



Nanpean Recovery Map

Rosemellyn Class



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

A variety of speaking and listening games both in the classroom and during outside learning.

PHSE Units

- Different types of families
- Relationships: Healthy and harmful
- Keeping your body safe

Outdoor learning-

Each week of the Autumn term we will take part in outdoor team building sessions and games. We will also use these sessions to explore our science topic and examine our school's habitat and the life that can be found here and how it has adapted to the environment.

Mini-maths

Every day there will be a 25 minute maths session to cover some of the areas covered during school closure. During these sessions we will be focussing on arithmetic.

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-

Evolution and Inheritance

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
 - recognise that ideas about evolution have changed over time.
- Evolution, adaptation, environment, offspring, inhabit, existence.

Art & DT

Sketch our school environment and wildlife found here.
Design bug homes/ bird boxes for our wildlife.

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

- Charles Darwin came up with a Theory of Evolution described in his book, "Origin of Species"
- Darwin sailed from Plymouth in 1831 exploring the world and finding out how species differed, adapting to survive over a long period of time.
- A dodo is an extinct bird because there are no more of the species alive in the world.

Geography

- Name the world's largest desert.
- Locate the Arctic circle.
- Locate the Antarctic circle.

Art

- To know that the letter in a pencil grade links to how soft it is. The larger the number the softer the pencil.
- Claude Monet was a French artist born in the 1800s.

DT

- Know that a specification is a detailed description of a design.
- Know that they need to use their design and specification to help quality control their product.

Writing-
Fiction- Setting & Character Descriptions (linked to The Hobbit)
Narrative poems (A Visit from St. Nicholas)
Non-fiction- Recounts (biography) Reports (island travel guide)
Adjective, noun phrase, imagery,


Grammar and punctuation
Areas covered

- To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
- To recognise and use: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

Reading-
Mixed comprehension, vocabulary, inference, predict, explain, retrieve, summarise.

Spelling
Rules covered

- To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy
- To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency
- To spell words by adding suffixes beginning with vowel letters to words ending in -fer

ENGLISH 

- A colon is used to introduce a list.
- A colon is used to separate two main clauses when the second clause explains the first.
- A semi-colon is used to separate grouped items in a list.
- A semi-colon is used to separate two main clauses that are closely related.
- Ellipsis is three dots in a sentence to show the trailing off of thought or to create suspense.
- Writing style is how the author chooses to write to his or her audience.
- A fact is something that can be proven to be true.
- An opinion states a person's thoughts, feelings or beliefs about something. It cannot be proven to be true.
- Impact on the reader refers to how the person reading a book is made to feel or think.

MATHS

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

This term we will cover:

- ***Place value***
- ***Addition, subtraction, multiplication & division***
- ***Fractions***

Vocabulary: place value, decimal point, millions, ten millions, equivalent, numerator, denominator.