



# Recovery curriculum (not including English and Maths) 2020 - 2021



Science	<b>Cycle B</b> <b>Objectives not covered due to partial closure</b>	<b>Cycle A</b> <b>Extra objectives to be covered (alongside units that are on the long term plan for cycle A)</b>				
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
	<p style="text-align: center;"><b>Y1/2</b></p> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- Know and explain how seeds and bulbs grow into plants</li> <li>- Know what plants need in order to grow and stay healthy</li> </ul> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>- Classify things by living, dead or never lived</li> <li>- Know how a specific habitat provides for the basic needs of things living there (plants and animals)</li> <li>- Match living things to their habitat</li> <li>- Name some different sources of food for animals</li> <li>- Know about and explain a simple food chain</li> </ul>	<p><b>Seasonal changes</b></p>	<p><b>Living things and their habitats - cycle B</b></p> <ul style="list-style-type: none"> <li>- Classify things by living, dead or never lived</li> <li>- Know how a specific habitat provides for the basic needs of things living there (plants and animals)</li> <li>- Match living things to their habitat</li> <li>- Name some different sources of food for animals</li> <li>- Know about and explain a simple food chain</li> </ul>	<p><b>Materials</b></p> <p><b>inc some of cycle B objectives - changing shape</b></p> <ul style="list-style-type: none"> <li>- Know how materials can be changed by squashing, bending, twisting and stretching</li> </ul>	<p><b>Animals inc humans</b></p> <p>life cycles</p>	<p><b>Birds and plants in local area</b></p>
<p style="text-align: center;"><b>Y3/4</b></p> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>- Know about and describe how objects move on different surfaces</li> <li>- Know how a simple pulley works and use to on to lift an object</li> <li>- Know how some forces require contact and some do not, giving examples</li> <li>- Know about and explain how magnets attract and repel</li> <li>- Predict whether magnets will attract or repel and give a reason</li> </ul> <p><b>Electricity</b></p>	<p><b>Animals inc humans</b></p> <p>Skeleton/muscles</p>	<p><b>Living things and habitats</b></p> <p><b>Y1/2 cycle B objectives</b></p> <ul style="list-style-type: none"> <li>- Classify things by living, dead or never lived</li> <li>- Know how a specific habitat provides for the basic needs of things living there (plants and animals)</li> </ul>	<p><b>Rocks</b></p>	<p><b>Light and Sound to be taught together</b></p>	<p><b>Electricity cycle B</b></p> <ul style="list-style-type: none"> <li>- Identify and name appliances that require electricity to function</li> <li>- Construct a series circuit</li> <li>- Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers)</li> </ul>	<p><b>Forces and magnets</b></p> <p><b>Y1/2 cycle B objectives</b></p> <ul style="list-style-type: none"> <li>- Know how materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p><b>Y3/4 cycle B objectives</b></p> <ul style="list-style-type: none"> <li>- Know about and describe how objects</li> </ul>



