year 6 | <p>Reading fluency - MYON & AR to boost reading miles Reading comprehension - AR reading comprehension & group reading comprehension</p> <p>Decoding, fluency and comprehension skills- 1:1support</p> <p>Grammar - Using speech - direct and indirect - teach year 5 objectives before building on</p> <p>Writing stamina and experience of specific writing outcomes -</p> <p>Editing and revising work</p> <p>Teach relevant year 5 writing outcomes, tweaking</p> <p>Wordsmith</p> <p>Writing conferencing</p> | <p>Reading fluency - MYON & AR to boost reading miles</p> <p>Reading comprehension - AR reading comprehension & whole class reading comprehension 3 x weekly</p> <p>Decoding, fluency and comprehension skills - Reading Coach</p> <p>Grammar - teach year 5 objectives before building on. Explicit daily 'warm up'</p> <p>Writing stamina and experience of specific writing outcomes -</p> <p>Editing and revising work</p> <p>Teach relevant year 5 writing outcomes, tweaking</p> <p>Wordsmith when needed and ensure a focus is on visual organisers and supports and scaffolds.</p> <p>Implement Writing First Aid Kits.</p> <p>Writing conferencing</p> <p>Handwriting lessons - correct letter formation and joining through weekly taught lessons</p> <p>Spelling - Daily 'Spelling Tutor' for identified pupils and daily spelling sessions</p> |

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| Subject: Maths - whole school transition to White Rose (using Abacus resources initially to support). A greater emphasis on deepening understanding and making learning stick through reasoning and problem solving. | | White Rose and adaptations for LAPS Supports & Scaffolds & the use of manipulatives Timestables Teaching Refined in the moment AFL |
| 2021-23 | | 2022-23 |
| Reception | GAPS: positional language. Language associated with size, length, weight & capacity. Subitising New EYFS framework will support addressing any gaps | Fluency - small group targeted support, use of manipulatives and vocabulary and repeated concept building Problem solving/reasoning - Vocabulary development and real-world problem solving with adult modelling |
| DSP | Bespoke and individual, child-led planning | Bespoke and individual, child-led planning, 1:1 teaching Continuous Provision in DSP 1 to facilitate effective learning of early learners Adapted curriculum. More fluidity for integration for targeted children to access age-appropriate curriculum Fluency - small group targeted support, use of manipulatives and vocabulary and repeated concept building Problem solving/reasoning - Vocabulary development and real-world problem solving with adult modelling |
| Year 1 | GAPS: more and less/addition and subtraction, 3D shape, money Focus on Ready to Progress criteria to secure fluency before moving onto year group objectives - WHEN? | Secure previous year's objectives in number, place value & calculations before moving onto current year's curriculum. Fluency - small group targeted support, use of manipulatives and vocabulary and repeated concept building Number bond teaching/practise in short, repeated bursts |

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| | | <p>Problem solving/reasoning - Vocabulary development and real-world problem solving with adult modelling Continuous Provision to support targeted teaching and independent practise</p> <p>Morning Number Formation Continuous Provision to secure effective transition and teaching input</p> |
| Year 2 | <p>GAPS: shape, space and measure: fractions, capacity, money, time Focus on Ready to Progress criteria to secure fluency before moving onto year group objectives - WHEN?</p> | <p>Secure previous year's objectives in number, place value & calculations before moving onto current year's curriculum.</p> <p>Fluency - small group targeted support, use of manipulatives and vocabulary and repeated concept building Number bond & Timestable teaching/practise in short, repeated bursts Problem solving/reasoning - Vocabulary development and real-world problem solving with adult modelling</p> |
| Year 3 | <p>GAPS: transferring from concrete and pictorial resources to more mental strategies, measure: 3d shape & problem solving and inverse Focus on Ready to Progress criteria to secure fluency before moving onto year group objectives - WHEN?</p> | <p>Secure previous year's objectives in number, place value & calculations before moving onto current year's curriculum.</p> <p>Fluency - small group targeted support, use of manipulatives and vocabulary and repeated concept building Timestable teaching/practise in short, repeated bursts</p> |

