

Recovery Curriculum Long Term Overview – Adapted for Covid Catch-Up

Each subject / area should include a Knowledge and a Skill

Year 1



	Term 1		Term 2	Term 3	Term 4	Term 5	Term 6
Topic	STEM hero	Way Back When		Explorers		Animal Magic	
Maths	Place Value to 10 (Number Line, 10s frame)	Addition and Subtraction to 10 (Creating +Drawing part, part, whole, Ruler Skills) Shape – recognise and properties of 2D & 3D Shape, repeating patterns (In provision and ED Challenge time)	Number: Place value to 20 Addition and Subtraction to 20 (Creating +Drawing part, part, whole, Ruler Skills) Beebots, directions	Number: Place value to 50 Measurement: Height, volume, length, weight (Link to Handa's Surprise) (In provision and ED Challenge time) Number bonds to 10 and 20	Number: addition subtraction to 50 Number: Place value to 100 Number bonds to 10 and 20	Number: fractions, multiplications and Division Measurement: Money and time (In provision and ED Challenge time) Geometry: Position and Direction (Beebots, directions) Measurement: Height, volume, length, weight Shape – recognise and properties of 2D & 3D Shape, repeating patterns (In provision and ED Challenge time)	
Reading	No hugs for the porcupine by Zoe warin g	Lost in the toy museum. Toys in Space Dogger by Shirley Hughes	Hansel and Gretel - Traditional tales with alternative endings. (Blending and unfamiliar words Common exception words) (set 2 sounds)	The House that Once Was Julie Fogliano & Lane Smith Two monsters – David Mckee Funny Bones- Janet and Allan Alhberg (Reading words with contractions) (Set 3 sounds)	Handa's surprise Lila and the secret of the rain. One Day, So Many Ways Laura Hall & Loris Lora (read aloud using their phonics knowledge) (fluency and confidence in word reading)	The Rainbow Bear Michael Morpurgo Flotsam David Wiesner Yucky Worms Vivian French & Jessica Ahlberg (GPCs and –s, –es, –ing, –ed, –er and –est endings) (read other words of more than one syllable that contain taught GPCs)	Meerkat Mail Creature Features Natasha Durley
Writing	Make labels for equipment in role play	Labels and captions Simple sentences (pencil control) (letter formation)	Story writing Traditional tales Story structure, story mountains	Description- Where I live Journey adventure tale- Funny Bones	Adventure tale- Christopher Columbus Story writing, comparative texts- Handa's Surprise	Wishing Tale- The Lion Inside Fiction story writing- The Ugly 5	Instruction Writing- How to look after a ... (Read aloud their writing clearly enough to be heard by

	<p>Losing Tale: Dogger</p> <p>Thank you cards for anyone who works in the hospital – clap for the NHS)</p>	<p>(Capital letter formation) (finger spaces) (digits 0-9) (saying out loud)</p>	<p>Letter to Santa</p> <p>(letter formation families) (composing a sentence orally before writing it) (Punctuate capital letter and a full stop, question mark or exclamation mark) (Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I')</p>	<p>(sequencing sentences to form short narratives.) (joining words and joining clauses using and, adjectives, personal pronoun I) (Punctuate capital letter and a full stop, question mark or exclamation mark) (Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I')</p>	<p>(write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far)</p>	<p>(Re-reading what they have written to check that it makes sense)</p> <p>(Discuss what they have written with the teacher or other pupils)</p>	<p>their peers and the teacher)</p>
GPS	Ready to write Punctuating sentences	Word classes Capital letters Punctuating sentences	Punctuating sentences Conjunctions Capital letters for 'I' names and places.	Suffixes Questions Conjunctions	Singular Plurals Exclamation Questions Prefixes	Sequencing sentences to form a narrative Adverbials Conjunctions Capital letters for names, people, places and days of the week.	
Spelling	<p>See excel document for spelling lists for year.</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words 						
Science	Materials – best material for bandages	Old and new toys (materials)	Space drama workshop	Plants- What they need to grow (Growing plants in the outdoor courtyards)	Weather and seasons – comparing England and Kenya in Topic (observe changes) Working scientifically	Working Scientifically Exploring species of animal. <ul style="list-style-type: none"> Animal species/ classes carnivore, omnivore, herbivore (Ducklings)	Working Scientifically Using a range of materials and exploring how they can be used to make moving animal puppet. (materials) (material properties) (comparing and grouping) [Trip to the zoo] Plants around the world