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<ul style="list-style-type: none"> <li>- Identify and name appliances that require electricity to function</li> <li>- Construct a series circuit</li> <li>- Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers)</li> <li>- Predict and test whether a lamp will light within a circuit</li> <li>- Know the function of a switch</li> <li>- Know the difference between a conductor and an insulator; giving examples of each</li> </ul>		<ul style="list-style-type: none"> <li>- Match living things to their habitat</li> <li>- Name some different sources of food for animals</li> <li>- Know about and explain a simple food chain</li> </ul>				<ul style="list-style-type: none"> <li>- Predict and test whether a lamp will light within a circuit</li> <li>- Know the function of a switch</li> <li>- Know the difference between a conductor and an insulator; giving examples of each</li> </ul>	<ul style="list-style-type: none"> <li>move on different surfaces</li> <li>- Know how a simple pulley works and use to on to lift an object</li> <li>- Know how some forces require contact and some do not, giving examples</li> <li>- Know about and explain how magnets attract and repel</li> <li>- Predict whether magnets will attract or repel and give a reason</li> </ul>
<b>Stand-alone sessions</b>	<b>Cycle B plants - conditions for growth</b> <ul style="list-style-type: none"> <li>- Know and explain how seeds and bulbs grow into plants</li> <li>- Know what plants need in order to grow and stay healthy</li> </ul>						
<b>Y5/6</b>	<b>Electricity (cycle B)</b>		<b>Earth and space</b>	<b>Animals inc humans (cycle B)</b>	<b>Forces</b>	<b>Living things</b>	
<p><b>Human body</b></p> <ul style="list-style-type: none"> <li>- Identify and name the main parts of the human circulatory system</li> <li>- Know the function of the heart, blood vessels and blood</li> <li>- Know the impact of diet, exercise, drugs and lifestyle on health (covered in Jigsaw)</li> </ul> <p>Know the ways in which nutrients and water are transported in animals, including humans</p> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>- Compare and give reasons for why components work and do not work in a circuit</li> <li>- Draw circuit diagrams using correct symbols</li> <li>- Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and name appliances that require electricity to function</li> <li>- Construct a series circuit</li> <li>- Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers)</li> <li>- Predict and test whether a lamp will light within a circuit</li> <li>- Know the function of a switch</li> <li>- Know the difference between a conductor and an insulator; giving examples of each</li> <li>- Compare and give reasons for why components work and do not work in a circuit</li> <li>- Draw circuit diagrams using correct symbols</li> <li>- Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer</li> </ul>			<ul style="list-style-type: none"> <li>- Identify and name the main parts of the human circulatory system</li> <li>- Know the function of the heart, blood vessels and blood</li> <li>- Know the impact of diet, exercise, drugs and lifestyle on health (covered in Jigsaw)</li> </ul> <p>Know the ways in which nutrients and water are transported in animals, including humans</p>	<p><b>Y3/4 cycle B objectives</b></p> <ul style="list-style-type: none"> <li>- Know about and describe how objects move on different surfaces</li> <li>- Know how a simple pulley works and use to on to lift an object</li> <li>- Know how some forces require contact and some do not, giving examples</li> </ul>	<ul style="list-style-type: none"> <li>- lifecycles</li> <li>- Describe the changes as humans develop to old age (cycle B)</li> </ul>	
<b>Stand-alone sessions</b>	<b>Magnets Y3/4 cycle B</b>						



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		<ul style="list-style-type: none"> <li>- Know about and explain how magnets attract and repel</li> <li>- Predict whether magnets will attract or repel and give a reason</li> </ul>
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History	Cycle B Objectives not covered due to partial closure	Cycle A Extra objectives to be covered (alongside units that are on the long term plan for cycle A)					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p style="text-align: center;"><b>Y1/2</b> <b>Significant Individuals – The Queen and her Family</b></p> <p>Be able to show the Queen’s life on a timeline in chronological order. Be able to draw the Queen’s family tree Be able to talk about a key event in the Queen’s life To compare how life was at the start of the Queen’s reign to now. To be able to recall facts about the Queen’s coronation.</p> <p><b>Previously covered in Cycle B – George Stephenson.</b></p>	No History taught	No History taught	<p style="text-align: center;"><b>Events beyond living memory (Historical Question; How did the Great Fire of London change London today?)</b></p> <p>Opportunity to cover Significant Individual from this time. E.g. Samuel Pepys or King Charles II. This will then cover the Significant Individual.</p>		No History taught
	<p style="text-align: center;"><b>Stand-alone sessions</b> <b>Y3/4</b> <b>The Vikings</b></p> <p>Know where Viking originated from and show this on a map. Know that the Vikings and Anglo-Saxons were often in conflict. Know why the Vikings frequently won battles with the Anglo Saxons</p>	No History taught	No History taught	Stone Age and Iron Age		No History taught	<p style="text-align: center;"><b>Roman Empire</b> <b>KS1 – Significant Ind -</b> Idea for significant individual: Boudica</p>
	<p style="text-align: center;"><b>Stand-alone sessions</b></p>	<p><b>The Vikings</b> - this is needed to prepare for Y5/6 work on Anglo Saxons. It can be covered in Term 2/3 or 6. Know where Viking originated from and show this on a map. Know that the Vikings and Anglo-Saxons were often in conflict.</p>					



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	Know why the Vikings frequently won battles with the Anglo Saxons				
<b>Y5/6</b> <b>Ancient Civilisations – Mayans</b> Know about the impact that the Mayans had on the world. Know why the Mayans were considered an advanced society in relation to their time period when compared with British history.	<b>No History taught</b>	<b>No History taught</b>	<b>Anglo Saxons Invaders and settlers</b>  <b>Begin topic with short sessions about The Vikings to set the context. New learning for Y5 and retrieval for Y6.</b>  Y3/4 - Know where Viking originated from and show this on a map. Know that the Vikings and Anglo-Saxons were often in conflict. Know why the Vikings frequently won battles with the Anglo Saxons  <b>LOCAL HISTORY FOCUS – THE CROWLE STONE</b> The Stone is dated back to the Anglo Saxon times so can be tied in with this topic. See Rev Lines for more information and visit potential to church.	<b>No History taught</b>	<b>Ancient Civilisations – Mayans</b> Know about the impact that the Mayans had on the world. Know why the Mayans were considered an advanced society in relation to their time period when compared with British history.
<b>Stand-alone sessions</b>					

