

Covid -19 20-21 Recovery curriculum

As part of our transition back into school, we are aiming to identify gaps from the previous year's learning, whilst at the same time ensuring the current year group expectations are provided. We will ensure that children's mental health, wellbeing and social/emotional needs are identified and met and planning reflects a need for flexible and adaptive teaching and assessment. Continuing Professional Development (CPD) training will support all staff to prepare for and meet the needs of our children and provision will continue to be in place for remote learning, where children receive appropriate work during any periods of self-isolation or local lockdown.

Whole school curriculum overview

English (see class curriculum webs, and English key skills)

Maths (see class curriculum webs and maths key skills)

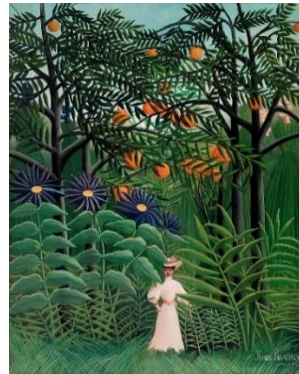
STEM (science, technology, engineering and maths)

Cycle 1

EXPLORE
Geography Focus
'Our Beautiful Isle'



CREATE
The Arts Focus
'An Exotic Forest'



DISCOVER
History Focus
'Cats Rule in Egypt'



Key Concepts

Beauty, Belonging, Change, Dreams, Aspirations, Vision, Spirituality, Resilience, Freedom

Wellbeing, Tranquillity, Peace, Responsibility, Sustainability, Transformation, Diversity, Community, Individuality, Truth, Choice, Influence

Love, Loyalty, Class, Equality, Duty, Influence, Strength, Tradition, Justice, Power, Wealth, Value, Belief

The uniqueness of the Isle of Wight										
Our Island			Ventnor Botanical Gardens			Leaders				
Being British										
The British Isles			The Eden project			Our Queen/Shakespeare				
The World Around Us										
The Earth			The World's rainforests			Egypt – An ancient civilisation				
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
Unit Titles										
Go with the flow		Special Rocks		Journey through an exotic forest	Chocolate!	Land of Imagination		Wonder woman		Cats rule in Egypt
Enquiry Question										
Can fish swim uphill?		Is the Moon made of Cheese?		Why is there a Rang Tan in my bedroom?	Can I grow a chocolate tree?	Is imagination more important than knowledge?		What does it mean to be British?	What makes a good queen/leader?	Who is the pharaoh of them all?
How to be a geographer			How to be an artist			How to be an historian				
Locational Geography - Seven continents and 5 oceans, United Kingdom, Mountains Rivers and Coasts, Northern and southern hemispheres Geography skills - use maps and photos to identify places on the Isle of Wight, use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans around the world, use simple compass directions			Artist Study - Henri Rousseau- woman walking in an exotic forest Artistic movement and culture, Abstract Art - Wassily Kandinsky/Surrealism, Gustav Klimt – The tree of life Use a range of materials to design and make products and different techniques using colour, pattern, texture, line, shape, form and space			Vikings and Anglo Saxons, Significant women in history, Suffragettes (local elections) Ancient Egypt – Ancient civilisation, Explorers Develop historical enquiry - Use evidence, ask questions, make observations, reflect and evaluate Chronological order[
Links to other subjects										
Events beyond living memory Lives of significant individuals		The Moon/Planets - (Science links) Rocks and soils - (Science links) Stonehenge - (History links - Stone Age to Iron Age)		Human and physical geography Plants -Science	Chocolate by Michael Rosen Ancient Mayans – history links	English - creative writing		English classical texts - Shakespeare		Place knowledge - Geography Science links– water cycle, living things and their habitats
School value										
Enjoy			Challenge		Respect		Achieve			
British value										
Individual Liberty Black History month Remembrance			Mutual Respect			Rule of Law		Democracy – Local elections New Head boy and girl		
PSHE										
Rules and responsibilities	Healthy Relationships	Keeping safe		Caring for the environment	Healthy lifestyles	Money		Feelings and emotions	Growing and changing	Valuing difference
<i>(See individual class curriculum grids and webs for further details)</i>										