							Trees around the world Structure of plants. (Provision and ED Challenge)
Computing		<p>Programming Introduction to animation</p> <p>Computer Systems and Networks.</p> <p>Technology around us</p> <p>Copyright and Ownership</p> <p>E-safety</p>		Beebots			<p>Using a mouse</p> <p>Using a keyboard</p> <p>Saving a file</p> <p>Privacy and Security</p> <p>E-safety</p>
History	<p>Celebrating differences – ideas of the past</p> <p>Compare 2 heroes</p> <p>Sharing experiences from lockdown – NHS heroes</p>	<p>Toys from the past</p> <p>Traditional tales</p> <p><u>Chronological understanding</u></p> <p>chronological order</p> <p>Use words and phrases</p> <p>Talk about things that happened when they were little</p> <p>Know that some objects belonged to the past</p> <p>Music from the past</p> <p>Speaking to people about their experiences of the past and</p>	<p>Significant individuals.</p> <p>Difference in technology</p> <p><u>Historical enquiry</u></p> <p>Ask and answer questions</p> <p>Artefacts/photograph provided</p> <p>Begin to identify the main differences</p> <p>Identify objects from the past.</p>	<p>Learning about explores from the past</p> <p>Understand that we have a queen who rules us and that Britain has had a king or queen for many years.</p>	<p>Appreciate that some famous people have helped our lives be better today such as; Mary Anning, Christopher Columbus, Sir Frances Drake and Hernan Cortes (Dinosaurs and Explorers)</p> <p>Ask and answer questions about old and new artifacts. Give a plausible explanation for what an item may have been used for in the past.</p>	<p>Begin to identify the difference between a long time ago and a very long time ago. (Last 100/200 years and millions of years ago)</p> <p>Know why we have celebrations and why we started them. What celebrations happen in our local area?</p>	

		<p>how things have changed.</p> <p>Begin to identify the difference between a long time ago and a very long time ago.</p>					
Geography			<p>Local –</p> <p>Naming UK countries and capital cities</p> <p>Naming human and physical features on a map (police station, telephone, train station)</p> <p>North and south pole</p> <p>Creating maps using key symbols/physical features</p> <p>Using basic geographical vocab to refer to human/physical features</p>	<p>Comparing England and Africa</p> <p>Using maps</p> <p>Comparing our local area to another- Non-European country</p> <p>Use world maps, routes on a map</p> <p>Fieldwork</p> <p>Locating 7 continents and 5 oceans</p> <p>Identify seasonal and daily weather patterns</p>			
DT	<p>How to join and manipulate materials effectively.</p> <p>They can create with a purpose in mind.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>How to join and manipulate materials effectively.</p> <p>They can create with a purpose in mind.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Evaluating puppets against criteria.</p>	<p>Take a look at buildings – Bridges and landmarks.</p> <ul style="list-style-type: none"> - Build structures, - explore and use mechanisms, in their products <p>How to join and manipulate materials effectively.</p> <p>They can create with a purpose in mind.</p> <p>Build structures, exploring how they can</p>	<p>Exploring food from around the world</p> <ul style="list-style-type: none"> - Healthy diet - Understand where food comes from. <p>How to join and manipulate materials effectively.</p> <p>They can create with a purpose in mind.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>How to join and manipulate materials effectively.</p> <p>They can create with a purpose in mind.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Mechanisms-pop up book.</p>	<p>How to join and manipulate materials effectively.</p> <p>They can create with a purpose in mind.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>	