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| | | <p>Times tables- Daily explicit teaching of times tables and introduction of times table booklets.</p> <p>Problem solving/reasoning - Vocabulary development and real-world problem solving with adult modelling</p> |
| Year 4 | <p>GAPS: shape, measurement, fractions, statistics Focus on Ready to Progress criteria to secure fluency before moving onto year group objectives - WHEN?</p> | <p>Secure previous year's objectives in number, place value & calculations before moving onto current year's curriculum.</p> <p>Fluency - small group targeted support, use of manipulatives and vocabulary and repeated concept building & Timestable teaching/practise in short, repeated bursts</p> <p>Times tables- Daily explicit teaching of times tables and introduction of times table booklets.</p> <p>Problem solving/reasoning - Vocabulary development and real-world problem solving with adult modelling</p> |
| Year 5 | <p>GAPS: shape, measurement (although covered most), statistics, time (as a recap) Focus on Ready to Progress criteria to secure fluency before moving onto year group objectives</p> | <p>Secure previous year's objectives in number, place value & calculations before moving onto current year's curriculum.</p> <p>Fluency - small group targeted support, use of manipulatives and vocabulary and repeated concept building & Timestable teaching/practise in short, repeated bursts</p> |

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| | | <p>Times tables- Daily explicit teaching of times tables and introduction of times table booklets.</p> <p>Problem solving/reasoning - Vocabulary development and real-world problem solving with adult modelling</p> |
| Year 6 | <p>GAPS: time and shape</p> <p>Focus on Ready to Progress criteria to secure fluency before moving onto year group objectives - WHEN?</p> | <p>Secure previous year's objectives in number, place value & calculations before moving onto current year's curriculum.</p> <p>Fluency - small group targeted support, use of manipulatives and vocabulary and repeated concept building & Timestable teaching/practise in short, repeated bursts</p> <p>Times tables- Daily explicit teaching of times tables and introduction of times table awards</p> <p>Problem solving/reasoning - Vocabulary development and real-world problem solving with adult modelling</p> <p>Maths - explicit daily teaching of times tables</p> <p>Weekly arithmetic lessons</p> <p>Adaptations to the White Rose scheme</p> |

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| Subject: Science | | Fully implement PLAN Science Scheme |
| Reception | N/A | |
| DSP | <p><i>GAPS: scientific enquiry, light and dark</i></p> <p>Long Term Plan adaptation</p> <p>Units missed to be planned into Autumn Term provision</p> <p>Focus on practical enquiry-led approach</p> | <p>Bespoke and individual, child-led planning</p> <p>Adapted curriculum.</p> <p>Focus on Prior Learning & Sticky Knowledge</p> <p>Vocabulary Building</p> <p>Key Scientific Skills</p> <p>More fluidity for integration for targeted children to access age-appropriate curriculum</p> <p>Continuous provision in DSP 1 to facilitate effective learning for early learners</p> |
| Year 1 | <p><i>GAPS: Observing change in plants and animals</i></p> <p>Cover previous year's objectives prior to building on - QFT</p> | <p>Focus on Prior Learning & Sticky Knowledge</p> <p>Vocabulary Building</p> <p>Key Scientific Skills</p> <p><i>Science KWL grids-</i> to identify prior knowledge gaps and misconceptions from previous years</p> <p>Focus on practical enquiry-led approach</p> |
| Year 2 | <p><i>GAPS: plants & seasonal changes</i></p> <p>Cover previous year's objectives prior to building on - QFT</p> | <p>Focus on Prior Learning & Sticky Knowledge</p> <p>Vocabulary Building</p> <p>Key Scientific Skills</p> <p><i>Science KWL grids-</i> to identify prior knowledge gaps and misconceptions from previous years</p> <p>Focus on practical enquiry-led approach</p> |

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| Year 3 | <p><i>GAPS: simple fair testing</i></p> <p>Focus on fair tests and practical enquiry-led approach</p> | <p>Focus on Prior Learning & Sticky Knowledge</p> <p>Vocabulary Building</p> <p>Key Scientific Skills</p> <p><i>Science KWL grids-</i> to identify prior knowledge gaps and misconceptions from previous years</p> <p>Focus on practical enquiry-led approach</p> |
| Year 4 | <p><i>GAPS: practical investigation/scientific enquiry</i></p> <p>Focus on practical enquiry-led approach</p> | <p>Focus on Prior Learning & Sticky Knowledge</p> <p>Vocabulary Building</p> <p>Key Scientific Skills</p> <p><i>Science KWL grids-</i> to identify prior knowledge gaps and misconceptions from previous years</p> <p>Focus on practical enquiry-led approach</p> |
| Year 5 | <p><i>GAPS: practical investigation/scientific enquiry</i></p> <p><i>BIG</i> Focus on practical enquiry-led approach</p> | <p>Focus on Prior Learning & Sticky Knowledge</p> <p>Vocabulary Building</p> <p>Key Scientific Skills</p> <p><i>Science KWL grids-</i> to identify prior knowledge gaps and misconceptions from previous years</p> <p>Focus on practical enquiry-led approach</p> |