	<b>Cycle B</b> <b>Objectives not covered due to partial closure</b>	<b>Cycle A</b> <b>Extra objectives to be covered (alongside units that are on the long term plan for cycle A)</b>					
		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Geography</b>	<b>Y1/2</b> <b>Field Work – Our Town and a French Town</b> -Locate Key Places on a map. -Present information knowledgably about Crowle and Brittany. -Use a compass and directional language. -Make a map using symbols.	<b>What’s it like where I live?</b> -Locate key places on a map -Present information knowledgably about Crowle. -Make a map using symbols		<b>No Geography taught</b>	<b>No Geography taught</b>	<b>Field Work – Town and City – Comparing Crowle and Lincoln (TRIP OPPORTUNITY – Lincoln Cathedral and Castle)</b>	<b>No Geography taught</b>
	<b>Stand-alone sessions</b>	<b>Comparison of a French Town (Brittany)</b> - Present information knowledgably about Brittany. -Compare Crowle and Brittany.					





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<p>Know that Jesus told stories that helped people learn things.</p>						
<p><b>Y1/2</b> <b>How do Jews show their commitment to God?</b> Use the right names for things that are special to Jews Know one of the ways Jews show commitment to God Start to understand that there are different ways they can do this. <b>Vocab</b> - Commitment, worship, Torah, Bar, Bat Mitzvah, ceremony.</p>	<p><b>Creation story</b></p>	<p><b>Christmas story</b></p>	<p><b>Jesus as a friend</b>  Rec - Know that Jesus told stories that helped people learn things. <b>Key vocab</b> - Jesus, Bible</p>	<p><b>Easter - Palm Sunday</b></p>	<p><b>Shabbat</b> Use the right names for things that are special to Jews Know one of the ways Jews show commitment to God Start to understand that there are different ways they can do this. <b>Vocab</b> - Commitment, worship, Torah, Bar, Bat Mitzvah, ceremony.</p>	<p><b>Chanukah</b> Use the right names for things that are special to Jews Know one of the ways Jews show commitment to God Start to understand that there are different ways they can do this. <b>Vocab</b> - Commitment, worship, Torah, Bar, Bat Mitzvah, ceremony.</p>
<p><b>Stand-alone sessions</b></p>						
<p><b>Y3/4</b> <b>Do people need to go to church to show they are Christians? (Christianity)</b> Use the correct names for places/ ceremonies or symbols that are special to Christians Explain some of the symbolism during worship Explain the ways Christians use churches to worship/ celebrate Holy Communion and baptism. <b>Vocab</b> - Bread, wine, holy communion, baptism, church, Holy Communion</p>	<p><b>Y1/2 - How do Jews show their commitment to God?</b> Use the right names for things that are special to Jews Know one of the ways Jews show commitment to God Start to understand that there are different ways they can do this. <b>Vocab</b> - Commitment, worship, Torah, Bar, Bat Mitzvah, ceremony.  <b>Unit condensed to 3 lessons. Note- this will be a revisit for Y4 children so they will need to have activities which encourage greater</b></p>	<p><b>Nativity- The true meaning of Christmas for Christian children.</b></p>	<p><b>To cover three units in one term – approx. 4 weeks on each</b>  <b>Do people need to go to church to show they are Christians? (Christianity)</b> Use the correct names for places/ ceremonies or symbols that are special to Christians Explain some of the symbolism during worship Explain the ways Christians use churches to worship/ celebrate Holy Communion and baptism. <b>Vocab</b> - Bread, wine, holy communion, baptism, church, Holy Communion  <b>Could Jesus really heal? Bible stories, miracles</b>  <b>Good Friday- Last supper and Jesus' Death</b></p>	<p><b>Brahman - how this belief influences Hindu's everyday lives.</b></p>	<p><b>River Ganges - significance to Hindus</b></p>	



