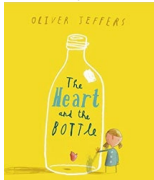
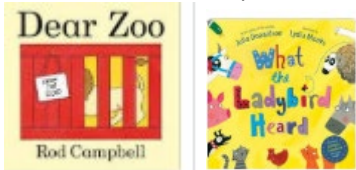


# Eastwood Community School

## Year 1 Long Term Planning 2020 Recovery Curriculum

<b>Year 1</b>	<b>Autumn 1: Recovery Curriculum Part 1</b> <b>Reading, Writing, Arithmetic and PSHCE</b> <b><u>Emotions</u></b> <b>(Y R Objectives)</b>	<b>Autumn 2: Recovery Curriculum Part 2</b> <b>Thematic Approach to Learning</b> <b><u>Theme: All Creatures Great and Small</u></b> <b>(Y R Objectives)</b>
<b>Text</b>	The Heart and the Bottle ( Oliver Jeffers) 	Dear Zoo, What the ladybird Heard 
<b>Words of the Week</b>	Week 1: Positive Week 2: Empathetic Week 3: Charitable Week 4: Happy Week 5: Proud Week 6: Forgiving Week 7: Peaceful	
<b>English: Reading</b>	<ul style="list-style-type: none"> <li>• Describes main story settings, events and principal characters.</li> <li>• Recognises familiar words, signs and logos.</li> <li>• Knows that print is read from left to right and top to bottom (in English).</li> <li>• Can continue a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words, blend them together and know which letters represent some of them.</li> <li>• Can link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begin to read words and simple sentences.</li> <li>• Uses vocabulary and forms of speech that are influenced by their experience of books.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul>	

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	<ul style="list-style-type: none"><li>• Uses phonic knowledge to decode regular words and read them aloud accurately.</li><li>• Can read some common irregular words.</li><li>• Demonstrates understanding when talking to others about what they have read.</li></ul> <p>PHONICS</p> <ul style="list-style-type: none"><li>• Hear and say the initial sound in words. Identify letters when asked Link sounds to letters naming</li><li>• Say all the sounds of the letters of the alphabet.</li><li>• Segment the sounds in simple words and blend them together and know which letters represent some of them.</li><li>• Recognises and sounds phonemes and graphemes correctly</li><li>• Decode regular words and read them aloud.</li><li>• Read and understand simple sentences using phonic knowledge to decode regular words.</li><li>• Use my phoneme mat to help segment and blend unfamiliar words Read common exception words from phases 2-5 list.</li><li>• Clap the syllables out in a word</li></ul>	
<b>English: Writing</b>	<ul style="list-style-type: none"><li>• Show a preference for a dominant hand.</li><li>• Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</li><li>• Give meaning to the marks I make as I draw, write and paint.</li><li>• Break the flow of speech into words.</li><li>• Continue a rhyming string (hat, cat, bat)</li><li>• Hear and say and write initial sounds in words.</li><li>• Segment and blend sounds in simple words.</li><li>• Use identifiable letters to communicate meaning, representing some sounds in a sequence.</li><li>• Write my own name.</li><li>• Write a meaningful label.</li><li>• Write a meaningful caption.</li><li>• Write a simple, meaningful sentence which I and others can read.</li><li>• Spell some words correctly.</li><li>• Attempt to write words which are phonetically plausible.</li><li>• Use phase 2 and phase 3 phonemes in my writing.</li></ul>	

