

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

Each subject / area should include a Knowledge and a Skill

Year 2



Topic	The Lost World		Superheroes		Into the Woods	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	7 day STEM - physics: Colour spectrum. Light, Space and Time.					
Special celebrations	Harvest - 3/10	Remembrance day (8/11) Bonfire night (5/11) Diwali (4/11) Christmas Hanuka (Nov)	Ash Wednesday Lent Chinese New Year	Eid (2-3/5) Passover Ramadam	La Tomantina	
Maths	Number: Place Value (count, read, compare, partition)	Calculation: Addition /subtraction Calculation: Multiplication and division (Money - afternoon sessions)	Calculation: Multiplication and division Addition and Subtraction Fractions	Fractions Number - Mastery Recap arithmetic skills for all four operations	Number - Mastery SAT's Identify gaps and recap Time and measurement Position and direction (through Topic/geography)	Number - Mastery Measurement: mass, time, volume, length, temperature Statistics
Reading	RWI Lost and Found Man on the Moon Whatever Next The Littlest Dinosaur Portrait of a dragon (Poetry) K: different graphemes. S: Decoding and blending.	RWI Esio Trot Gigantosaurus The Dinosaur's Diary K: How to unpick a story. S: Retrieval.	RWI Character studies (w/ links to inclusion) K: differences and similarities. S: Read most words accurately without overt sounding and blending	RWI Traction Man Super kid K: How to unpick a story. S: Retrieval.	RWI Deep Dark Wood Stick Man Once Upon a Wild Wood A First Poetry Book Raven Boy: A Tale Of The Great Fire Of London by Pippa Goodhart. Vlad and the Great Fire of London by Kate Cunnigham. Toby and the Great Fire of London by Margaret Nash K: How to read between the lines. S: inference.	RWI Into the forest Fairy tales The Enchanted Wood K: How to read between the lines. S: inference.
Writing	Narrative Description Instructions K: Understanding of word classes.	Recount Non-chronological report Poetry – bonfire night Letter writing	Storytelling: Coyote and the Fire Narrative Instructions K: Understanding of how important	Storytelling: How to catch a fire giant. Narrative Comic Strip Letter Writing	Storytelling: Great Fire Of London links: Raven Boy: A Tale Of The Great Fire Of	Storytelling: Little Bird and the forest fire Narrative Recount K: How to write about personal

	S: Sequence cohesive sentences.	K: How to write for different purposes. Write about real events. S: Sequence cohesive sentence.	figures have influenced our world. S: Sequence cohesive sentences. Use question marks and a variety of conjunctions.	K: Understanding of how important figures have influenced our world. S: Sequence cohesive sentences using a range of conjunctions. Dictation of sentences, consolidate spelling, handwriting and punctuation.	<p>London by Pippa Goodhart.</p> <p>Vlad and the Great Fire of London by Kate Cunningham.</p> <p>Toby and the Great Fire of London by Margaret Nash</p> <p>- diary entry - explanation - fact file - narrative</p> <p>Little Bird and the forest fire Fact File Poetry K: How to write for different purposes. Write about real events. S: Demarcate sentences with capital letters and full stops Dictation of sentences, consolidate spelling, handwriting and punctuation.</p>	experiences and those of others. S: Use present and past tense mostly correctly and consistently. Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. Dictation of sentences, consolidate spelling, handwriting and punctuation.
GP	Capital Letters and Full Stops Conjunctions Word classes	Sentence types Commas in a list Singular and plural	Tenses Suffixes Apostrophes	Apostrophes Suffixes Word classes Tenses	Sentence types Conjunctions Tenses	Commas in a list Tenses
Spelling	<p>1.The /j/ sound spelled -dge at the end of words. This spelling is used after the short vowel sounds.</p> <p>2.The /j/ sound spelled -ge at the end of words. This spelling comes after all sounds other than the 'short vowels.'</p> <p>3. The /j/ sound spelled with a g.</p> <p>4. The /s/ sound spelled c before e, i and y.</p> <p>5.The /n/ sound spelled kn and gn at the beginning of words.</p>	<p>1.The /r/ sound spelled 'wr' at the beginning of words.</p> <p>2.The /l/ or /ul/ sound spelled '-le' at the end of words.</p> <p>3.The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.</p> <p>4. The /l/ or /ul/ sound spelled '-al' at the end of words.</p> <p>5. Words ending in '-il.'</p> <p>6.Challenge Words</p>	<p>1. The long vowel 'i' spelled with a y at the end of words.</p> <p>2. Adding '-es' to nouns and verbs ending in 'y.'</p> <p>3. Adding '-ed' to words ending in y. The y is changed to an i.</p> <p>4.Adding '-er' to words ending in y. The y is changed to an i.</p> <p>5. Adding 'ing' to words ending in 'e' with a consonant before it.</p> <p>6.Challenge Words</p>	<p>1.Adding 'er' to words ending in 'e' with a consonant before it.</p> <p>2. Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.</p> <p>3.Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.</p> <p>4.The 'or' sound spelled 'a' before ll and ll</p> <p>5.The short vowel sound 'o.'</p> <p>6.Challenge Words</p>	<p>1. The /ee/ sound spelled '-ey'</p> <p>2.Words with the spelling 'a' after w and qu.</p> <p>3. The /er/ and /or/ sound spelled with or or ar.</p> <p>4.The /z/ sound spelled s.</p> <p>5. The suffixes '-ment' and '-ness'</p> <p>6. The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words.</p>	<p>1.These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings</p> <p>2.These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>3.Words ending in '-tion.'</p> <p>4.Contractions – the apostrophe shows where a letter or letters would be if the</p>

