Beam County Primary School Recovery Curriculum Map 2020-21

	Autumn	Spring	Summer
Literacy	**Autumn 1: Well-being focus** **Pebble and Leaf** This unit will see literacy taught through the PSHE unit 'Being me in my world.' Key literacy recovery skills in word, sentence and text level should be taught and embedded through written outcomes. Opportunities for children to work on the VIPERS reading skills (see bottom) should be planned explicitly. **Autumn 2: Narrative: Different stories by the same author – Julia Donaldson (Autumn 1)** Exposure to variety of books, similarities between books, characterisation, settings, use of language. **Non-Fiction : Instructions (Cross Curricular – not a standalone unit)** Link with Julia Donaldson unit	**Poetry: Silly Stuff Poems (Spring 1: 3 weeks)** **Narrative: Traditional stories (Spring 1/2)** **Princess Smartypants, Prince Cinders, Paperbag Princess** Exposure to a range of traditional stories, features, compare, and write own stories. Understand that 'Jim and the Beanstalk' is an example of a modern story based on the traditional tale.	**Non-fiction: Non-chronological reports (Spring 2) Dear Greenpeace** Layout, features, description and different types of non-fiction. N**arrative: Extended stories and stories from significant children's authors – Roald Dahl (Magic Finger, George's Marvellous Medicine, Twits)** Broadening knowledge to range of stories from significant authors, highlighting features, compare and contrast.
Maths	**Number** – Number and place value **Number** – Addition and subtraction **Geometry** – Properties of shapes **Number** – Addition and subtraction **Measurement** – (length and height) **Number** – Multiplication and division, Number and place value **Number** – Multiplication and division, Number and place value **Geometry** – Position and direction **Number** – Multiplication and division, Number and place value **Number** – fractions **Measurement** – Time	**Number** – Number and place value **Number** – Addition and subtraction with money **Geometry** – Properties of shapes **Number** – Multiplication and division, Number and place value **Number** – Multiplication and division **Number** – Addition and subtraction **Number** – Addition and subtraction **Measurement –** (mass) **Number** – Addition and subtraction with money **Number** – Addition and subtraction **Statistics** **Number** – Multiplication and division, Number and place value **Number** – fractions **Measurement** – volume and capacity	**Number** – Number and place value **Number** – Addition and subtraction **Geometry** – Position and direction **Number** – Multiplication and division, Number and place value **Measurement –** Temperature **Number** – Addition and subtraction with money **Number** – Addition and subtraction **Statistics** **Number** – Multiplication and division, Number and place value **Number** – fractions **Measurement** – Time
Science	**Uses of everyday materials** (Materials: good choices and shaping up) * identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses *find out how the shapes of solid objects made from some materials can be	**Living things and their habitats** (What is in your habitat?) * identify and name a variety of plants and animals in their habitats, including micro-habitats. *describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	**Animals including humans** (Take care) *describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. **Animals including humans** (Growing up)