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| Year 6 | <p>GAPS: reproduction</p> <p>Cover previous year's objectives prior to building on - QFT</p> | <p>Focus on Prior Learning & Sticky Knowledge</p> <p>Vocabulary Building</p> <p>Key Scientific Skills</p> <p>Science KWL grids- to identify prior knowledge gaps and misconceptions from previous years</p> <p>Focus on practical enquiry-led approach</p> |
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| <p>Subject: PSHE/RSE - Full programme of PSHE enrichment & enhancement curriculum to be implemented - Strong Girls Can, Street Awareness, Speak Out, Stay Safe, enhanced focus on character education in assemblies, character champion top table. Introduction of Floor Books.</p> | | <p>Full programme of PSHE enrichment & enhancement curriculum to be implemented - Strong Girls Can, Boys Respecting Girls, Street Awareness, Speak Out, Stay Safe, enhanced focus on character education embedded throughout the school day. Further development of Floor Books and focus on oracy in PSHE lessons.</p> |
| Reception | <p>Adapt evidencing of lessons to allow for more discussion to support oracy development New EYFS framework will support addressing any gaps</p> | <p>Further curricula focus on increased opportunities for discussion & talk tactics to support oracy development New EYFS framework will support addressing any gaps.</p> |
| DSP | <p>GAPS: focus on Recovery PSHE Adapt evidencing of lessons to allow for more discussion to support oracy development Rolling, spiral programme to develop key skills</p> | <p>Adapted curriculum Further curricula focus on increased opportunities for discussion & talk tactics to support oracy development Rolling, spiral programme to develop key skills. Vulnerable children supported with Learning Mentor interventions.</p> |
| Year 1 | <p>GAPS: Adjusting behaviour to different situations and environments. Working as part of a group and understanding the feelings and needs of others. Adapt evidencing of lessons to allow for more discussion to support oracy development</p> | <p>Further curricula focus on increased opportunities for discussion & talk tactics to support oracy development Rolling, spiral programme to develop key skills. Vulnerable children supported with Learning Mentor interventions.</p> |
| Year 2 | <p>GAPS: NONE Adapt evidencing of lessons to allow for more discussion to support oracy development</p> | <p>Further curricula focus on increased opportunities for discussion & talk tactics to support oracy development Rolling, spiral programme to develop key skills.</p> |

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| | | Vulnerable children supported with Learning Mentor interventions. |
| Year 3 | <p><i>GAPS: relationships, changing me- specifically vocabulary on parts of the body</i></p> <p>Adapt evidencing of lessons to allow for more discussion to catch-up on missed content and to support oracy development</p> | <p>Further curricula focus on increased opportunities for discussion & talk tactics to support oracy development</p> <p>Rolling, spiral programme to develop key skills.</p> <p>Vulnerable children supported with Learning Mentor interventions.</p> |
| Year 4 | <p><i>GAPS: healthy me, how is new life welcomed into the world?</i></p> <p>Adapt evidencing of lessons to allow for more discussion to catch-up on missed content and to support oracy development</p> | <p>Further curricula focus on increased opportunities for discussion & talk tactics to support oracy development</p> <p>Rolling, spiral programme to develop key skills.</p> <p>Vulnerable children supported with Learning Mentor interventions.</p> |
| Year 5 | <p><i>GAPS: NONE</i></p> <p>Adapt evidencing of lessons to allow for more discussion to support oracy development</p> | <p>Further curricula focus on increased opportunities for discussion & talk tactics to support oracy development</p> <p>Rolling, spiral programme to develop key skills.</p> <p>Vulnerable children supported with Learning Mentor interventions.</p> |
| Year 6 | <p><i>GAPS: NONE</i></p> <p>Adapt evidencing of lessons to allow for more discussion to catch-up on missed content.</p> | <p>Further curricula focus on increased opportunities for discussion & talk tactics to support oracy development</p> <p>Rolling, spiral programme to develop key skills.</p> <p>Vulnerable children supported with Learning Mentor interventions.</p> |

