



Welbourn Church of England Primary School

'Believe, Excite, Succeed, Together'



Recovery Curriculum – Autumn Term 1 2020

Rationale: Children returning to school following lockdown have experienced loss (routine, freedom, relationships, social interaction, structure) and have lived through a collective trauma.

From loss emanates three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile. And on top of that, they are witnessing a sea of adult anxiety, which they unwittingly are absorbing.

A Recovery Curriculum

The intention of a Recovery Curriculum is to provide opportunities to **rebuild relationships** and **a sense of community**, space to **establish a sense of [awareness of] self** and to **relearn positive habits for learning skills**. The focus will be *gently* returning to some semblance of routine whilst enabling play, outdoor exploration and physical development & mindfulness meditations. This Recovery Curriculum is based on the 5 Levers:

Relationships – build up/upon these to cushion the discomfort of returning.

Community – listen to what has happened, engage in transition of learning back into the school community

Transparent Curriculum – be explicit about addressing the gaps so they feel secure that something is being done about the lost time in learning.

Metacognition – supporting children to relearn, think, learning how to learn and build a sense of awareness

Space – provide opportunity to rediscover self, cultivate awareness/mindfulness, find their voice in learning & exploration.

In between and in addition to these sessions, there will be timetabled sessions in the forest, playground and school hall.



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The priority for each Year Group will be:

Revisiting and securing key objectives from the National Curriculum for:

- Reading
- Writing
- Number and 4 operations in mathematics

Non - core subjects will be replaced with themed weeks and focus on emotional, social and mental wellbeing using PSHE and RHSE objectives.

Week 1 (2 days)

Routines week.

Week 2

Our new school pet tortoise.

Week 3

Art week.

Week 4 - 6

Launch new topics



The NHS 5 ways to wellbeing will be followed.

Week 1 and 2 of Term 1 will be spent in classes reconnecting and building positive relationships with each other. Routines week and our first weeks of learning will aim to develop our children and focus on:

- ✓ Feeling safe and trusting others
- ✓ Being a good friend and developing relationships
- ✓ Problem solving
- ✓ Being Independent and using initiative
- ✓ Positivity and wellbeing

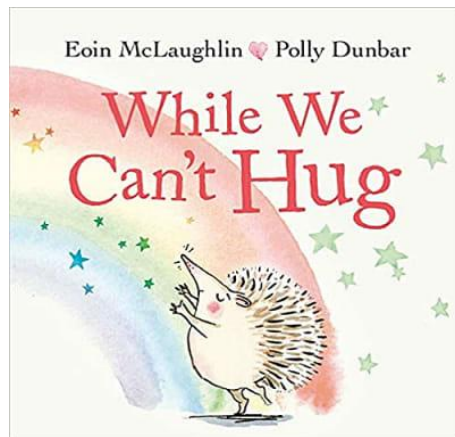
Our weekly collective worship themes are based around story books and will focus on:

- ✓ Hope
- ✓ Positivity
- ✓ Cooperation
- ✓ Our church school value - Justice
- ✓ Our British value - Democracy

Children will take part in mindfulness morning activities each morning as they arrive in school which will allow 'talk time' with adults.



Whilst encouraging a love of reading through daily story time, we will teach key aspects of PSHE and RSE through stories. We will have dedicated discussion time and complete a range of activities related to a range of texts, including the ones below.



EYFS Early Learning goals

Personal, social and Emotional behaviour

Managing feelings and behaviour

- ✓ Children talk about how they and others show feelings.
- ✓ Children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.
- ✓ They work as part of a group or class and understand and follow the rules.

Making relationships

- ✓ They show sensitivity to others' needs and feelings.
They form positive relationships with adults and other children

Self confidence and self-awareness

- ✓ 7. Confident to speak to others about own needs, wants, interests and opinions.
- ✓ 8. Can describe self in positive terms and talk about abilities.



