



Recovery Curriculum 2021 22

At Frogmore Infant School we teach a broad and balanced curriculum. As a result of COVID, we have reviewed our planned, sequenced curriculum to prioritise missed content (skills, knowledge, vocabulary, concepts) that will allow our pupils to make sense of later work in the curriculum.

Our curriculum planning and adjustments are informed by:

- An understanding of the critical content for progression in each subject
- What pupils do and do not know

We recognise the need to ensure the use of highly effective formative and summative assessment which target specific components of knowledge or skills precisely.

Formative assessment

Identifying what pupils do and do not know, or can and cannot do, to inform feedback to them and adjustments to teaching

Summative assessment

Measuring pupils' performance at the end of a programme of study

We respond quickly and effectively to outcomes of assessments and use a range of techniques to address gaps including:

- Re-teaching
- Pre-teaching
- Time to consolidate and practice
- Re-cap

Subject	Curriculum recovery key foci
Art and Design	<ul style="list-style-type: none">• Skills in manipulating tools and equipment• In-depth focus on drawing, painting and sculpture• Develop and embed fine and gross motor skills by teaching pupils how to use a range of tools competently
Computing	<ul style="list-style-type: none">• Using devices safely and responsibly• Knowledge of algorithms- sequencing• Accuracy in key skills e.g. use of Paint
Design and Technology	<ul style="list-style-type: none">• Developing pupils ability to design by providing them with knowledge of materials, equipment and tools to support their application of concepts such as functionality and aesthetics• Emphasising the design process not the finished produce
English	<ul style="list-style-type: none">• Reading as a priority• Reading quality texts to pupils daily• Identifying gaps in phonic knowledge and revise lessons to fill gaps/ Practice knowledge from previous lessons so it can be used automatically• Use of shorter writing tasks to allow focus on sentence structure and spelling• Dictation of sentences to consolidate spelling, handwriting and punctuation• Time to practice handwriting regularly to increase fluency, legibility and quality



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Geography	<ul style="list-style-type: none">• Basic locational knowledge e.g. names and locations of continents and oceans• Use of maps, globes• Fieldwork to embed knowledge and skills
History	<ul style="list-style-type: none">• Range of sufficiently detailed period specific knowledge• Situate knowledge in relation to other significant historical events studied
Mathematics	<ul style="list-style-type: none">• Fluency and confidence in facts and methods• Fill gaps before new content is taught• See DfE- 'Ready to progress criteria: year 1 to 6' https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools
Music	<ul style="list-style-type: none">• Focus on increasing pupils' accuracy, fluency and expression through singing and playing a range of instruments (tuned and untuned)• Singing familiar songs together- concentrate on intonation, phrasing, clear diction, adding simple rhythmic accompaniments
Physical education	<ul style="list-style-type: none">• Develop and refine fundamental movement skills in a variety of contexts- dance/gym/games based activities• Ensure full range of equipment and apparatus
Relationships, sex and health education	<ul style="list-style-type: none">• Adjust curriculum to prioritise topics that best support children reengaging with peers in school
Religious Education	<ul style="list-style-type: none">• Ensure pupils are secure in basic ideas, teachings, stories and practices critical to religious and non-religious content
Science	<ul style="list-style-type: none">• Clear understanding of content that will support future study