	6.Challenge Words					words were written in full. 5.The possessive apostrophe (singular) 6.Challenge Words
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Science	<u>Humans and other animals</u> K: five of the groups that scientists use to classify animals: mammals, fish, birds, reptiles and amphibians. Identify the group an animal belongs to by its features and will classify animals according to their group. Children will learn about the parts of the human body and have the opportunity to explore the five senses through a simple investigation. S: Ask questions about what they notice. Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions.	<u>Living things and their habitats</u> K: Identify different habitats. Define the difference between living things, dead and things that have never been alive. S: Ask questions about what they notice. Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions.	<u>Materials</u> K: Distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses. S: Ask questions about what they notice. Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions. Weather and seasons – comparing them around the world. (observe changes) Working scientifically Planting over a longer period of time (Seasons, farming, changes).	<u>Plants - link to Science Week (Walk to the woods)</u> <u>Living things and their habitats (micro-habitats)</u> K: describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants. Identify whether things are alive, dead or have never lived. S: Ask questions about what they notice. Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions. Plants around the world Trees around the world Structure of plants.	<u>Living things and their habitats (moved from term)</u> K: Identify different habitats. Define the difference between living things, dead and things that have never been alive. S: Ask questions about what they notice. Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions.
	Recovery curriculum: • teachers should give priority to developing pupils’ knowledge of algorithms, notably sequencing in key stage 1.				

Computing	Computer Systems and Networks – Information IT K: -Recognise common uses of information technology beyond school. Use technology purposefully to	Multimedia – Photography K: - use technology purposefully to create, organise, store, manipulate and retrieve digital content S: - I can use technology to	Handling Data – Pictograms K: - use technology purposefully to create, organise, store, manipulate and retrieve digital content	Multimedia – Making music K: - use technology purposefully to create, organise, store, manipulate and retrieve digital content	Programming – Robot Algorithms K: - Understand what algorithms are; how they are implemented as programs on digital devices;	Programming – Introduction to quizzes K: - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs
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	<p>create, organise, store, manipulate and retrieve digital content S: - I can recognise the uses and features of information technology. I can identify information technology in the home and beyond school. I can explain how information technology benefits us. I can open a file. I can move and resize images.</p> <p><i>Computer Systems and Networks.</i></p> <p><i>Using the mouse / Multimedia – Digital Painting</i></p> <p><i>Manipulate and retrieve content E-safety</i></p> <p><i>Copyright and Ownership</i></p>	<p>organise and present my ideas in different ways. -I know what devices can be used to take photographs. I can use a digital device to take a photograph. I can describe what makes a good photograph. I can decide how photographs can be improved. I can use tools to change an image. I can recognise that images can be changed. I can review and refine my computer work.</p> <p><i>Self-Image and Identity</i></p>	<p>S: - I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. I can make and save a chart or graph using the data I collect. I can tell you what kind of information I could use to help me investigate a question. I can recognise that we can count and compare objects using tally charts I can recognise that objects can be represented as pictures I can create a pictogram I can select objects by attribute and make comparisons I can recognise that people can be described by attributes I can explain that we can present information using a computer</p> <p><i>Managing Information Onlineo do things to make something happen and talk about this as an algorithm. I can program a robot or soft</i></p>	<p>S: - I can use technology to organise and present my ideas in different ways. I can say how music can make us feel. I can identify that there are patterns in music. I can describe how music can be used in different ways. I can show how music is made from a series of notes. I can create music for a purpose.</p> <p><i>Online Reputation</i></p>	<p>and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. S: - I can give instructions to my friends (using forward, backward and turn) and physically follow their instructions. I can tell you the order I need tware to do a particular task. I can look at my friend's program and tell you what will happen. I can use programming software to make objects move. I can watch a program execute and spot where it goes wrong so that I can debug it.</p> <p><i>Health, Well being and Life Style</i></p>	<p>execute by following precise and unambiguous instructions. S: - I can program a robot or software to do a particular task. I can look at my friend's program and tell you what will happen. I can use programming software to make objects move. I can watch a program execute and spot where it goes wrong so that I can debug it.</p> <p><i>Privacy and Security</i></p>
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Recovery curriculum: curriculum content should include a range of sufficiently detailed period specific knowledge • pupils should have the opportunity to situate this knowledge in relation to other significant historical events studied • teachers will also need to give pupils opportunities to learn about particular people and places through records and artefacts.

