



# LPDS

Lancashire Professional Development Service

Tools to help  
your school

**overcome learning loss**

[www.lancashire.gov.uk/lpds](http://www.lancashire.gov.uk/lpds)

As a result of school closures due to the pandemic, learning has not taken place as normal. For the summer term 2021, our suggestion is that where possible, teachers should continue with their planned sequence of learning in mathematics. However, where there are gaps in learning that prevent children from accessing this sequence, it will be necessary to adapt this to support children in overcoming these.

Teachers may need to spend some time in the summer term teaching or revisiting autumn and spring term content. This may mean that there is reduced time to teach the summer content. It will be more beneficial to children to spend longer on fewer objectives to develop a deep understanding of the core aspects of mathematics, rather than trying to teach everything. The revised sequences of learning for Summer 2021 highlight the most important objectives for this term in green. Teachers should focus on these objectives first, ensuring that appropriate concrete and pictorial representations are used to support children's conceptual understanding. If time allows, teachers may choose to move learning on to any of the additional summer term objectives.

Where there are greater gaps in learning that prevent children from accessing this sequence, the Overcoming Learning Loss Planners can be used to adapt teaching and learning to support children in overcoming these. Where there are groups or individuals with these gaps, the materials can be used to plan targeted intervention sessions outside the mathematics lesson. Where the vast majority of the class have gaps in these essential skills, these should be built into the teaching sequence with provision for further opportunity to use and apply these skills in starter sessions. The essential skills and progression steps within the documents are taken from the Key Learning and LAPS documents and have been identified by the Lancashire Mathematics Team as priority objectives for children to secure in order to support their progress. These can be supplemented with other objectives that teachers feel that their children specifically need. Areas of the mathematics curriculum not identified within these essential skills may be covered as contexts for other learning, e.g. use times tables to interpret pictograms.

- [The Revised Sequences of Learning for Summer 2021 and Overcoming Learning Loss Planners are available via a subscription to the Lancashire English and Maths Team website](#)
- [Order Key Learning in Mathematics and English](#)
- [Order Learning and Progression Steps \(LAPS\)](#)

[If you require bespoke support, please contact a member of the Lancashire Maths Team to arrange your consultancy](#)

Lynsey Norris – Senior Teaching and Learning Consultant, Primary Mathematics

Andrew Taylor – Senior Teaching and Learning Consultant, Foundation Subjects and Teaching and Learning Consultant, Primary Mathematics

Peter Toogood – Teaching and Learning Consultant, Primary Mathematics

Tim Kirk – Teaching and Learning Consultant, Primary Mathematics

## Bridging Units

Excellent for Quality First Teaching for Autumn 1 in every year group:

- [Reception into Year 1 Bridging Unit - Harry the Happy Mouse](#)
- [Year 1 into Year 2 Bridging Unit - The Way Home for Wolf](#)
- [Year 2 into Year 3 Bridging Unit - A Bear Called Paddington](#)
- [Year 3 into Year 4 Bridging Unit - The Loch Ness Monster](#)
- [Year 4 into Year 5 Bridging Unit - The Lion, the Witch and the Wardrobe](#)
- [Year 5 into Year 6 Bridging Unit - The Nowhere Emporium](#)

## English Courses

- Overcoming Learning Loss R to Y6.
- Y2 Last Push Pack for Reading and Writing, and Y6 Last Push Pack for Writing.
- Lancashire Reading Partners
  - no dates are currently available for the three training sessions above, please [enquire about a consultancy session](#) instead.
- [Summer Term Subject Leader Networks](#) (essential updates for English Subject Leaders and CPD training session which can be delivered in school on explicit teaching and application of skills in writing in Y4/5/6 – a follow up from Spring SL Networks where the focus was Y1/2/3).

Looking ahead to the next academic year, schools may wish to consider attending the Primary English and Literacy team's [Talk Programmes](#). Each programme has secured impact on children's outcomes in reading and writing via a sustained approach to CPD.