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	<i>depth of understanding</i>					
<b>Stand-alone sessions</b>	<b>Divali Unit to be condensed to 4 lessons.</b>					
<p style="text-align: center;"><b>Y5/6</b></p> <p><b>Does belief in Akhirah (life after death) help Muslims live good lives?</b> Muslim belief in life after death How Muslims follow Allah's rules to ensure they will go to Heaven. <b>Vocab</b> - Akhirah, Muhammad, prophet, heaven.</p>	<p><b>Does belief in Akhirah (life after death) help Muslims live good lives?</b> Muslim belief in life after death How Muslims follow Allah's rules to ensure they will go to Heaven. <b>Vocab</b> - Akhirah, Muhammad, prophet, heaven.</p> <p><b>How Hindus show commitment to God.</b></p> <p><b>Objectives/ sessions from both units to be combined</b></p>	<p><b>Y3/4 unit - Do people need to go to church to show they are Christians? (Christianity)</b> Use the correct names for places/ ceremonies or symbols that are special to Christians Explain some of the symbolism during worship Explain the ways Christians use churches to worship/ celebrate Holy Communion and baptism. <b>Vocab</b> - Bread, wine, holy communion, baptism, church, Holy Communion (short unit 3-4 sessions) <b>Note- this will be a revisit for Y6 children so they will need to have activities which encourage greater depth of understanding</b></p>	<p><b>Hindu belief that there is one God with many different aspects.</b></p>	<p><b>Did God intend Jesus to be crucified?</b></p>	<p><b>Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</b></p>	<p><b>What is the best way for a Christian to show commitment to God?</b></p>



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			Is the Christmas story true? (Short unit 3-4 sessions)			
<b>Stand-alone sessions</b>						

<b>PSHE</b>	Cycle B Objectives not covered due to partial closure	Cycle A Extra objectives to be covered (alongside units that are on the long term plan for cycle A)					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Y1/2	Being me in my world	Celebrating difference	Dreams and Goals	Healthy me	Relationships
	<b>Healthy me</b> I can make some healthy choices and explain why they are good for my body. <b>Relationships</b> I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends <b>Changing Me</b> I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) I respect my body and understand which parts are private				I can make some healthy choices and explain why they are good for my body	I can identify some of the things that cause conflict between me and my friends  I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) I respect my body and understand which parts are private
	<b>Stand-alone sessions</b>						
	Y3/4	Being me in my world	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me
	<b>Healthy me (4B)</b> I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure <b>Relationships (4B)</b>				I can recognise when people are putting me under pressure and can explain ways to resist this when I want to	I can explain different points of view on an animal rights issue.	<b>Y1/2 objectives</b> I can recognise the physical differences between boys and girls, use the correct names for parts of





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<p>I can explain different points of view on an animal rights issue.</p> <p>I express my own opinion and feelings on this</p> <p><b>Changing Me (4B)</b></p> <p>I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.</p>					<p>I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>I express my own opinion and feelings on this</p>	<p>the body (penis, testicles, vagina)</p> <p>I respect my body and understand which parts are private</p>
<b>Stand-alone sessions</b>							
<p style="text-align: center;"><b>Y5/6</b></p> <p><b>Healthy me</b></p> <p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this.</p> <p><b>Relationships</b></p> <p>I can recognise when people are trying to gain power or control</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p> <p><b>Changing Me</b></p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on the development and birth of a baby. - also within CYCLE A science for Y5/6</p> <p>I can contribute to the group and understand how we can work best as a whole</p>	<p style="text-align: center;"><b>Being me in my world</b></p>	<p style="text-align: center;"><b>Celebrating difference</b></p>	<p style="text-align: center;"><b>Dreams and Goals</b></p>	<p style="text-align: center;"><b>Healthy me</b></p> <p><b>Y3/4 objectives</b></p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p> <p><b>Y5/6 objectives</b></p> <p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this.</p>	<p style="text-align: center;"><b>Relationships</b></p> <p><b>Y3/4 objectives</b></p> <p>I can explain different points of view on an animal rights issue.</p> <p>I express my own opinion and feelings on this</p> <p><b>Y5/6 objectives</b></p> <p>I can recognise when people are trying to gain power or control</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p>	<p style="text-align: center;"><b>Changing Me</b></p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on the development and birth of a baby.</p> <p>I can contribute to the group and understand how we can work best as a whole</p>	
<b>Stand-alone sessions</b>		<b>Changing Me</b>					



