



Willow
Primary
School

Maths Recovery Curriculum

Rationale

Following on from the Covid-19 pandemic, which saw the government closing schools and moving to 'home learning' as a way of education, it is clear that a recovery plan is needed to ensure that all children are able to 'catch up' on any lost learning. This will allow them to work towards and beyond the expected level of progress for their year group.

From our experience, here at Willow Primary School and looking at the greater national picture, it is clear that not all children regularly engaged in activities set by the class teacher. From a maths perspective, here at Willow, we offered learning via the school website, home learning packs, White Rose Maths Home Learning videos and resources, Mathletics, Times tables Rock Stars and Purple Mash. The experience and quality of education has of course not been the same as if the children had been in normal pre-lockdown lessons. Therefore, there is a recognised need for a recovery plan to allow for gaps in knowledge and skills to be narrowed and where possible full 'catch up' to the expected level of progress for each year group. The following steps outline how we intend to achieve this.

Step 1 – Missed Objectives:

Firstly, it was important to establish the children's lost learning in maths. As part of the transition process (before the school holidays), the teachers created a missed objectives sheet (**see appendix I**) so their new teacher was aware of the objectives they had not been taught. This information will be used to plan a sequence of learning that will include them.

Step 2 – The Scheme of Learning:

At Willow Primary, we follow the White Rose Maths Hub scheme of learning using their resources plus others, such as: Diving Deep into Mastery and Classroom Secrets. Both of which are closely linked to the scheme. The scheme was adapted for the new academic year and allows teachers time to recap on the previous year groups objectives if this is required. This will enable the children to consolidate on the learning they completed before lockdown.

Step 3 – The Do Now:

As part of our approach at Willow we use the six-part lesson (Do now, New learning, Talk task, Develop learning, Independent task and Review). The 'Do now' part of the lesson will be used to consolidate on previous learning. All staff have been instructed to use this to recap on learning from the previous year group so the children are secure with the learning.

Step 4 – Maths Masterclasses:

An important aspect of Willow Primary is the Maths Masterclass, which happens 4 times a week in all classes. They provide an opportunity to teach and revise previously taught objectives. This means that pupils are practicing concepts and skills on a regular basis, meaning they are continually building on their mastery of these concepts. For the first half term, all teachers will be using these to consolidate on learning from the previous year group to provide the children with opportunities to recap on learning after 6 months out of school.

Step 5 – Interventions:

When the children return the teachers will be carrying out ongoing assessments for the first four weeks to establish areas of maths the children need to work on. This will mainly be done using formative assessment and some summative. This information will then be used as a basis for what the children need to be retaught/consolidate on in the interventions. These will be carried out in the form of pre and post learning interventions. In addition, as mentioned earlier, if it is a whole class issue then Maths Masterclasses and the 'Do now' part of the lesson will be used to address any issues.

Finally, the catch funding will be used to pay for some additional hours for one teaching assistant in each phase to run interventions on specific afternoons to help the children catch up.



Appendix I

Willow Primary Maths Recovery Curriculum (missed objectives)

Current teacher

1. For transition please insert the WRMH blocks that were missed into the 1st column in the table below (transition from year 5 to 6).
2. In the 2nd column, insert all the missed objectives from the blocks.
3. Pass on to your classes new teacher i.e. Badgers to Wildcats

New teacher

1. When you receive the missed objectives for your new class use the colour codes below to highlight the objectives.
2. Insert the blocks from your year group that match the ones from the previous year group the 4th column i.e. decimals
3. Insert the objectives for your year group that match the blocks into the 5th column.
4. Finally, insert appropriate notes into the 3rd column (see example below)

Green = Cover in Y6

Amber = Covered in previous year groups but will need reinforcing.

Red = Not taught so needs included in planning sequences.

Planning

-When planning for maths you must include the objectives **highlighted in red** into the appropriate sequence so the children have chance to fill the gaps they will have in their learning.

-Use the 'Do Now' part of the lesson to reinforce the learning from the previous day.

-The objectives **highlighted in green** will naturally be covered, so there is no need to plan additional lessons.