<p>History</p>	<p>Events beyond living memory. (Extinction of dinosaurs)</p> <p>K:- Understand differences in life when dinosaurs lived. Know how we can find out about the Dinosaurs. S: - Talk about when the dinosaurs lived.</p>	<p>Significant individuals. KS1 statement Nelson Mandela</p> <p>K: - Understand the lives of significant individuals and how they had an impact on the world. S: - Ask questions and find out about key individuals using a range of sources, including stories and photos.</p>	<p>Significant Events The Great Fire of London</p> <p>K: To know when the Great Fire of London happened. S: to be able to order events chronologically K: Know and understand key features of the Great Fire of London. Understand some ways in which we find out about the past</p>
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	<p>-Describe key features of the dinosaurs, including habitats and what they ate.</p> <p>- Match fossil evidence to what we know about the dinosaurs.</p> <p>- Ask questions about what happened to the dinosaurs.</p>	<p>- Identify when these individuals were alive and what life was like in that period.</p> <p>- Present information on how they contributed to national and international achievements in a variety of ways.</p>	<p>and identify different ways in which it is represented.</p> <p>S: Recount main points from a significant event in history. Use evidence to explain reasons why people in the past acted as they did.</p> <p>K: Know and understand key features of the Great Fire of London.</p> <p>S: Know why the Great Fire of London was so devastating at the time but wouldn't have been if it had happened today.</p> <p><u>Samuel Pepys diary</u></p> <p>S: Identify some of the different ways in which the past is represented</p> <p>S: Begin to understand and recognise why people in the past acted as they did</p> <p>S: Demonstrate their developing sense of chronology by using terms concerned with the passing of time.</p> <p>S: Recognise their life is different from the lives of people in the past.</p> <p>Changes in living memory. (Walk round Repton)</p> <p>K: - Recognise the changes that they have witnessed in our local area.</p> <p>S: - Using first-hand evidence (people) children identify, discuss and present changes in our local area.</p> <p>-Through evidence such as photographic, maps and newspaper reports make 'Now and Then' comparisons of our local area.</p>	
<p>Geography</p>	<p>Continents and Oceans</p> <p>K: name the 7 continents and 5 oceans.</p> <p>S: - Use world maps, atlases, and globes to identify UK, continents and oceans.</p>	<p>Climate</p> <p>K: - How climate is located around the world.</p> <p>S: - Identify hot and cold areas in the world in relation to the Equator and the Poles.</p>	<p>Map Skills</p> <p>K: To be able to find London on a map</p> <p>S: Use a map to find key locations.</p> <p>Know that England is one of the 4 countries of the United Kingdom.</p> <p>K: Understand simple compass directions.</p> <p>Understand basic human and physical features and how these are shown in maps and aerial photos.</p>	<p>Local Study</p> <p>K: - understand the geography of the local area and our school</p> <p>S: - use fieldwork and observational skills</p> <p>- identify key human and physical features.</p> <p>- map the local area.</p>

