

Academic Curriculum Recovery Plan – 2020-21

Year group:	Year 2						
Weekly plan:	07/09/20	14/09/20	21/09/20	28/09/20	05/10/20	12/10/20	19/10/20
Phonics/Spelling Lost Learning (previous yr group)	Consolidation of phase 5 Consolidation of phase 3-4 especially blending Teaching of phase 5 Phonic screening check						
Phonics/Spelling Intended Learning	Phonics Tracker assessment Reading/spelling HFW games	Phonics Tracker assessment Reading/spelling HFW games	Teach Phase 5 gpc/spelling Teach phase 3-4 gpc phase 2 and 3 seg/blend Reading/spelling HFW games	Teach Phase 5 gpc/spelling Teach phase 3-4 gpc phase 2 and 3 seg/blend Reading/spelling HFW games	Teach Phase 5 gpc/spelling Teach phase 3-4 gpc phase 2 and 3 seg/blend Reading/spelling HFW games	Reassess using tracker and regroup as req Reading/spelling HFW games	Reassess using tracker and regroup as req Reading/spelling HFW games
Reading-lost learning (previous year group)	<u>Objectives taken from reading planning/assessment spreadsheet and gov assessment/moderation doc for end of KS1</u> Consolidation of reading accurately by blending sounds in words that contain the common graphemes for all 40+ phonemes 1a Consolidation of reading accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GCPs) 1a Consolidation of reading aloud many words quickly and accurately 1a Consolidation of sounding out many unfamiliar words accurately 1a Consolidation of answering questions about familiar books and make simple inferences 1d						
Reading intended learning	1:2:1 reading and assessment	1:2:1 reading and assessment	Ongoing assessment using objectives from Y2 reading sheet. All content domains to be covered throughout the week. Focus on 1a and 1b. Cover 1c – 1e as appropriate	Ongoing assessment using objectives from Y2 reading sheet. All content domains to be covered throughout the week. Focus on 1a and 1b. Cover 1c – 1e as appropriate	Ongoing assessment using objectives from Y2 reading sheet. All content domains to be covered throughout the week. Focus on 1a and 1b. Cover 1c – 1e as appropriate	Ongoing assessment using objectives from Y2 reading sheet. All content domains to be covered throughout the week. Focus on 1a and 1b. Cover 1c – 1e as appropriate	Ongoing assessment using objectives from Y2 reading sheet. All content domains to be covered throughout the week. Focus on 1a and 1b. Cover 1c – 1e as appropriate

Writing Lost Learning (previous yr group)	Meeting tale: character focus Losing tale: general description Non-fiction: instruction						
	07/09/20	14/09/20	21/09/20	28/09/20	05/10/20	12/10/20	19/10/20
Writing intended learning	Grammar games and short burst writing	Text: Here We Are Focus: Setting Grammar: Nouns Short burst writing focus: 2A sentences	Text: The Colour Monster Focus: Character Grammar: Nouns (noun phrases) Short burst writing focus: 2A sentences	Text: The Magical Box Focus: Character Grammar: apostrophes (omission) Short burst writing focus: using speech	Text: The Magical Box Focus: Setting Grammar: apostrophes (possessive) Short burst writing focus: using similes	Text: The Magical Box Focus: Description Grammar: verbs Short burst writing focus: using similes	Text: The Magical Box Focus: Poetry Grammar: adjectives Short burst writing focus: simple descriptive sentence (strong noun phrase)+
Maths – lost learning (previous yr group)	Number: MD (reinforcement of multiples of 2, 5 and 10) (home learning) Prioritise Count in ones up to and across 100, forwards and backwards, from 0 or 1 or from any given number Number: F (home learning) Geometry: position and direction (home learning) Number: PV within 100 (home learning) Measurement: money (home learning)						
Maths intended learning	07/09/20	14/09/20	21/09/20	28/09/20	05/10/20	12/10/20	19/10/20
	Daily MM/Arithmetic/counting Count forwards and backwards within 20/50 Tens and ones within 20/50	Daily MM/Arithmetic/counting Count objects to 100 Use of place value chart	Daily MM/Arithmetic/counting Read and write number to 100 Represent numbers to 100 Tens and ones using part-whole	Daily MM/Arithmetic/counting Compare objects Compare numbers Order objects and numbers	Daily MM/Arithmetic/counting Count in 2s Count in 5s	Daily MM/Arithmetic/counting Count in 10s Count in 2s, 5s and 10s Count in 3s	Daily MM/Arithmetic/counting Post learn and end of block assessments, addressing misconceptions.

Science							
Lost learning (previous year group)	Plants Seasonal changes						
Intended Learning	07/09/20	14/09/20	21/09/20	28/09/20	05/10/20	12/10/20	19/10/20
	Recap from previous Year – low	Recap from previous year - low	<u>Uses of everyday materials</u>	<u>Uses of everyday materials</u>	<u>Uses of everyday materials</u>	<u>Uses of everyday materials</u>	<u>Uses of everyday materials</u>

	stakes quizzes	stakes quizzes	<ul style="list-style-type: none"> I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
RE							
Lost learning (previous year group topics)	<p>What is a saint? Baptism and Birth Rites in Hinduism and Islam</p>						
Intended Learning	07/09/20	14/09/20	21/09/20	28/09/20	05/10/20	12/10/20	19/10/20
	Recap from previous year	Recap, mental health and well being activities	<p><u>The Bible. Why is it such a special book?</u> Know that the Bible is our Holy Book Know that there are other Holy books which people consider to</p>	<p><u>The Bible. Why is it such a special book?</u> Know that there are other Holy books which people consider to be special</p>	<p><u>The Bible. Why is it such a special book?</u> Know that the Bible is made up of many books and could be compared to a library</p>	<p><u>The Bible. Why is it such a special book?</u> Know that the Bible is split into the Old Testament and the New Testament Be able to name and retell stories</p>	<p><u>The Bible. Why is it such a special book?</u> – Other faiths Know that the Bible has been translated into many languages and has impact on people’s lives across the world Identify the</p>

			be special			found in the Old Testament and stories found in the New Testament	similarities and differences between the content and treatment of the holy books.
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