	changed by squashing, bending, twisting and stretching. **Living things and their habitats** (What is in your habitat?) * identify and name a variety of plants and animals in their habitats, including micro-habitats. *describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	**Plants** (The apprentice gardener) * observe and describe how seeds and bulbs grow into mature plants * find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	* notice that animals, including humans, have offspring which grow into adults * find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
History & Geography	**OUR LOCALITY: LONDON** Throughout this unit, the children are taken on a tour of the capital city, looking at the key human and physical features. Photographs and a local fieldtrip allow the pupils to gain knowledge of the famous landmarks such as The Gherkin, Tower Bridge and Buckingham palace. Models are then made to explore the different features and what makes them so significant. Comparisons between London and other main cities in the UK help pupils to grasp why London is one of the most famous cities in the world.	**CHANGES BEYONF LIVING MEMORY: THE PLAGUE AND THE GREAT FIRE OF LONDON** In this topic, the children will learn what caused the plague and what steps were taken to try and prevent it. This will then lead into how the Great Fire of London started and reasons for it spreading so quickly. Primary and secondary sources, including Samuel Pepys' diary, will help the children gain a deeper understanding of the causes; observe the devastation; and the changes to London as a result of the fire.	**SIGNIFICANT INDIVIDUALS: FLORENCE NIGHTINGALE, MARY SEACOLE AND RUFAIDA AL-ASLAMIA** This unit teaches the children about the lives and work of Florence Nightingale, Mary Seacole and Rufaida Al-Aslamia. Using timelines and photographs, the chronology of each woman; the way in which they lived and the challenges they faced are explored. A variety of sources are used to observe each nurses significance and their impact on modern Britain.
Computing	**IT - Level 1 - G Suite** The students will learn the basics of G Suite; including usernames and passwords; logging in and out and some of the simple tools. They will create a document with text and images and share it using the cloud. **Narrative: Different stories by Julia Donaldson** **Digital Literacy: StoryJumper** Children will source images in the StoryJumper library and learn to upload their own images. They will create a story sequel to Zog, including a front cover and blurb. Finished books can be shared digitally, printed or published the school website.	**Science - Plants** **Digital Literacy: Clips** The children will learn video making with a difference. Clips is built for making short, snappy, graphic driven marketing style videos. The children will develop their creative voice by integrating this innovative style of video making with their science curriculum theme of Plants. They will create a short video of the stages of their plant growth. **Coding: Scratch Jr (Level 1)** Children will learn to code sprites to move, add new sprites to a story, add backgrounds to an animated story, record sounds and use in a program, code a sprite using a repeat loop and code a sprite to interact using a conditional.	**Narrative: Extended Stories** **IT: Microsoft Office: Word** Children will write extended stories using the context of Roald Dahl to learn word processing skills, document creation, saving and retrieving work. They will recap and build on the skills learnt in year 1: inserting a picture, adding a title, writing the body of the text, saving their document and retrieving it the next lesson and accessing the shared network. **Coding: Scratch Jr (Level 2)** Children will progress on from level 1 by learning to code the sprites used in the environment to move, play sounds, write speech and interact. Then they will code the program to transition from one scene to another. They will bring all these skills together to create an animated story with sound and text over a number of pages to demonstrate all the coding skills they have learned.
PSHE	**Being Me In My World** Hopes and fears for the year Rights and responsibilities	**Dreams and Goals** Achieving realistic goals Perseverance	**Relationships** Different types of family Physical contact boundaries

	Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings **Celebrating Difference** Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Learning strengths Learning with others Group co-operation Contributing to and sharing success **Healthy Me** Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships **Changing Me** Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
PE (Mr Hoyte)	**SPORTSHALL ATHLETICS** **Standing Long/Triple jump technique.** **Sprint technique.** **BODY MANAGEMENT** **Travelling - A** **(5 Lessons minimum)** **Travelling in different directions** **Travelling on different parts of their body** **Spatial awareness.**	**BASKETBALL SKILLS** **Attacking skills, dribbling, passing and shooting.** **CRICKET SKILLS** **Batting stance& Fielding techniques with hand & feet.**	**TENNIS SKILLS** **Forehand ,the volley etc working on balance, swing From low to high keeping eyes on the ball and keeping racket head up.** **ATHLETICS** **Sprinting (sprint starts) & Standing long jump, throws etc**
PE	**BODY MANAGEMENT** **Turning, Spinning and Twisting** **Quarter to full turns, twisting different parts of their body.** **BALL & HAND SKILLS** **Throwing different weights & sized balls & catching with one and two hands**	**BODY MANAGEMENT** **Stretching & Curling on different parts of their body also balancing in a stretched shape.** **BAT & BALL SKILLS** **Hitting/bouncing a ball at and around a cone, also hitting a ball to a partner.**	**ATHLETICS** **Sprinting (sprint starts) & Standing long jump, throws etc** **CRICKET** **Fielding Skills – catching & stopping the ball with the body and feet**
R.E.	**Where does the world come from?** • **Retell two creation stories** • **Explain what a Christian/Muslim/Jew and what a Hindu would understand from their creation story** • **Compare their views with other people suggestions about how the world was created** **Why do people celebrate?** • **Retell the Kwanzaa story, and say what I like about it and why** • **Make a relevant point in a discussion and link my idea to everyday life** • **Explore questions about meaning and values and express my own ideas and opinions in response to others using art, words or poetry**	**Jesus and Stories** • **Retell a Christian story and say some things that Christians believe** • **Show understanding of what Jesus taught people** • **Describe what a believer might learn from a religious story or a sacred text and how they would apply this to their life** **Easter** • **Sequence the Easter story and say why it is important to Christians** • **Explain what a Christian might learn from celebrating the Last supper** • **Design an Easter card using more than one symbol and write a message to Christian inside**	**Food and fasting** • **Consider what I might give up and why if I were to fast** • **Explain what food is special to eat at certain times for Muslims and Christians** • **Explain why people fast and why it is important to believers** **Forgiveness** • **Retell what different religions and world views teach about forgiveness** • **Make relevant points in a discussion on forgiveness and link my ideas to everyday life** • **Explore questions about meaning and values and express my own ideas and opinions in response to others using art, words or poetry**