

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

We are learning about the people who care for us and our rights, responsibilities and respect.

We are thinking about family structures and the core qualities of love, protection and care. We are exploring where and who we can go to for help.

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 are working on our Set 2 sounds.

Science-Animals including humans.

We will be investigating classification of animals, different animals diets and the five senses.

Art

We are exploring how the primary colours mix together to make the secondary colours. We will use our knowledge of colours in seasonal crafts.

(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

- Humans have 5 basic senses: sight, hearing, smell, taste and touch.

Art

- Purple, orange and green are the secondary colours.

History

- Guy Fawkes plotted on the 5th November 1605.
- WW1 ended on the 11th November 1918.

History

We will be learning about significant scientists and inventors, focusing on the senses.

We will be learning about significant events such as Guy Fawkes night and Remembrance



Nanpean Recovery Map Hendra Class



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



Writing- The Gingerbread Man

This half-term we will be using the story 'The Gingerbread Man' to inspire our writing. We will learn to retell the story and change the characters and the problems faced to make our own version. We will then make gingerbread and use our senses to help us write a poem.

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 reread writing to check that it makes sense.

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

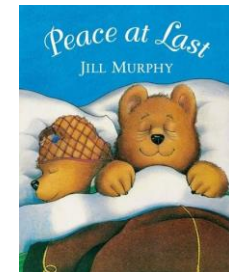
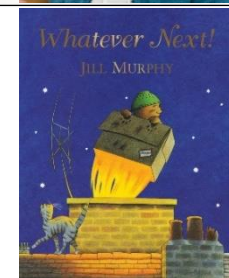
Jill Murphy wrote *Peace at Last* and *Whatever Next*!

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.



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.

Maths

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

This term we will cover:

- Fact families.
- Systematic methods for number bonds within 10.
- Number bonds to 10.
- Adding more.
- Subtraction – how many left?
- Subtraction – finding the difference.

Vocabulary: adding,
addition, more, equals,
altogether, number
sentence, subtraction,
less, fewer.