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| | <p>Subject: PE - Increased timetabling throughout the year to develop coordination, balance and core strength through dance. Full programme of SSPAN, LA and TMET tournaments and events. Scheduling of Sports Day.</p> | <p>Implementation of new Progression of Skills framework & lesson plans to support teachers and sports coach to adapt curriculum accordingly. Enhanced playground provision to support fine and gross motor development.</p> |
| <p>Reception</p> | <p><i>GAPS: 'Big Moves' programme not completed</i> <i>Cyclical curriculum adapted to previous year's objectives prior to moving on.</i> <i>Movement sessions with dance teacher to address the gaps. Interventions with dance teacher based on coordination, balance and core strength building for targeted children.</i></p> | <p><i>Movement sessions with dance teacher to address the gaps. Interventions with dance teacher based on coordination, balance and core strength building for targeted children.</i> <i>PE lessons adapted focussing on pace, skill progression and receptive cognition following Coach Unlimited planning.</i> <i>BIG MOVES for Nursery 3x week</i></p> |
| <p>DSP</p> | <p><i>GAPS: dance and gymnastics</i> <i>Cyclical curriculum adapted to previous year's objectives prior to moving on.</i> <i>Dance teacher to teach specialised dance to address deficit in coordination, balance, and core strength</i></p> | <p><i>Dance teacher to teach specialised dance to address deficit in coordination, balance, and core strength.</i> <i>DSP TAs to support integration into mainstream lessons which are tailored to children's needs.</i> <i>PE lessons adapted focussing on pace, skill progression and receptive cognition.</i></p> |
| <p>Year 1</p> | <p><i>GAPS: experiment with dance and ways to change movements</i> <i>Cyclical curriculum adapted to previous year's objectives prior to moving on</i> <i>Dance teacher to teach specialised dance to address deficit in coordination, balance, and core strength</i></p> | <p><i>Dance teacher to teach specialised dance to address deficit in coordination, balance, and core strength.</i> <i>PE lessons adapted focussing on pace, skill progression and receptive cognition.</i> <i>Daily fine motor opportunities through continuous provision.</i></p> |

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| <p>Year 2</p> | <p><i>GAPS: gymnastics and team games</i> Cyclical curriculum adapted to previous year's objectives prior to moving on. Dance teacher to teach specialised dance to address deficit in coordination, balance, and core strength</p> | <p>Dance teacher to teach specialised dance to address deficit in coordination, balance, and core strength. PE lessons adapted focussing on pace, skill progression and receptive cognition.</p> |
| <p>Year 3</p> | <p><i>GAPS: gymnastics (coordination, balance and core strength skills)</i> Cyclical curriculum adapted to previous year's objectives prior to moving on. Dance teacher to teach specialised dance to address deficit in coordination, balance, and core strength</p> | <p>Dance teacher to teach specialised dance to address deficit in coordination, balance, and core strength. Involvement with tournament programme. PE lessons adapted focussing on pace, skill progression and receptive cognition.</p> |
| <p>Year 4</p> | <p><i>GAPS: team games and competitive sports. ie Sports Day</i> Cyclical curriculum adapted to previous year's objectives prior to moving on. Involvement with tournament programme.</p> | <p>Dance teacher to teach specialised dance to address deficit in coordination, balance, and core strength. Involvement with tournament programme. PE lessons adapted focussing on pace, skill progression and receptive cognition.</p> |
| <p>Year 5</p> | <p><i>GAPS: team games and competitive sports. ie Sports Day</i> Cyclical curriculum adapted to previous year's objectives prior to moving on. Involvement with tournament programme.</p> | <p>Dance teacher to teach specialised dance to address deficit in coordination, balance, and core strength. Involvement with tournament programme. PE lessons adapted focussing on pace, skill progression and receptive cognition.</p> |

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| <p>Year 6</p> | <p>GAPS: team games and competitive sports. ie Sports Day Cyclical curriculum adapted to previous year's objectives prior to moving on. Involvement with tournament programme.</p> | <p>Dance teacher to teach specialised dance to address deficit in coordination, balance, and core strength. Involvement with tournament programme. PE lessons adapted focussing on pace, skill progression and receptive cognition. Caythorpe activities adapted & tailored to suit the needs of the cohort and ensure equality of access for all children.</p> |
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| Subject: RE - increased programme of religious visitors to present assemblies and introduction of Floor Books | | Increased programme of religious visitors to present assemblies and development of Floor Books. Greater access to religious visitors and trips mapped onto LTP. |
| Reception | N/A | |
| DSP | GAPS: RE was postponed during remote learning, then taught as per the cyclical curriculum in DSP The key reflection skills are taught in a creative and practical approach. Key knowledge is taught on a rolling curriculum maximising cultural capital and making learning stick | The key reflection skills are taught in a creative and practical approach. Key knowledge is taught on a rolling curriculum maximising cultural capital and making learning stick |
| Year 1 | GAPS: similarities and differences between people. Adapt evidencing of lessons to allow for more discussion to catch-up on missed content and reflection skills. | Adapt structure of lessons to allow for more discussion to develop oracy and key reflection skills. |
| Year 2 | GAPS: visiting places of worship and whole school religious celebrations Plan for visits and visitors to take place throughout the year. Re-instate whole school religious celebration assemblies | Adapt structure of lessons to allow for more discussion to develop oracy and key reflection skills. |
| Year 3 | GAPS: visiting places of worship and whole school religious celebrations Plan for visits and visitors to take place throughout the year. Re-instate whole school religious celebration assemblies | Adapt structure of lessons to allow for more discussion to develop oracy and key reflection skills. |
| Year 4 | GAPS: visiting places of worship and whole school religious celebrations | Adapt structure of lessons to allow for more discussion to develop oracy and key reflection skills. |

