



Oakwood Primary School Post-Lockdown Curriculum Intent

Aim: To give all children and adults time and space to belong and learn.

The primary focus for all children on return to school is their **social, emotional and mental well-being**. Learning cannot take place until children feel **safe**.

In the Autumn Term 2020, our provision will promote and foster a sense of **belonging** and **community**. We will continue to embed the ethos of Oakwood as a **Rights Respecting School** by having:

- **Consistent** and **reassuring** whole school routines
- **Daily** virtual assemblies which will offer **time** for reflection and celebration
- **Class Charters** created with all aware of their responsibility and pupil voice
- A **whole school** literacy/PSHE focus for two weeks at the beginning of term
- **Learning Behaviours** clearly defined across all year groups
- **Daily** exercise and mindfulness sessions for all
- Opportunities for children to develop a **growth mindset**

Our curriculum offer will:

- **Engage** and **excite** children
- Foster **curiosity** and **desire** to learn
- Be **broad** to allow links across learning
- Focus on **small** steps to rebuild learning
- Have a **Golden Thread** - be clear and concise
- Allow children to practice **daily** what they know - Deliberate Practice



The first few weeks will centre on a whole school book-based project on 'Here we are' by Oliver Jeffers. This provides a wealth of curriculum opportunities, but predominantly PSHE. The unity of a whole school approach will enable the promotion of a sense of belonging and joint working.

The heavy focus on PSHE in the first few weeks will provide a chance for children to talk about their feelings, but language and modelled behaviour in school will be **consistently positive**. We will quickly establish routines and structure, enabling children to **learn how to learn** again. We will make sure that we build **confidence** and **self-esteem** by allowing children lots of opportunities to succeed.

Academic provision will focus not on what has been 'lost', but what has been **gained**. Classes will celebrate the achievements of their peers whilst in lockdown and will share the new found knowledge and skills they have acquired. This will undoubtedly include individual accomplishments, but also those of the local community.

There will be daily opportunities for children to build their physical fitness, including the development of gross and fine motor skills. **Stamina** and **perseverance** in a range of tasks will need to be built up over time. Whenever possible, children will have the chance to spend time outdoors.

Teachers will endeavour to **excite** and **engage** children, whilst retaining a strong focus on **basic skills**. We will not 'reteach' everything that has been 'missed'; we will get to know our children, celebrate their strengths, identify their needs and make sure that they have the key skills they need to make **rapid** and **sustained progress**.

Basic skills will focus on building fluency in the following areas:

- Number bonds
- Times tables
- Phonics
- Handwriting
- Telling the time
- Full stops and capital letters
- Weeks and months
- Recognising the map of the UK and beyond



There will be a clear and consistent focus on the teaching of **reading**. Solid phonetic knowledge underpins fluency which underpins comprehension. We will strive for children to be **fluent readers**. Children will be read to, read with and heard reading whenever possible, using a range of strategies and a breadth of literature to maintain enjoyment and engagement.

Writing stamina will need to be built up over time. Children need an opportunity to spark their imagination, enjoy creating stories and a chance to hone their 'nuts and bolts'. Fine motor skills tasks and handwriting practice sessions will build strength and fluency.

Maths teaching will focus on a solid understanding of number, alongside the embedding of basic skills through the logs system.

Throughout the day, week and half term, children will be given time to **deliberately practice** the skills they have been taught previously in order to commit them to their **long term memory**. Longer term planning will also provide the chance to **apply** those skills in a range of contexts, in order to **deepen understanding**.

Children will still be taught a wide range of curriculum subjects - the curriculum will not be narrowed in its breadth, but will focus on developing key skills as building blocks to future learning.