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		<p>All year groups to complete as a home learning task wb 13.7.20</p> <p>I can identify what I am looking forward to when I am in Year ?.</p> <p>I can reflect on the changes I would like to make when I am in Year ? and can describe how to go about this</p>
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Music	<b>Cycle B</b> <b>Objectives not covered due to partial closure</b>	<b>Cycle A</b> <b>Extra objectives to be covered (alongside units that are on the long term plan for cycle A)</b>					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Y1/2</b> <b>Create Own Music</b> <ul style="list-style-type: none"> <li>• make a sequence of sounds and respond to different moods in music</li> </ul>	Hands, feet, heart		<b>I Wanna Play in a Band</b> <ul style="list-style-type: none"> <li>• make a sequence of sounds and respond to different moods in music</li> </ul>	Zootime	Friendship Song	Reflect, rewind and replay
	<b>Stand-alone sessions</b> <b>Y3/4</b> <b>Use and Understand</b> <ul style="list-style-type: none"> <li>• create repeated patterns with different instruments</li> <li>• improve my work; explaining how it has been improved</li> </ul> <b>History of Music</b> <ul style="list-style-type: none"> <li>• recognise the work of at least one famous composer</li> </ul>	<b>Mamma Mia</b> <ul style="list-style-type: none"> <li>• recognise the work of at least one famous composer</li> </ul>		<b>Glockenspiel 2</b> <ul style="list-style-type: none"> <li>• make a sequence of sounds and respond to different moods in music (y1/2)</li> <li>• create repeated patterns with different instruments</li> <li>• improve my work; explaining how it has been improved</li> </ul>	Stop!	Lean on Me	Reflect, rewind and replay
	<b>Stand-alone sessions</b> <b>Y5/6</b> <b>Use and Understand</b> <ul style="list-style-type: none"> <li>• use music diary to record aspects of the composition process</li> </ul> <b>Appreciate</b> <ul style="list-style-type: none"> <li>• describe, compare and evaluate music using musical vocabulary</li> </ul>	Happy		<b>Classroom Jazz 2</b> <ul style="list-style-type: none"> <li>• use music diary to record aspects of the composition process</li> <li>• create repeated patterns with different instruments</li> </ul> <b>(y3/4)</b>	<b>History of Music Unit</b> <ul style="list-style-type: none"> <li>• describe, compare and evaluate music using musical vocabulary</li> <li>• explain why they think music is</li> </ul>	Music and Me	Reflect, rewind and replay



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	<ul style="list-style-type: none"> <li>• explain why they think music is successful or unsuccessful</li> </ul>			<ul style="list-style-type: none"> <li>• improve my work; explaining how it has been improved (y3/4)</li> </ul>	<ul style="list-style-type: none"> <li>successful or unsuccessful</li> <li>• recognise the work of at least one famous composer (y3/4)</li> </ul>		
	Stand-alone sessions						

Cycle B Objectives not covered due to partial closure		Cycle A Extra objectives to be covered (alongside units that are on the long term plan for cycle A)					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PE</b>	<b>Y1/2</b> <b>Gym Flight (Missed from autumn 2)</b> -Can show control when jumping in a variety of ways -Can perform a 5-part sequence  <b>Athletics Indoor (Missed from autumn 2)</b> -Know basic principles of running, jumping and throwing -Show awareness of effective technique in running, jumping and throwing  <b>Games Net/wall (From Spring 2)</b> -Can control an object coming towards them -Can control and move an object accurately  <b>Performance Dance (from summer 1)</b> -Can show control when jumping in a variety of ways -Can perform a 5-part sequence  <b>Games Sending and Receiving 1 (Summer 1)</b>	<b>Gym</b> <b>Body Management</b>	<b>Gym Flight</b> -Can show control when jumping in a variety of ways -Can perform a 5-part sequence	<b>Interpretive Dance</b>	<b>Gym</b> <b>Floor Exercises</b>	<b>Dance</b> <b>Performance Dance</b> -Can show control when jumping in a variety of ways -Can perform a 5-part sequence	<b>Games</b> <b>Sending and Receiving</b> -Can throw and stop an object consistently -Can begin to throw and catch with control -Can apply throwing and catching skills in a game situation  <b>Games</b> <b>Locomotion/Agility</b> -Can move fluently in a variety of ways -Can link movements with balance and agility
		<b>Games</b> <b>Object Control</b>	<b>Athletics (Indoor)</b> -Know basic principles of running, jumping and throwing -Show awareness of effective technique in running, jumping and throwing	<b>Games</b> <b>Sending and Receiving</b> -Can throw and stop an object consistently -Can begin to throw and catch with control	<b>Games</b> <b>Net/Wall</b> -Can control an object coming towards them -Can control and move an object accurately	<b>Athletics</b>	