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PSHE objectives

KSI Health and Wellbeing

H1. about what keeping healthy means; different ways to keep healthy

H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday

H5. simple hygiene routines that can stop germs from spreading

KSI Relationships / Friendships

R6. about how people make friends and what makes a good friendship

R7. about how to recognise when they or someone else feels lonely and what to do

R21. about what is kind and unkind behaviour, and how this can affect others

R24. how to listen to other people and play and work cooperatively

Staying safe

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

H35. about what to do if there is an accident and someone is hurt

KSI Mental health

H11. about different feelings that humans can experience

H12. how to recognise and name different feelings

H13. how feelings can affect people's bodies and how they behave

H14. how to recognise what others might be feeling

H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things

H16. about ways of sharing feelings; a range of words to describe feelings

H17. about things that help people feel good (e.g. playing outside, doing things

they enjoy, spending time with family, getting enough sleep)

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better



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PSHE objectives

KS2 Health and Wellbeing

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

KS2 Mental health

H17. to recognise that feelings can change over time and range in intensity
H18. about everyday things that affect feelings and the importance of expressing feelings
H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
H21. to recognise warning signs about mental and how to seek support

KS2 Safety

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

Relationships and Friendships

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships



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Term 1 Topaz Class Reception / Year 1

Objectives to revisit from the
Early Learning Goals
(ELG statements)

Maths

- Recognise numerals 1-5
- Count objects to 10 and beyond

Listening, understanding,
speaking

- Listen and respond to ideas expressed by others and join in a discussion
- Use talk to sequence and clarify thinking, ideas and feelings

Reading

- Enjoy reading a range of books

Reading Y1 - Read, Write, Inc Programme

- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.
- Read common irregular words.
- They demonstrate understanding when talking with others about what they have read.

Writing Y1 - Read, Write, Inc Programme

- Children use their phonic knowledge to write words in ways to match their spoken sound.
- They write some irregular common words.
- They write simple sentences, which can be read by themselves and others.
- Some words are spelt correctly and others are plausible.

Maths Y1 - Number

- Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract two single digit numbers and count on or back to find an answer.
- To solve problems, including doubling, halving and sharing.
- Compare objects, use and introduce $<$ $>$ and $=$



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Term 1 Emerald Class Year 2

Reading and writing objectives

Reading and writing - Read, Write, Inc Programme. Consolidating the previous year's objectives:

Reading

Read fluently and with expressions

Recall and retell simple stories

Make simple inferences and predictions

Identify key features of a text, including title and main events

Writing

Sentences - join words using clauses and 'and'

Text - to sequences sentences to form a simple narrative

Spellings - to spell common exception words

Punctuation - Capital letters, full stops, question marks and exclamation marks to demarcate sentences

Handwriting

- Appropriate spacing between words
- Clear letter formation with ascenders and descenders
- Sitting letters on the line

Maths objectives

Some have been taken from the previous year group:

Number and place value

- Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- Given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Compare and order numbers
- To count in 2s, 5s, 10s and 3s.

Addition and subtraction

- To represent and use number bonds to 20
- To know number bonds to 100 (using tens)
- To add and subtract one digit and 2 digit numbers, including zero
- To solve one step problems



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Term 1 Emerald Class Year 3

Reading and writing objectives

These aspects of writing have been taken from the previous year;

Reading

Read accurately and fluently with expression

Make inferences based on what is said and done

Answer and ask questions about the text

Predict what might happen next

Take part in a discussion about texts

Writing - Using Active English

Sentence - use simple and compound sentences using coordination (or, and, but), Use noun phrases for description

Punctuation - using full stops, capital letters, question marks apostrophes for possession and commas

Text - organise ideas clearly using a sequence of sentences

Spelling - use contracted forms

Handwriting - spaces between words, joined letters on the line, clear ascenders and descenders

Maths objectives

Some have been taken from the previous year group:

Number and place value

- Count in steps of 2, 3, and 5 from 0 and in tens from any number, forward and backwards. Begin to count in 50s.
- Identify and represent numbers, including on the number line
- Find 1, 10 and 100 more or less
- To read, write numbers up to 100 then 1000 and know the place value of the digits
- Compare and order numbers using $<$ $>$ and $=$