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| | Plan for visits and visitors to take place throughout the year. Re-instate whole school religious celebration assemblies | |
| Year 5 | <p>GAPS: visiting places of worship and whole school religious celebrations</p> <p>Plan for visits and visitors to take place throughout the year. Re-instate whole school religious celebration assemblies</p> | Adapt structure of lessons to allow for more discussion to develop oracy and key reflection skills. |
| Year 6 | <p>GAPS: visiting places of worship and whole school religious celebrations</p> <p>Plan for visits and visitors to take place throughout the year. Re-instate whole school religious celebration assemblies</p> | Adapt structure of lessons to allow for more discussion to develop oracy and key reflection skills. |

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| Subject: Music - reinstate full programme of Music offer - brass and drums, singing assemblies | | Full programme of Music offer - brass (instruments adapted as required) and drums, singing assemblies |
| Reception | | |
| DSP | <p>GAPS: collaborative groups creating music and singing Teacher focus on developing key Music skills. Creating opportunities for group work, creating music and singing songs</p> | Repeated opportunities throughout the week to access singing and practise songs being learned across the KS/school. |
| Year 1 | <p>GAPS: experiment with Music and ways to change sounds Teacher focus on developing key Music skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for understanding the current year group content</p> | <p>Repeated opportunities throughout the week to access singing and practise songs being learned across the KS/school.</p> <p>Use of SingUp curriculum on the weeks not having a singing assembly.</p> |
| Year 2 | <p>GAPS: using and naming instruments and rhythm Teacher focus on developing key Music skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for understanding the current year group content</p> | <p>Repeated opportunities throughout the week to access singing and practise songs being learned across the KS/school.</p> <p>Use of SingUp curriculum on the weeks not having a singing assembly.</p> |
| Year 3 | <p>GAPS: Using instruments to create simple rhythms Teacher focus on developing key Music skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for understanding the current year group content</p> | <p>Repeated opportunities throughout the week to access singing and practise songs being learned across the KS/school.</p> <p>Use of SingUp curriculum on the weeks not having a singing assembly.</p> |

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| Year 4 | <p>GAPS: using instruments Teacher focus on developing key Music skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for understanding the current year group content - expert tuition</p> | <p>Repeated opportunities throughout the week to access singing and practise songs being learned across the KS/school. Expert tuition - Tabla Drums - where lessons are adapted in pace and complexity.</p> |
| Year 5 | <p>GAPS: practical skills/playing instruments Teacher focus on developing key Music skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for understanding the current year group content - expert tuition (Brass Teacher)</p> | <p>Repeated opportunities throughout the week to access singing and practise songs being learned across the KS/school. Expert tuition - Brass Instruments - where lessons are adapted in pace and complexity.</p> |
| Year 6 | <p>GAPS: practical skills/playing instruments Teacher focus on developing key Music skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for understanding the current year group content - expert tuition</p> | <p>Repeated opportunities throughout the week to access singing and practise songs being learned across the KS/school. Expert tuition - Djembe Drums - where lessons are adapted in pace and complexity.</p> |

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| Subject : Geography | | New Geography Curriculum Implemented September 2022 |
| Reception | N/A | |
| DSP | <p>GAPS: practical field work Teacher focus on developing key geography skills taught in a creative and practical approach. Key knowledge is taught on a rolling curriculum maximising cultural capital and making learning stick</p> | <p>Bespoke and individual, child-led planning Adapted curriculum. Carefully adapted curriculum units focusing on key geographical skills (based on the progression of skills document), repeated learning, vocabulary development & concept development.</p> |
| Year 1 | <p>GAPS: comparing environments Teacher focus on developing key geography skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for understanding the current year group content</p> | <p>Carefully adapted curriculum units focusing on key geographical skills (based on the progression of skills document), repeated learning, vocabulary development & concept development.</p> |
| Year 2 | <p>GAPS: what are the differences between Leicester and the rainforest? Teacher focus on developing key geography skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for understanding the current year group content</p> | <p>Carefully adapted curriculum units focusing on key geographical skills (based on the progression of skills document), repeated learning, vocabulary development & concept development.</p> |
| Year 3 | <p>GAPS: Field work and observational skills Teacher focus on developing key geography skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for understanding the current year group content</p> | <p>Carefully adapted curriculum units focusing on key geographical skills (based on the progression of skills document), repeated learning, vocabulary development & concept development.</p> |