			<p>S: - Use aerial photos to identify landmarks and geographical features.</p> <p>-Devise simple maps</p> <p>-Describe locations of features and routes on a map using compass directions.</p>	
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DT	<p>Shoebox Habitats / Nativity Props</p> <p>K: explore how structures can be made stiffer, stronger and more stable.</p> <p>S: - Design ideas through drawings</p> <p>-Select and use a range of materials and combine them effectively.</p> <p>- Evaluate designs</p>	<p>Superhero costumes for dolls</p> <p>K: Understand how purpose of different materials.</p> <p>S: Design ideas through talking and then drawing.</p> <p>-Make using a range of materials and tools.</p> <p>-Evaluate ideas 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>Building Tudor houses</p> <p>K: To explore and identify features of Tudor buildings.</p> <p>S: To learn about the differences and similarities between modern buildings and Tudor buildings.</p> <p>S: To select from a range of materials and tools to build structures to create 2-D and 3-D representations of Tudor houses.</p> <p>Building Dens in the Wood</p> <p>K: Build structures exploring how to make them more stable.</p> <p>S: Select from a range of natural materials.</p> <p>-Evaluate design and make changes to improve it.</p>
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Art	<p>Sketching</p> <p>K: Understand how to create tones using lines in the style of Henry Moore (Modern art)</p> <p>S: - Use a variety of lines to create different effects, shapes and forms.</p> <p>-Create light and dark using sketching techniques.</p> <p>Clay</p>	<p>Printing</p> <p>K: Understand principles behind Pop art, and the work of Roy Lichtenstein Andy Warhol</p> <p>S: - Create prints using foam and rollers, which focus on the use of bold colour and shape.</p>	<p>Charcoal/Oil pastel pictures related to Great Fire of London.</p> <p>S: experimenting with colour</p> <p>Collage</p> <p>K: Understand the effects of colour and shape in David Hockney (Modern Art) woodland theme paintings.</p> <p>S: - Focus on drawing the main shapes of a woodland scene.</p> <p>-Use a variety of papers, paints and natural materials to create a final piece which encompasses shape, texture, line and colour.</p> <p>Painting</p> <p>K: Understand the effects of texture and movement in paintings such as Vincent Van Gogh – Starry Night</p> <p>S: Use paint and a variety of brushes to create texture and movement.</p>
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Recovery Curriculum: concentrate teaching on two religions, in depth. Schools will find it useful to choose two contrasting religions, such as one Abrahamic and one Dharmic faith Pupils should be secure in basic ideas, teachings, stories and practices critical to religious and non-religious content.

RE	Christianity	The story of the Nativity. Monkey and the hats	Other cultures: Native American story How Coyote brought fire to Earth.	Islam and Hinduism Hinduism Story - the bird and the forest fire.
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PE	Athletics K: - Athletics S: - accelerate & form a variety of static positions. Change speed. Hop for a distance. Jump from side to side. Run/jog at a consistent pace.	Dance - Christmas K: Dance - Christmas S: - copy dance moves. Dance with control and coordination. Sequence by linking sections of dance together. Move to the music	Gymnastics 1 – Travel and Shapes K: Gymnastics – travel and shapes S: - create a curled /stretched shapes and travel in that shape over apparatus. Replicate a 5 – piece sequence, incorporating 4 different components. execute a log roll, pike shape and straddle shape	Dance - Heroes K: Dance Heroes S: - copy dance moves. Dance with control and coordination. Sequence by linking sections of dance together. Move to the music	Gymnastics 2- Balances and Jumps K: Gymnastics Balance and jumps S: - balance with 3 people, linked together. replicate a 5 piece sequence, incorporating 4 different components. Execute a star and straight jumps.	Throwing and Catching K: Throwing and Catching S: - catch whilst moving. Throw accurately whilst moving. Catch and throw a range of PE equipment such as quoits.
Games	Sending and Receiving K: Sending and Receiving S: - dribble a ball - Pass a ball - Receive a ball - Shoot a target - Use a range of equipment correctly.		Attacking and Defending K: - Attacking and defending S: - demonstrate basic attacking and defending skills -Demonstrate basic tactics in a game -Make game decisions about space.	Net and Wall K: - Net and Wall S: - can return/serve a ball over a net -Can use a backhand/forehand technique to push a ball along the floor.	Striking and Fielding K: - Striking and Fielding S: - pick up and throw a moving ball -Run safely with equipment -Strike a ball accurately	Throwing and Catching K: Throwing and Catching S: - catch whilst moving -Throw accurately whilst moving -Catch and throw a range of PE equipment such as quoits.
MFL						

Recovery Curriculum: • the music curriculum should maintain its focus on increasing pupils' accuracy, fluency and expression through singing and playing a range of instruments • singing familiar songs together, concentrating on intonation, phrasing and clear diction, and adding simple rhythmic accompaniments can help to build pupils' confidence and quickly develop their listening skills.

Music	Nativity Music appreciation K: - an awareness of different traditional Christmas songs S: - Listen with concentration		Instruments K: - Understand how different sounds can be created S: - Create a variety of different sounds, to include rhythm and pitch. Music from around the world (Using voices and chants)		Composing music K: Play a variety of instruments correctly. S: - Create a piece of music which combines different instruments. K: Developing listening skills and concentrating on intonation, phrasing and clear diction. S: learning to sing songs together related to Great Fire of London. Songs linked to Great Fire of London: - Fire, Fire Everywhere - Pudding Lane - Lets Get Building https://www.bbc.co.uk/teach/school-radio/music-ks1-the-great-fire-of-london-songs/zmd9r2p	
Life Skills	Independence	1000 Hours of Kindness Nativity	Personal Care	Self-Awareness (SATs) I know the four seasons and can name characteristics of this time of year.	Fire Safety Healthy eating - compare food eaten during Tudor times to food eaten now.	RSE Local Area and My Address

British Values (Woven through)	Democracy (Voting)	Tolerance of different cultures and religions	Mutual Respect	Individual Liberty	Rule of Law	
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