Addition and subtraction

- To add and subtract numbers using concrete objects, pictorial representations and mental methods including;
 - A 2 digit number and ones, a 2 digit number and 10s, 2 two digit numbers, 3 one digit numbers
 - Moving on to adding 3 digit numbers
 - Solve one step problems



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Term 1 Amethyst Class Year 4

Reading and writing objectives

These aspects of writing have been taken from the previous year:

Reading

- Read with accuracy, fluency and expression
- Use dictionaries to check the meaning of words
- Summarise the main points within a text
- Discuss words and phrases that capture the reader's interest and imagination
- Identify organisational features of a text
- Deduce, infer and make predictions

Writing aspects to develop:

Sentence - use a range of sentences with conjunction and adverbs

Punctuation - demarcate sentences with full stops, capital letters, question and exclamation marks and speech marks

Text - begin to use paragraphs to group material

Composition - develop settings, characters, plot

Spelling - spell high frequency words and homophones

Handwriting - legible, consistent letter formation and joined.

Maths objectives

Some have been taken from the previous year group:

Number and place value

- To count from 0 in multiples of 4, 8, 50 and find 10 or 100 more or less than a given number
- To compare and order numbers up to 1000
- To recognise the place value of digits in 3 and 4 digit numbers
- To round numbers to the nearest 10, 100 and 1000
- To read, write and represent numbers and numerals in words up to 1000
- To introduce negative numbers
- Solve number problems

Addition and subtraction

- To add and subtract numbers mentally, including; a 3 digit number and ones, a 3 digit and tens, a 3 digit and hundreds
- To use written methods to add and subtract
- To estimate and check answers



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Term 1 Amethyst Class Year 5



Reading and writing objectives

These aspects of writing have been taken from the previous year:

Reading

- Read fluently and with expression, developing a range of reading strategies
- Identify themes and conventions
- Discuss words and phrases that capture the readers' interest and imagination
- Use dictionaries to check the meaning of words

Writing aspects to develop:

Sentence - use varied sentences through fronted adverbials and opening

Punctuation - accurate demarcated sentences, including speech, apostrophes

Text - extended paragraphs to organise ideas around a theme, vocabulary choices for the reader

Composition - develop settings, character and plot

Spelling - spelling all Y3 and 4 statutory spellings

Handwriting - legible, joined and consistent letters

Maths objectives

Some have been taken from the previous year group:

Number and place value

- To recall and use all multiplication facts
- To count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less
- Recognise the place value of 4 and 5 digit numbers
- Round to the nearest 10, 100 and 1000 and beyond
- Compare and order numbers up to 1000, 10,000 then 100,000
- To read, write and estimate numbers up to
- To solve number problems
- To use negative numbers

Addition and subtraction

- To add and subtract both mentally and using formal written methods from 4 digits and beyond
- To round and estimate answers
- To use the inverse and solve multi step problems



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Term 1 Amethyst Class Year 6

Reading and writing objectives to consolidate from the previous year:

Reading

- Discuss words and phrases that capture the readers' interest and imagination
- Identify themes and conventions in a wide range of books
- Explain language choices
- Make inferences based on evidence in the text
- Identify the purpose and organisational features of a text

Writing aspects to develop:

Sentence - vary sentences, using openers, relative clauses and subordination

Punctuation demarcate sentences, use of parenthesis

Text - use cohesion in paragraphs and adverbials of time

Composition - vocabulary to clarify meaning, develop atmosphere

Spelling - spell Y5 and Y6 statutory words

Handwriting - legible joined handwriting

Maths objectives

Some have been taken from the previous year group:

Number and place value

- To recall and use all times tables facts
- To read, write, order and compare numbers up to 1,000,000
- To round numbers to 10,000,000
- To solve multi step number problems
- To interpret negative numbers in context, counting forward and backwards
- To read Roman numerals

Addition and subtraction

- To add and subtract integers with more than 4 digits using formal and mental methods
- To solve multi step problems
- To use rounding and estimation for accuracy
- To identify prime, square and cube numbers
- To identify common multiples and factors
- To use the order of operations