Reinforcing Previous Learning

September to October half term – All Maths Master Classes and Do Nows to reinforce what the children learnt in their previous year group before the school closed i.e. in the case of Y5 all autumn term blocks and spring blocks 1 and 2. **This information must be passed on as part of transition.** You could use the 'Flashback' resources from the WRMH premium resources for this.

-The objectives **highlighted in yellow** must also be revisited during the first half term.

Year 5 Missed WRMH Blocks	Objectives	Notes (objectives in previous year groups)	Year 6 WRMH Blocks	Objectives
Spring 3 – Decimals and percentages	<ul style="list-style-type: none"> -Decimals up to 2 d.p. -Decimals as fractions (1) -Decimals as fractions (2) -Understand thousandths -Thousandths as decimals -Rounding decimals -Order and compare decimals -Understand percentages -Percentages as fractions and decimals -Equivalent F.D.P 	<ul style="list-style-type: none"> -Placing decimals on number lines (ordering) in Y4 -2 d p in Y4 	Spring 2 - Percentages	<ul style="list-style-type: none"> -Fractions to percentages -Equivalent FDP -Order FDP -Percentage of an amount (1) -Percentage of an amount (2) -Percentages – missing values

Summer 1 - Decimals	<ul style="list-style-type: none"> -Adding decimals within 1 -Subtracting decimals within 1 -Complements to 1 -Adding decimals – crossing the whole -Adding decimals with the same number of decimal places -Subtracting decimals with the same number of decimal places -Adding decimals with a different number of decimal places -Subtracting decimals with a different number of decimal places -Adding and subtracting wholes and decimals -Decimal sequences -Multiplying decimals by 10, 100 and 1,000 -Dividing decimals by 10, 100 and 1,000 	<ul style="list-style-type: none"> -Placing decimals on number lines (ordering) in Y4 -Dividing 1 and 2 digits by 10 in y4 -Introduced to hundredths in Y4 	Spring 1 - Decimals	<ul style="list-style-type: none"> -Three decimal places -Multiply by 10, 100 and 1,000 -Divide by 10, 100 and 1,000 -Multiply decimals by integers -Divide decimals by integers -Division to solve problems -Decimals as fractions -Fractions to decimals (1) -Fractions to decimals (2)
Summer 2 – Properties of shape	<ul style="list-style-type: none"> -Measuring angles in degrees -Measuring with a protractor (1) -Measuring with a protractor (2) -Drawing lines and angles accurately -Calculating angles on a straight line -Calculating angles around a point -Calculating lengths and angles in shapes -Regular and irregular polygons -Reasoning about 3-D shapes 	3D shapes in Y3	Summer 1 – Properties of shape	<ul style="list-style-type: none"> -Measure with a protractor -Introduce angles -Calculate angles -Vertically opposite angles -Angles in a triangle -Angles in a triangle – special cases -Angles in a triangle – missing angles -Angles in special quadrilaterals -Angles in regular polygons -Draw shapes accurately -Draw nets of 3-D shapes
Summer 3 – Position and Direction	<ul style="list-style-type: none"> -Position in the first quadrant -Reflection -Reflection with coordinates -Translation -Translation with coordinates 	Coordinates and simple translation in Y4	Autumn 4 – Position and Direction	<ul style="list-style-type: none"> -The first quadrant -Four quadrants -Translation -Reflections
Summer 4 – Converting Units	<ul style="list-style-type: none"> -Kilograms and kilometres -Milligrams and millilitres -Metric units -Imperial units -Converting units of time -Timetables 	<ul style="list-style-type: none"> -Comparing and measure capacity in Y3 -Comparing and measure mass in Y3 -Time in Y4 	Spring 4 – Converting Units	<ul style="list-style-type: none"> Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures
Summer 5 - Volume	<ul style="list-style-type: none"> -What is volume? -Compare volume -Estimate volume 		Spring 5 - Volume	<ul style="list-style-type: none"> Volume – counting cubes Volume of a cuboid

	-Estimate capacity			
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