



Nanpean Recovery Map

Melbur Class



RRS links: Article 31 You have the right to play and rest



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

PSHE lessons on 'What makes a good friend?' and 'Respecting others'.
A variety of speaking and listening games both in the classroom and during outside learning. Including: Thumbs up, thumbs down, Hurrah Boo etc.

Outdoor learning-

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

Mini-maths

Every afternoon there will be a 20 minute maths session to cover some of the areas covered during school closure.

English

Every afternoon there will be a 30 minute Grammar, punctuation and spelling session to cover some of the areas missed during school closure.

Science- Living things and their habitats-

We will learn all about animals and plants and the places that they live and grow. Starting on our own school field!

Vocabulary: invertebrates, vertebrates, plants, environment

Art

We will be creating some spooky pictures this half term using a variety of different media such as charcoal, pencils and paint.

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:

History

- The ancient Roman civilisation began in 753 BCE
- Rome was founded by King Romulus- he named it after himself.
- Locate Italy and then Rome on a map.

Science

- A dog is a vertebrate because it has a backbone (spine) inside its body.
- A worm is an invertebrate because it does not have a backbone.
- A drought is a natural change to an environment that can cause danger because living things need water to survive.
- Deforestation is a human-made change to an environment that can cause danger because animals need shelter to survive.

Art

- Recall the definition of contrast in art
Light against dark.
Rough against smooth.
Large against small.



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Writing

Fiction- Setting and Character Descriptions

We will be describing a spooky house and it's contrasting resident.

Non Fiction- Reports

We will be writing a tourist guide to a haunted house.

Vocabulary: verbs, adjectives, nouns, adverbs, simile, personification, information, paragraphs, sub headings.

Reading

Each week we will focus on a different reading skill such as: vocabulary, making inferences, making predictions, retrieving information and summarising texts.

Grammar and punctuation

- To use fronted adverbials
- To use commas after fronted adverbials
- To use a range of adverbs

Spelling

- Adding suffixes beginning with vowel letter to words of more than one syllable.



Bill's New Frock by Anne Fine

ENGLISH



YEAR 3 Revision:

- Adverbs describe how, when, where and why a verb happens.
- A clause is a group of words that contain a verb.
- The setting is where the story takes place.
- A character is a person, animal, being, creature or thing in a story.

YEAR 4

- Fronted adverbials are at the start of a sentence.
- Fronted adverbials are always followed by a comma.
- Anne Fine wrote Bill's New Frock
- Anne Fine was born in England in 1947.
- Anne Fine writes books for adults as well as children.
- Anne Fine's book 'Madame Doubtfire' was made into a film.
- Anne Fine was awarded an OBE for her Services to Children's Literature.

Maths

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

This term we will cover:

- Number: Place Value
- Number: Addition and subtraction
- Geometry: Shape
- Number: Place Value

Vocabulary: add, subtract, place value, zero, less than, greater than, polygon, 3D shapes