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<ul style="list-style-type: none"> <li>-Can jump for distance and can use correct technique when throwing in a variety of ways</li> <li>-Know the difference in running for distance and sprinting and can adapt pace accordingly.</li> <li>-Can throw and jump using correct technique consistently</li> </ul> <p><b>Games Striking and fielding (Summer 2)</b></p> <ul style="list-style-type: none"> <li>-Can throw and catch consistently and accurately</li> <li>-Can apply throwing and catching skills in a game situation</li> </ul>		<p>running, jumping and throwing</p>		<ul style="list-style-type: none"> <li>-Can control and move an object accurately</li> <li>-Can perform volley and forehand shots</li> <li>-Can perform volley and forehand with control and accuracy</li> </ul>	<p>running, jumping and throwing</p> <ul style="list-style-type: none"> <li>-Can consistently apply good technique when running, jumping and throwing</li> </ul>	<ul style="list-style-type: none"> <li>-Can begin to throw and catch with control</li> <li>-Can apply throwing and catching skills in a game situation</li> <li>-Can move fluently in a variety of ways</li> <li>-Can link movements with balance and agility</li> <li>-Can throw and catch consistently and accurately</li> <li>-Can apply throwing and catching skills in a game situation</li> </ul>
<p style="text-align: center;"><b>Y5/6</b></p> <p><b>Games Net/Wall (Spring 2)</b></p> <ul style="list-style-type: none"> <li>-Can perform a variety of shots with accuracy and control</li> <li>-Can perform a variety of shots using correct technique consistently</li> </ul> <p><b>Gym Flight (Summer 1)</b></p> <ul style="list-style-type: none"> <li>-Can perform spins and a variety leaps in isolation</li> <li>-Can perform leaps and spins in a simple sequence</li> </ul> <p><b>Athletics (Summer 1)</b></p> <ul style="list-style-type: none"> <li>-Can combine movements with fluency and can use correct technique when sprinting and throwing and jumping</li> <li>-Can evaluate their own performance and can explain the effects of exercise on their body</li> </ul>	<p style="text-align: center;"><b>Gym</b> <b>Body Management</b></p> <p style="text-align: center;"><b>Games</b> <b>Invasion</b></p>	<p style="text-align: center;"><b>Dance</b> <b>Interpretive Dance</b></p> <p style="text-align: center;"><b>Athletics</b> <b>(indoor)</b></p>	<p style="text-align: center;"><b>Gym</b> <b>Floor Exercises</b></p> <p style="text-align: center;"><b>Games</b> <b>Invasion 2</b></p>	<p style="text-align: center;"><b>Dance</b> <b>Performance Dance</b></p> <p>(Y3/4) -Can work cooperatively to perform a dance sequence</p> <ul style="list-style-type: none"> <li>-Can adapt and perform a dance sequence</li> </ul> <p style="text-align: center;"><b>Games</b></p>	<p style="text-align: center;"><b>Gym</b> <b>Flight</b></p> <p><b>Y3/4</b> - -Can perform gymnastic movements such as jumps, turns and balances in isolation</p> <ul style="list-style-type: none"> <li>-Can combine gymnastic movements in a sequence and perform with control</li> <li>-Can perform spins and a variety leaps in isolation</li> <li>-Can perform leaps and spins in a simple sequence</li> </ul>	<p style="text-align: center;"><b>Athletics</b></p> <ul style="list-style-type: none"> <li>-Can combine movements with fluency and can use correct technique when sprinting and throwing and jumping</li> <li>-Can evaluate their own performance and can explain the effects of exercise on their body</li> <li>-Can perform basic skills consistently</li> <li>-Can perform skills consistently and can improve on performance after evaluation</li> </ul>



