

PSHE (personal, social, health and emotional) and Speaking & Listening

Welcome To School! We will be learning about the importance of positive behaviours and the roles of the adults and how they can help us in our school. We will also be learning the concept of an emergency and how to make a 999 call.

Outdoor learning

Each week of the Autumn Term we will take part in outdoor team building games and enjoy spending time on the outdoor space on our school site. We will also make good use of the outside space directly linked to our PSHE, Art and Science lessons.

Mini-maths

Every afternoon there will be a 15 minute maths session to cover some of the areas covered during school closure. Our focus will be securing number recognition and number bonds to 10. We will use Numberblocks to help us.



Nanpean Recovery Map Hendra Class



RRS links:

- I have the right to learn.
- I have the right to feel safe.
- I have the right to play.

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.

Phonics

Every afternoon there will be a 15 minute phonics speed sound session to revise and teach the sound that the children would have learnt during Summer Term. We will recap Set 1 to begin.

Science-Seasonal Changes

We will be observing and describing weather associated with the seasons. Winter, Spring, Summer and Autumn.

Vocabulary: Autumn, Winter, Spring, Summer, seasons

Art

We will be experimenting with colour by mixing primary colours to make secondary colours. We will also explore how to make the tone lighter and darker.

(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

- There are four seasons: spring, summer, autumn and winter.
- Seasons happen because different parts of the Earth are closer or further away from the Sun's light.

Art

- Red, blue and yellow are primary colours.

Geography

- We live in England in the UK.
- St Austell is our nearest town.

Geography

We will be exploring our local area where we live. We will locate our school in our local area and use simple fieldwork to study our school environment.

Vocabulary: village, town, local



Nanpean Recovery Map Hendra Class



Key Author- Jill Murphy
Key Texts- *Whatever Next* and *Peace at Last*



Writing- The Little Red Hen

This half-term we will be using the story 'The Little Red Hen' to inspire our writing. We will learn to retell the story and change the characters to make our own version. We will then make bread and write our own instructions for how to make it.

- To sequence sentences to form short narratives.
- To compose a sentence orally before writing it.
- To say out loud what they are going to write about.
- To use simple sentence structures
- Discuss what they have written with adults and peers.

Spelling

We will be learning the 'special friends' and split diagraphs we learn in our RWINc sessions and apply it to our writing.

Grammar and Punctuation

We will be writing simple sentences the term using finger spaces, capital letters and full stops.

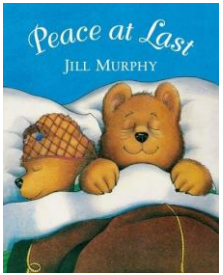
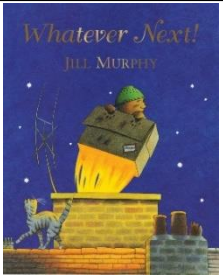
ENGLISH

Books are read from left to right and top to bottom.
An author is a person who writes something such as a book.
Jill Murphy wrote *Peace at Last* and *Whatever Next!*



- A sentence is a group of words that makes sense together.
- A sentence begins with a capital letter.
- A full stop shows the end of a sentence.
- A question mark is used at the end of a sentence that asks a question.

Vocabulary: full stop, capital letter, sentence, question mark.



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 by Jill Murphy. 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.

Vocabulary: author, blurb

Maths

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

This term we will cover:

- Sorting, counting and representing objects.
- Count, read and write forwards and backwards 0-10.
- Count one more and one less within 10.
- Comparing objects using language such as equal, greater and less and the symbols $<$ $>$ and $=$
- Order numbers and groups of objects using ordinal numbers (1st, 2nd, 3^d)
- Number formation

Vocabulary: sorting, different ways, groups, forwards, backwards, match, equal to, more than, greater than, less than, fewer than