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| <p>Year 4</p> | <p><i>GAPS: Use field work to observe, measure and record</i> Teacher focus on developing key geography skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for understanding the current year group content</p> | <p>Carefully adapted curriculum units focusing on key geographical skills (based on the progression of skills document), repeated learning, vocabulary development & concept development.</p> |
| <p>Year 5</p> | <p><i>GAPS: Field work and observational skills</i> Teacher focus on developing key geography skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for understanding the current year group content</p> | <p>Carefully adapted curriculum units focusing on key geographical skills (based on the progression of skills document), repeated learning, vocabulary development & concept development.</p> |
| <p>Year 6</p> | <p><i>GAPS: Field work and observational skills</i> Teacher focus on developing key geography skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for understanding the current year group content.</p> | <p>Carefully adapted curriculum units focusing on key geographical skills (based on the progression of skills document), repeated learning, vocabulary development & concept development.</p> |

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| Subject: History | | New History Curriculum Implemented September 2022 |
| Reception | N/A | |
| DSP | Teacher focus on developing key History skills taught in a creative and practical approach. Key knowledge is taught on a rolling curriculum maximising cultural capital and making learning stick | Bespoke and individual, child-led planning Adapted curriculum. Teacher focus on developing key History skills (based on the progression of skills document), taught in a creative and practical approach. Key knowledge is taught on a rolling curriculum maximising cultural capital and making learning stick |
| Year 1 | GAPS: past and present events in their lives Teacher focus on developing key History skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for understanding the current year group content. | Teacher focus on developing key History skills (based on the progression of skills document), knowledge & vocabulary taught in a creative and practical approach. Key knowledge is taught in small manageable chunks, making learning stick. |
| Year 2 | GAPS: Florence Nightingale and Toys Teacher focus on developing key History skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for understanding the current year group content. | Teacher focus on developing key History skills (based on the progression of skills document), knowledge & vocabulary taught in a creative and practical approach. Key knowledge is taught in small manageable chunks, making learning stick. |
| Year 3 | GAPS: NONE Teacher focus on developing key History skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for understanding the current year group content. | Teacher focus on developing key History skills (based on the progression of skills document), knowledge & vocabulary taught in a creative and practical approach. Key knowledge is taught in small manageable chunks, making learning stick. |

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| Year 4 | <p>GAPS: British History</p> <p>Teacher focus on developing key History skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for understanding the current year group content.</p> | <p>Teacher focus on developing key History skills (based on the progression of skills document), knowledge & vocabulary taught in a creative and practical approach. Key knowledge is taught in small manageable chunks, making learning stick.</p> |
| Year 5 | <p>GAPS: NONE</p> <p>Teacher focus on developing key History skills. Where appropriate teachers to cover previous year group skill objectives prior to moving on and where the knowledge is imperative for understanding the current year group content.</p> | <p>Teacher focus on developing key History skills (based on the progression of skills document), knowledge & vocabulary taught in a creative and practical approach. Key knowledge is taught in small manageable chunks, making learning stick.</p> |
| Year 6 | <p>GAPS: NONE</p> <p>Teacher focus on developing key History skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for understanding the current year group content.</p> | <p>Teacher focus on developing key History skills (based on the progression of skills document), knowledge & vocabulary taught in a creative and practical approach. Key knowledge is taught in small manageable chunks, making learning stick.</p> |
| Subject: MFL | | |
| Year 3 | <p>GAPS: Oral skills</p> <p>Teachers to re-cap previous year's objectives prior to building onto current objectives</p> | <p>Practical lessons adapted to provide repetition and over-learning of key vocabulary.</p> |
| Year 4 | <p>GAPS: Oral skills</p> <p>Teachers to re-cap previous year's objectives prior to building onto current objectives</p> | <p>Practical lessons adapted to provide repetition and over-learning of key vocabulary.</p> |
| Year 5 | <p>GAPS: Oral skills</p> | <p>Practical lessons adapted to provide repetition and over-learning of key vocabulary.</p> |

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| | Teachers to re-cap previous year's objectives prior to building onto current objectives | |
| Year 6 | GAPS: Oral skills Teachers to re-cap previous year's objectives prior to building onto current objectives | Practical lessons adapted to provide repetition and over-learning of key vocabulary. |