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	<p><b>Athletics (Summer 2)</b> -Can perform basic skills consistently -Can perform skills consistently and can improve on performance after evaluation</p> <p><b>Games (Striking and Fielding)</b> -Can use correct technique when batting, bowling and fielding -Can apply skills to game situations</p>	<p>Y3/4 Are aware of basic techniques in running, jumping and throwing -Can consistently apply good technique when running, jumping and throwing -Can jump for distance and can use correct technique when throwing in a variety of ways -Know the difference in running for distance and sprinting and can adapt pace accordingly. -Can throw and jump using correct technique consistently</p>	<p><b>Net/Wall</b> Y3/4 - -Can perform volley and forehand shots -Can perform volley and forehand with control and accuracy  -Can perform a variety of shots with accuracy and control -Can perform a variety of shots using correct technique consistently</p>	<p><b>OAA</b></p>	<p><b>Games Striking and Fielding</b>  (Y3/4) -Can throw and catch consistently and accurately -Can apply throwing and catching skills in a game situation  -Can use correct technique when batting, bowling and fielding -Can apply skills to game situations</p>
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Art	Cycle B Objectives not covered due to partial closure	Cycle A Extra objectives to be covered (alongside units that are on the long term plan for cycle A)					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Y1/2	<ul style="list-style-type: none"> <li>Know how to create a repeated pattern in print.</li> </ul>	Take one Picture  Know how to use a viewfinder to focus	Textiles	No Art Taught	Exploring Colour	No Art Taught



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	<ul style="list-style-type: none"> <li>Know how to create a printed piece of art by pressing, rolling, rubbing and stamping.</li> <li>Know how to use a viewfinder to focus on an artefact before drawing it.</li> <li>Know how to use charcoal, pencil and pastel to create art.</li> </ul>	on an artefact before drawing it.			Know how to use charcoal, pencil and pastel to create art.		
	<p><b>Stand-alone sessions</b> Printing- Could be linked to other art project such as Mother's Day cards.</p>	<ul style="list-style-type: none"> <li>Know how to create a repeated pattern in print.</li> <li>Know how to create a printed piece of art by pressing, rolling, rubbing and stamping.</li> </ul>					
	<p><b>Y3/4</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks to help create facial expressions.</li> <li>Know how to show facial expressions and body language in sketches and painting.</li> <li>Know how to use marks and lines to shows textiles in art.</li> <li>Know how to use line, tone, shape and colour to represent figures and forms in movement.</li> </ul>	<p><b>Take One Picture</b></p> <p>Use sketchbooks to help create facial expressions.</p> <p>Know how to show facial expressions and body language in sketches and painting.</p> <p>Know how to use marks and lines to shows textiles in art.</p> <p>Know how to use line, tone, shape and colour to represent figures and forms in movement.</p> <p><b>Textiles</b></p>	<b>No Art Taught</b>	<p><b>Printing</b></p> <p><b>1 / 2 objectives</b> Know how to create a repeated pattern in print.</p> <p>Know how to create a printed piece of art by pressing, rolling, rubbing and stamping.</p>	<b>No Art Taught</b>	<p><b>David Hockney</b></p> <p><b>1 / 2 Objectives</b> Know how to use a viewfinder to focus on an artefact before drawing it.</p>	<b>No Art Taught</b>
	<p><b>Stand-alone sessions</b></p> <p><b>1 / 2 Objectives</b></p>	Know how to use charcoal, pencil and pastel to create art.					
	<b>Y5/6</b>	<b>Take one Picture</b>	<b>Painting</b>	<b>No Art Taught</b>	<b>Textiles</b>	<b>No Art Taught</b>	<b>No Art Taught</b>



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	<ul style="list-style-type: none"> <li>Use tools to produce intricate patterns and textures in a malleable media.</li> <li>Explore how stimuli can be used as a starting point for 3D work with a focus on form, shape, pattern, texture and colour.</li> <li>Make imaginative use of knowledge that they have acquired of tools, techniques and materials.</li> </ul>	<p style="text-align: center;"><b>Charcoal 3 / 4 objectives</b></p> <p>Use sketchbooks to help create facial expressions.</p> <p>Know how to show facial expressions and body language in sketches and painting.</p> <p>Know how to use marks and lines to shows textiles in art.</p> <p>Know how to use line, tone, shape and colour to represent figures and forms in movement.</p>			<p>Make imaginative use of knowledge that they have acquired of tools, techniques and materials.</p>		
	<p><b>Stand-alone sessions</b></p> <p>Clay sculpture lessons linked to a topic or theme.</p>	<ul style="list-style-type: none"> <li>Use tools to produce intricate patterns and textures in a malleable media.</li> <li>Explore how stimuli can be used as a starting point for 3D work with a focus on form, shape, pattern, texture and colour.</li> </ul>					

