

Nanpean Recovery Map

Hendra Class Class



RRS links:
Article 24 – I have the right to good quality healthcare, clean water and good food.



What opportunities will the class curriculum provide to link to pupil's aspirations and careers?



Pupils are given opportunities to think about the world around us and people who help make this world better – links to scientists and environmentalists and inventors building on previous knowledge from last term.

Outdoor learning

Each week of the Summer Term we will take our learning outside. Whilst outside, we will be exploring our learning about plants and trees.

PSHE (personal, social, health and emotional)

We will become food detectives and find out all about sugar, fruit and vegetables. By the end of the activities, we will have a new understanding of the importance of a variety of fruit and vegetables as an alternative to sugar and as part of our 5 a day. We will also have a better understanding of the amount of sugar in everyday food and drinks.

Vocabulary: Healthy, unhealthy, Balanced Diet

Phonics

Every afternoon there will be a 15 minute phonics speed sound session to revise and teach the sounds that the children need to know. We are working on our Set 3 sounds.

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.

Science: Plants

We will learn about the structure of plants and trees and what they need to grow well. We will identify common plants and trees in the garden and in the wild, sorting deciduous and evergreen leaves, and crafting labelled plant collage pictures. Children will plant their own bean in week 1 and observe it closely over the coming weeks by measuring and recording its growth.

Vocabulary: Roots, stem, leaves, petals, deciduous, evergreen

DT: Salad Boxes

We will learn about peeling, zesting, cutting safely and applying these skills when preparing healthy dishes. We will learn about healthy eating and where our food comes from. We will explore ingredients that can be combined to make interesting and healthy salads.

Vocabulary: Vegetable, fruit, peel, zest, cut

(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: Plants

- There are 4 main parts to a plant: roots, stem, leaves and flowers.
- Holly trees are evergreens and keep their leaves all year.
- Sycamore trees are a deciduous tree and lose leaves in autumn.

DT: Salad Boxes

- Too much sugar is bad for you.
- All food comes from plants or animals.

History: Explorers

- Christopher Columbus was born in 1451 and died in 1506.
- He was born in Italy.
- He brought potatoes and tomatoes back from his voyages.

History: Christopher Columbus

We will be learning about the explorer Christopher Columbus who sailed to America and brought back tomatoes and potatoes.

Vocabulary: Explorer, America, discovery



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Key Author- Jill Murphy

Reading Spine: *Where the Wild Things Are, The Tiger Who Came to Tea, Whatever Next, Peace at Last*

Writing:

The Secret Sky Garden

This half-term we will be using the story 'The Secret Sky Garden' to inspire our writing.

A startlingly original picture book about a little girl who creates a garden on a disused car park rooftop. Funni loves the old, disused car park, and spends a lot of time there flying her kite and playing her recorder. But something is missing...

Overall aims:

- To explore and respond to a picture book.
- To explore setting, plot and characters.
- To explore the theme of friendship and perseverance.
- To write short recounts.
- To sequence events to write a short narrative.



Grammar and Punctuation

We will be learning to add adjectives to our writing for description. We will also be adding detail to our sentences by using the word 'and'.

Spelling

We will be learning Year 1 high-frequency words that cannot be sounded out.

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 books around the theme of plants as well as enjoying books from our class Reading Spine.

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.

We will also be exploring the key features found on a book and how the story cover can help us make predictions about the text.

- A blurb is a short description of a story on the back of a book.

ENGLISH KIRFS



An author is a person who writes something such as a book
Jill Murphy wrote *Peace at Last* and *Whatever Next!*

Judith Kerr wrote the *Tiger Who Came to Tea*

A blurb is a short description of a story on the back of a book.

Adjectives describe an animal, person or thing.

The word 'and' links ideas and sentences together.

An exclamation mark shows a strong feeling e.g. angry, surprised, frightened.

Vocabulary: Author, blurb, adjective, exclamation mark, sentence, character, setting

Maths

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

This term we will cover:

- Number: Place Value within 50
- Measure: Weight and Volume
- Geometry: Position and Direction
- Number: Multiplication and Division

Vocabulary: Tens, ones, order, 2s, 5s, 10s, heavier, lighter, more than, less than, same as, empty, full, almost, compare, equal groups, grouping, sharing. Turns, quarter-turn, half-turn, full-turn, left, right, above, below