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| Subject: Computing - implementation of revised progression of skills documentation | | Further Development of Revised Computing Curriculum |
| Reception | N/A | |
| DSP | GAPS: publishing programmes - Microsoft Word Teacher focus on developing key computing skills Incorporating cross curricular opportunities to develop publishing programme knowledge | Bespoke and individual, child-led planning Adapted curriculum. Teacher focus on developing key computing skills incorporating cross curricular opportunities and enhancements. Adaptive software to meet needs of all children. |
| Year 1 | GAPS: General exploration of PC and iPads Teacher focus on developing key computing skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for accessing the current year group content | Teacher focus on developing key computing skills incorporating cross curricular opportunities and enhancements. Adaptive software to meet needs of all children. |
| Year 2 | GAPS: using a web browser; inputs and outputs; creating e-books Teacher focus on developing key computing skills. Where appropriate teachers to cover previous year | Teacher focus on developing key computing skills incorporating cross curricular opportunities and enhancements. Adaptive software to meet needs of all children. |

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| | group objectives prior to moving on and where the knowledge is imperative for accessing the current year group content | |
| Year 3 | <p>GAPS: coding and using Microsoft documents</p> <p>Teacher focus on developing key computing skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for accessing the current year group content</p> | Teacher focus on developing key computing skills incorporating cross curricular opportunities and enhancements. Adaptive software to meet needs of all children. |
| Year 4 | <p>GAPS: Scratch, Ppt, Pic collage and Excel charts</p> <p>Teacher focus on developing key computing skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for accessing the current year group content</p> | Teacher focus on developing key computing skills incorporating cross curricular opportunities and enhancements. Adaptive software to meet needs of all children. Ensure children are familiar with key skills when working with varied hardware and software in relation to creating and storing documents |
| Year 5 | <p>GAPS: coding</p> <p>Teacher focus on developing key computing skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for accessing the current year group content</p> | Teacher focus on developing key computing skills incorporating cross curricular opportunities and enhancements. Adaptive software to meet needs of all children. |
| Year 6 | <p>GAPS: coding</p> <p>Teacher focus on developing key computing skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the knowledge is imperative for accessing the current year group content</p> | Teacher focus on developing key computing skills incorporating cross curricular opportunities and enhancements. Adaptive software to meet needs of all children. |

| Subject: Art - whole school display focus and Leicestershire | | Implementation of Kapow Scheme |
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| Reception | | <p>Bespoke and individual, child-led planning Adapted curriculum. Teacher focus on developing key Art skills by incorporating painting techniques across the curriculum, through continuous provision. Use of Kapow stand-alone lessons as appropriate</p> |
| DSP | <p>GAPS: limited resources restricted the use of painting activities Teacher focus on developing key Art skills by incorporating painting techniques across the curriculum</p> | <p>Teacher focus on developing key Art skills by incorporating painting techniques across the curriculum, through continuous provision. Use of Kapow stand-alone lessons as appropriate</p> |
| Year 1 | <p>GAPS: opportunities to represent their own ideas. Opportunities to explore varieties of paint techniques. Teacher focus on developing key Art skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the skill is imperative for understanding the current year group content Develop use of Kapow curriculum which includes key skill development</p> | <p>Teacher focus on developing key Art skills. Where appropriate teachers to adapt curriculum from previous year group objectives Opportunity for children to assess and evaluate work verbally through the implementation of Seesaw for capturing and assessment</p> |
| Year 2 | <p>GAPS: portrait of Florence Nightingale, Henri Rousseau - Tiger in a tropical storm, draw pictures of our houses and compare to rainforest, sounds, stories and art.</p> | <p>Teacher focus on developing key Art skills. Where appropriate teachers to adapt curriculum from previous year group objectives.</p> |

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| | <p>Teacher focus on developing key Art skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the skill is imperative for understanding the current year group content</p> <p>Develop use of Kapow curriculum which includes key skill development</p> | <p>Opportunity for children to assess and evaluate work verbally through the implementation of Seesaw for capturing and assessment</p> |
| Year 3 | <p>GAPS: printing</p> <p>Teacher focus on developing key Art skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the skill is imperative for understanding the current year group content</p> | <p>Teacher focus on developing key Art skills. Where appropriate teachers to adapt curriculum from previous year group objectives.</p> <p>Opportunity for children to assess and evaluate work verbally through the implementation of Seesaw for capturing and assessment</p> <p>Develop use of Kapow curriculum which includes key skill development</p> |
| Year 4 | <p>GAPS: working in a variety of medium</p> <p>Teacher focus on developing key Art skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the skill is imperative for understanding the current year group content</p> | <p>Teacher focus on developing key Art skills. Where appropriate teachers to adapt curriculum from previous year group objectives.</p> <p>Opportunity for children to assess and evaluate work verbally through the implementation of Seesaw for capturing and assessment</p> <p>Develop use of Kapow curriculum which includes key skill development</p> |
| Year 5 | <p>GAPS: working in a variety of medium</p> <p>Teacher focus on developing key Art skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the skill is</p> | <p>Teacher focus on developing key Art skills. Where appropriate teachers to adapt curriculum from previous year group objectives.</p> |