			be made stronger, stiffer and more stable			
Art	<p>Observational drawing- Sketching their favourite toy</p> <p>(sketching and art techniques) (artists and their work)</p> <p>Colour mixing</p>	<p>Joseph Cornell – sculptures</p> <p>Design a background for their mini movie</p> <p>(To use a range of materials creatively to design and make products)</p> <p>(To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.)</p> <p>Clay models of Hansel and Gretel</p>		<p>Brian Pollard – travel pictures: printing and stencils</p>	<p>Animal painting - Franz Marc (painting)</p> <p>Create a clay model animal - Rembrandt Bugatti (sculpture)</p>	<p>Create a clay model animal, plan and design.</p> <p>*William Morris – Printing repeating pattern - collograph, simple stitch*</p> <p>Range of materials</p> <p>Using clay to make animals models</p> <ul style="list-style-type: none"> - tools and equipment - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria
RE	Jesus as a Friend	<p>Christmas Story Christianity</p> <p>Eid comparison</p>	<p>Chinese New Year (Provision)</p>	<p>Easter story (provision)</p> <p>Christianity Hinduism</p> <p>African culture and tradition stories</p>	<p>Different cultures and traditions-linked to animals</p>	
PE	Sending and Receiving Athletics	<p>Sending and receiving</p> <p>Dance – Superheroes</p>	<p>Attacking and defending</p> <p>Gymnastics 1 – Travel and Shapes</p>	<p>Net and Wall</p> <p>Gymnastics 2 – Balances and Jumps</p>	<p>Sticking and Fielding</p> <p>Throwing and catching</p>	Dance – where the wild things are Animals
Music	<p>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>-Play tuned and untuned instruments musically</p> <p>-Listen with concentration and understanding to a range of high – quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using inter-related dimensions of music</p>	<p>Forming own band, exploring instruments.</p> <p>use their voices expressively</p> <p>play instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live</p>	<p>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>-Play tuned and untuned instruments musically</p> <p>-Listen with concentration and understanding to a range of high –</p>	<p>Music from around the world</p> <p>(Using voices and chants)</p>	<p>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>-Play tuned and untuned instruments musically</p> <p>-Listen with concentration and understanding to a range of high – quality</p>	<p>Animal sounds</p> <p>(Using voices and chants)</p> <p>play instruments musically</p>

		and recorded music experiment with, create, select and combine sounds using the interrelated dimensions of music	quality live and recorded music Experiment with, create, select and combine sounds using inter-related dimensions of music		live and recorded music Experiment with, create, select and combine sounds using inter-related dimensions of music	
Life Skills		<p>I know my birth month I know when to wash my hands</p> <p>I can change for PE independently.</p>	<p>Teamwork: what makes a good team?</p> <p>Negotiating ideas Turn taking</p> <p>I know when a good time to use the toilet and wash my hands.</p>		<p>I know ways in which I can help to keep our planet a safe place to be</p> <p>I know the 4 seasons and can name characteristics of this time of year.</p> <p>I can name places that are near and places that are far away</p> <p>I can speak confidently in front of my class/school and say a rehearsed line</p>	<p>RSE- Body parts, families, lifecycles</p> <p>I can explain rules to keep us safe when we are using technology both in and beyond the home.</p> <p>I can recognise more detailed examples of information that is personal to me</p>
Outdoor learning	<p>Keeping ourselves safe</p> <p>First aid</p> <p>Making stretchers</p>	Folklore and what trees were used for in the past		Healthy eating Planting		
British Values	<ul style="list-style-type: none"> Whose toy design interests you? (BQ1) Developing an educated point of view before making a decision. I can influence my learning by putting up my hand and responding. 	<p>I have the freedom to make choices and share my opinion. (BQ3)</p> <p>Listening to others opinions and respecting their ideas. (BQ3)</p> <ul style="list-style-type: none"> What makes a good friend? (BQ3) 				