<b>MFL</b>	Cycle B Objectives not covered due to partial closure	Cycle A Extra objectives to be covered (alongside units that are on the long term plan for cycle A)					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Y3/4</p> <p><b>Carnival des animaux</b> Use familiar vocabulary to say simple sentences to describe animals their habitats</p>	<p>Moi</p>	<p>On fait le fete</p>	<p>On y va</p>		<p>Vive le sport</p>	<p>Les quatres amis</p> <p><b>Carnival des animaux</b> Use familiar vocabulary to say</p>





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<p>and their movements using a language scaffold Read and show understanding of simple familiar phrases and short sentences Write a simple phrase to describe animals and their habitats</p> <p>Language skills covered in all units.</p>						<p>simple sentences to describe animals their habitats and their movements using a language scaffold Read and show understanding of simple familiar phrases and short sentences Write a simple phrase to describe animals and their habitats **A short unit will be planned to cover key vocab</p>
<p style="text-align: center;"><b>Stand-alone sessions</b></p> <p>Vocab: Descriptions of animals, movements and habitats</p>						
<p style="text-align: center;"><b>Y5/6</b></p> <p><b>Monter un café</b> Engage in transactional language for a café using familiar questions and language Read and show understanding of a menu Read and understand the gist of an unfamiliar text using familiar language Write and says a complex sentence manipulating familiar language to write about café transactions; maybe using a dictionary</p>	<p><b>Les planetes</b></p>	<p><b>En route pour l'école</b></p>	<p><b>Scenes de plage</b></p>		<p><b>Notre ecole</b></p>	<p><b>Carnival des animaux</b> Use familiar vocabulary to say simple sentences to describe animals their habitats and their movements using a language scaffold Read and show understanding of simple familiar phrases and short sentences Write a simple phrase to describe animals and their habitats **A short unit will be planned to cover key vocab</p>
<p style="text-align: center;"><b>Stand-alone sessions</b></p> <p>Vocab: transactional café</p>	<p><b>Cover as part of European Languages Day – set up a café and use the transactional language during this activity</b></p>					



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E-SAFETY (GP)	<b>Cycle B</b>	<b>Cycle A</b>					
	<b>Objectives not covered due to partial closure</b>	<b>Extra objectives to be covered (alongside units that are on the long term plan for cycle A)</b>					
		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Y1/2						
	<p><b>Year one and two follow playground objectives in both year groups but at different levels.</b></p> <p><b>Online bullying</b> – To know how to recognise and deal with online bullying of themselves or others</p> <p><b>Online gaming</b> - To know how to play online games safely (with a focus on multi-player games with chat and messaging functions)</p> <p><b>Downloading</b> - know how to respond to pop-ups and invitations to download</p>						
<b>Stand-alone sessions</b>							
Y3/4	<p><b>Year 2 – Scenario 1 Digital Footprint</b> – refer to online bullying</p>	<p><b>Scenario 3 webcamwise</b> – too much information covers communicating safely online/ risks of meeting people online – add in to understand how people communicate online at the start of this unit. You also may need a broader</p>	<p><b>Year 2 – Scenario 5 Online gaming</b></p>	<p><b>Year 2 – Scenario 7 Downloading</b></p>		<p><b>Scenario 10 – perfect passwords</b> – add in explanation of phishing and what to do if you receive a phishing email.</p>	
<p><b>Chat rooms</b> - To communicate safely and sensibly online</p> <p><b>Meeting up</b> - To understand the risks of meeting people we chat with online, in real life</p> <p><b>Phishing</b> - To know how to deal with phishing messages</p>							



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			range of online risk in discussion.				
	<b>Stand-alone sessions</b>						
	Y5/6  Click jacking Fake profiles Pop up messages	Year 5 Chat rooms/ meeting up covered in scenario 5 grooming  Scenario 1 – Safe sharing – include reference to fake profiles and how to respond safely.		Scenario 6 – downloading – prior to this unit teach a condensed lesson about click jacking and how to respond safely to tempting emails and online offers	Year 5 Scenario 7 – perfect passwords - add in explanation of phishing and what to do if you receive a phishing email.	Scenario 9 Grooming – make reference to pop up messages about gambling and the associated health risks when discussing online advertisements.	
	<b>Stand-alone session</b>						

DT and ICT/E-safety– the academy is starting a new DT and ICT curriculum so no recovery curriculum is required