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| | <p>imperative for understanding the current year group content</p> | <p>Opportunity for children to assess and evaluate work verbally through the implementation of Seesaw for capturing and assessment</p> <p>Develop use of Kapow curriculum which includes key skill development</p> |
| Year 6 | <p>GAPS: working in a variety of medium Teacher focus on providing opportunities for a variety of medium to be used</p> | <p>Teacher focus on developing key Art skills. Where appropriate teachers to adapt curriculum from previous year group objectives.</p> <p>Opportunity for children to assess and evaluate work verbally through the implementation of Seesaw for capturing and assessment</p> <p>Develop use of Kapow curriculum which includes key skill development</p> |

| Subject: Design & Technology - introduction of KAPOW scheme to support teacher CPD and smart teaching of key skills | | Further Development of Kapow Scheme |
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| Reception | N/A | <p>Teacher focus on developing key DT skills through applying creatively through the curriculum and continuous provision.</p> <p>Use of Kapow stand-alone lessons as appropriate</p> |
| DSP | <p>GAPS: use of equipment - eg: scissors</p> <p>Teacher focus on developing key DT skills through applying creatively through the curriculum</p> | <p>Teacher focus on developing key DT skills through applying creatively through the curriculum and continuous provision.</p> <p>Use of Kapow stand-alone lessons as appropriate</p> |
| Year 1 | <p>GAPS: opportunities to join and assemble materials, exploration of equipment</p> <p>Teacher focus on developing key DT skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the skill is imperative for accessing the current year group content</p> | <p>Teacher focus on developing key DT skills. Where appropriate teachers to adapt previous year group objectives</p> <p>Opportunity for children to assess and evaluate work verbally through the implementation of Seesaw for capturing and assessment</p> <p>Develop use of Kapow curriculum which includes key skill development</p> |
| Year 2 | <p>GAPS: make a lantern, design and make a shelter using a variety of materials, make a 3D model of the layers of the rainforest and make a parrot model</p> <p>Teacher focus on developing key DT skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the skill is imperative for accessing the current year group content</p> | <p>Teacher focus on developing key DT skills. Where appropriate teachers to adapt previous year group objectives</p> <p>Opportunity for children to assess and evaluate work verbally through the implementation of Seesaw for capturing and assessment</p> |

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| | Develop use of Kapow curriculum which includes key skill development | Develop use of Kapow curriculum which includes key skill development |
| Year 3 | <p>GAPS: cooking</p> <p>Teacher focus on developing key DT skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the skill is imperative for accessing the current year group content. Increased opportunities for cooking - cookery club</p> | <p>Teacher focus on developing key DT skills. Where appropriate teachers to adapt previous year group objectives</p> <p>Opportunity for children to assess and evaluate work verbally through the implementation of Seesaw for capturing and assessment</p> <p>Develop use of Kapow curriculum which includes key skill development</p> |
| Year 4 | <p>GAPS: cooking and sewing</p> <p>Teacher focus on developing key DT skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the skill is imperative for accessing the current year group content. Increased opportunities for cooking - cookery club</p> | <p>Teacher focus on developing key DT skills. Where appropriate teachers to adapt previous year group objectives</p> <p>Opportunity for children to assess and evaluate work verbally through the implementation of Seesaw for capturing and assessment</p> <p>Develop use of Kapow curriculum which includes key skill development</p> |
| Year 5 | <p>GAPS: cooking</p> <p>Teacher focus on developing key DT skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the skill is imperative for accessing the current year group content. Increased opportunities for cooking - cookery club</p> | <p>Teacher focus on developing key DT skills. Where appropriate teachers to adapt previous year group objectives</p> <p>Opportunity for children to assess and evaluate work verbally through the implementation of Seesaw for capturing and assessment</p> |

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| | | Develop use of Kapow curriculum which includes key skill development |
| Year 6 | <p>GAPS: making products</p> <p>Teacher focus on developing key DT skills. Where appropriate teachers to cover previous year group objectives prior to moving on and where the skill is imperative for accessing the current year group content. Increased opportunities for making products and applying skills of planning, evaluating and improving</p> | <p>Teacher focus on developing key DT skills. Where appropriate teachers to adapt previous year group objectives</p> <p>Opportunity for children to assess and evaluate work verbally through the implementation of Seesaw for capturing and assessment</p> <p>Develop use of Kapow curriculum which includes key skill development</p> |