



Nanpean Recovery Map

Eden Class



RRS links: Article 31 Every child has the right to relax, play and join in a wide range of cultural and artistic activities.



Discuss attributes required to be a palaeontologist e.g. patience, perseverance etc.

PSED (personal, social and emotional development) and Speaking & Listening

A variety of speaking and listening games both in the classroom and during outside learning. Including using Lola the Listening Leopard. What does the term 'extinct' mean? How can we help endangered species? Discuss the importance of looking after our world and caring for the environment.

There are 5 focus areas of a recovery curriculum.:

Relationships – we can't expect all our pupils to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Transparent Curriculum – all of our pupils will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Metacognition – in different environments, pupils will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

The boxes show how we plan to address these areas in our school!
See overleaf for Maths and English coverage.

(Key Instant Recall Facts and Skills) are the important bits of information that pupils should be able to remember at the end of a sequence of lessons. These will often take the form of dates, definitions or the names of people and places. We will use KIRFS to cover as much of the curriculum as possible during the Autumn term:

Science

- Animals depend on plants for their food
- Plants need light, air and water to grow
- Plants grow towards light because they use light to make food.

Art

- Name the tools they are using e.g scissors, rolling pin, paintbrush
- Name the shapes they have made

Outdoor learning

Each week of the Summer term we will take part in outdoor team building sessions and games. This will be on a Monday afternoon (whatever the weather!) and children will need to bring a coat to school as well as wellies with them in a clearly labelled bag.

Phonics

Every afternoon there will be a 15 minute phonics speed sound session to revise the sounds that we have covered so far.

Understanding the World

When? Where? How? Finding out about dinosaur facts: What dinosaurs are there? Discuss different types – Flying, 2-legged, 4-legged, meat eating, vegetarian, etc. Were there any dinosaurs that lived in the water?

Art

Making masks, fossils with clay, 3D dinosaur world, junk model dinosaurs, exploring patterns and texture. Dinosaur music: Explore percussion instruments. Play them & listen to different sounds (loud, soft, fast, slow, light, heavy). Discuss how the same instrument can make different sounds.



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Key Author- Julia Donaldson

Key Texts- Tyrannosaurus Drip, The Dinosaurs Diary, Cave Baby

Writing

Fiction- Setting and Character Descriptions

We will be describing a variety of dinosaurs and their habitats

Non Fiction- Reports

We will be writing palaeontologists reports in the role play area.

Role Play

We will be extending our language in our dinosaur dig role play area. In particular we will be modelling questioning.

Spelling

We will be learning to write simple words that we have learnt in our Read, Write, Inc sessions and apply it to our writing.

English



Computers and books give us information.

A title is on the front of the book and gives you a clue what the book is about.

A sentence begins with a capital letter.

A capital letter shows the start of a sentence.

A full stop shows the end of a sentence.

Reading

We will have Read, Write, Inc. sessions every day where we will practise learning our sounds to help us decode. At the end of everyday, we will have story time. We will be reading and discussing fiction and non-fiction books about dinosaurs. When discussing, we will use our reading skills of predicting what we think will happen as well as retrieving key details from the text.

- Prediction- To **predict** what might happen on the basis of what has been shared so far
- Retrieve- to ask and answer questions about a text.

Maths

In maths we will continue to follow the White Rose units of learning.

This term we will cover:

- Building numbers beyond 10 and counting patterns beyond 10
- Adding more and taking away
- Doubling, sharing and grouping. Even and odd numbers
- Understanding patterns and relationships
- Matching, rotating and manipulating- building new shapes by joining shapes together, making shape pictures
- Positional language and using this when discussing and making maps

Vocabulary: add, subtract, zero, less than, greater than, fewer, heavier, lighter, equal to, tall, thin, narrow, wide, empty, full