## English Publications

- [Fast Track Phonics](#)
- [Bounce Back Phonics](#)
- [Bounce Back Phonics Boost Pack](#)
- [Fast Forward Grammar 2 for Y5/6](#)
- [Fast Forward Spelling for Y5/6](#)
- [There are a variety of resources available via a subscription to the Lancashire English and Maths Team website](#)



[Catch up on the monthly English and Literacy Team VLOG via our YouTube channel](#)

[If you require bespoke support, please contact a member of the Lancashire English and Literacy Team to arrange your consultancy](#)

Nicola Martin – Senior Teaching and Learning Consultant, Primary English and Literacy

Caroline Yabantu – Teaching and Learning Consultant, Primary English and Literacy

Steven Kenyon – Teaching and Learning Consultant, Primary English and Literacy

Catherine Leyland – Teaching and Learning Consultant, Primary English and Literacy

Sarah Atkinson – Teaching and Learning Consultant, Primary English and Literacy

Katie Giles – Teaching and Learning Consultant, Primary English and Literacy

Louise Baker – Teaching and Learning Consultant, Primary English and Literacy

- Sticky Learning In Geography

With limited time to focus on our core knowledge and skills in Geography, it is important to optimise the time available for learning. This course is suitable for subject leaders and teachers and will look at how we can use different strategies to try to enhance the retention of knowledge and skills in Geography.

No dates are currently available for Sticky Learning in Geography, please enquire about a [consultancy session](#) instead.

- Sticky Learning in History

Why do certain ideas stick with us over time? What makes one concept sticky and another concept seem to disappear? This course is suitable for class teachers and history subject leaders; it will equip delegates with a greater understanding of 'sticky' learning in history whilst providing a wealth of strategies that reinforce, enhance and transform learning within effective teaching sequences.

No dates are currently available for Sticky Learning in History, please enquire about a [consultancy session](#) instead.

- Sticky Learning in Primary Science

During the day teachers will explore how to ensure learning is 'sticky' in science. Teachers will leave with a selection of strategies for supporting children in sustaining their learning over time, recording learning and assessing understanding in their day to day lessons. The importance of vocabulary and how it is taught and used within a sequence of learning will be discussed along with a section on promoting effective questioning.

The course will consider the benefits of a classroom climate which promotes talk and discussion, where children are able to unpick their understanding and move their thinking forward through peer and self assessment.

[If you require bespoke support for science or any of the foundation subjects, please contact a member of the team to arrange your consultancy](#)

Andrew Taylor – Senior Teaching and Learning Consultant, Foundation Subjects

Rachael Webb – Teaching and Learning Consultant, Primary Science

Rob Musker – Teaching and Learning Consultant, Primary Geography, Computing and Design Technology

Steven Kenyon – Teaching and Learning Consultant, Primary History

Written summer 2021, our Senior Early Years Consultant developed a selection of free home / school resources and posted them on our Early Years website. These resources are really useful for any school or nursery setting to use to support their links with home / homework/ activities over holidays and more.

- [Home/School Learning - Communication and Language](#)
- [Home/School Learning - Literacy](#)
- [Home/School Learning - Physical Development](#)
- [Home/School Learning - Useful Websites](#)
- [Expressive Arts and Design](#)
- [Kim Game](#)
- [Physical Development - Dough Activity](#)
- [Physical Development - Junk Modelling](#)
- [Understanding the World](#)

[If you require bespoke support, please contact a member of the LPDS Early Years Team to arrange your consultancy](#)

Anne Conroy – Senior Teaching and Learning Consultant, Early Years

Overcoming Learning Loss – On-demand training videos

[Catch up on these summer term 2021 training sessions via on-demand video](#)

## **Lancashire Professional Development Service**

The Centre for Learning Excellence

Woodlands Conference Centre

Southport Road

Chorley

PR7 1QR



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