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<b>Maths</b>	<ul style="list-style-type: none"> <li>• Recognise numerals 1-10, then 1-20.</li> <li>• Recognise numbers to 100.</li> <li>• Count reliably with numbers from 1-10, then 1-20.</li> <li>• Count an irregular arrangement of objects up to 20 by saying one number name for each of them.</li> <li>• Count out objects from a larger group.</li> <li>• Estimate how many objects I can see and check by counting them.</li> <li>• Use the language of <i>more and fewer</i> to compare two sets of objects.</li> <li>• Find the total of items in two groups by counting all of them.</li> <li>• Say the number that is <i>one more or one less</i> than a given number.</li> <li>• In practical activities and discussion, I can use the vocabulary involved in adding and subtracting, including counting on and back.</li> <li>• Add and subtract two single-digit numbers and count on or back to find the answer.</li> <li>• Record what I am doing using numbers and marks that I can interpret and explain.</li> <li>• Identify mathematical problems based on my own interests and fascinations.</li> <li>• Solve simple problems, including doubling, halving and sharing.</li> </ul>	<ul style="list-style-type: none"> <li>• Count to and across 100, forward and backwards, beginning with 0 or 1 from any number.</li> <li>• Count, read and write numbers to 100 in numerals.</li> <li>• Read and write numbers from 1 to 20 in numerals and words.</li> <li>• Say what is one more or one less than any number.</li> <li>• 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</li> <li>• Count in multiples of 2, 5 and 10.</li> </ul>
<b>Guided Reading</b>	Small Group Guided Reading using Reception Formats (40-60months, ELG, Working towards Year1 )	
<b>PSHCE</b>	<ul style="list-style-type: none"> <li>• Understand how things that they value, enjoy or are good at can support mental wellbeing (e.g. positive relationships, eating and sleeping).</li> <li>• Identify and name the range and degrees of emotions in daily life.</li> <li>• Recognise fear, joy, disgust, surprise, sadness, anger and happiness.</li> <li>• Recognise emotional triggers (e.g. losing a toy/routine change).</li> <li>• Recognise that the behaviour of others can affect their wellbeing and their own behaviour and emotions can affect others.</li> <li>• Establish and build vocabulary for things that make them happy and sad and things that make someone else feel happy.</li> <li>• Use and know which creative activities to tackle boredom.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Make positive connections between things they enjoy (activities/friends) and feeling good.</li> <li>• Know to talk to a trusted adult when experiencing friendship problems and when they are feeling lonely.</li> <li>• Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Know it is common for people to experience mental ill health.</li> </ul>
<b>Science (From EYFS Framework - )</b>		<p><b>All creatures Great and small</b></p> <ul style="list-style-type: none"> <li>• Comment and ask questions about aspects of their familiar world such as things they have observed such as animals.</li> <li>• Demonstrate care and concern for living things in the environment.</li> </ul>

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<b>Theme</b> <b>History (from EYFS Framework – People and Communities) Geography (Understanding the World)</b>	<p>To be used in conjunction with PHSE Objectives</p> <p>Art.</p> <ul style="list-style-type: none"> <li>• Explore what happens when they mix colours.</li> <li>• Experiment to create different textures.</li> <li>• Understand that different media can be combined to create new effects.</li> <li>• Manipulate materials to achieve a planned effect.</li> </ul> <p>DT</p> <ul style="list-style-type: none"> <li>• Construct with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately.</li> <li>• Select appropriate resources and adapts work where necessary.</li> <li>• Select tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> <p>Dance/Music</p> <ul style="list-style-type: none"> <li>• Begin to build a repertoire of songs and dances</li> <li>• Explore the different sounds of instruments</li> </ul>	<p>History –</p> <ul style="list-style-type: none"> <li>• Jon in with family customs and routines.</li> <li>• Talk about past and present events in their own lives and in the lives of family members.</li> <li>• Know that other children don't always enjoy the same things, and are sensitive to this.</li> </ul> <p>RE</p> <ul style="list-style-type: none"> <li>• Describe about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>• Comment and ask questions about aspects of their familiar world such as things they have observed such as animals.</li> </ul> <p>History</p>
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We will continue to make sure that the curriculum is under pinned by the Characteristics of Effective Learning

Characteristics of Effective Learning			
	A Unique Child: observing how a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
Creating and Thinking Critically <i>thinking</i>	<b>Having their own ideas</b> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things	<ul style="list-style-type: none"> <li>• Use the language of thinking and learning: <i>think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.</i></li> <li>• Model being a thinker, showing that you don't always know, are curious and sometimes puzzled, and can think and find out.</li> <li>• Encourage open-ended thinking by not settling on the first ideas: <i>What else is possible?</i></li> <li>• Always respect children's efforts and ideas, so they feel safe to take a risk with a new idea.</li> <li>• Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play.</li> <li>• Give children time to talk and think.</li> <li>• Value questions, talk, and many possible responses, without rushing toward answers too quickly.</li> <li>• Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.</li> <li>• Model the creative process, showing your thinking about some of the many possible ways forward.</li> <li>• Sustained shared thinking helps children to explore ideas and make links. Follow children's lead in conversation, and think about things together.</li> <li>• Encourage children to describe problems they encounter, and to suggest ways to solve the problem.</li> <li>• Show and talk about strategies – how to do things – including problem-solving, thinking and learning.</li> <li>• Give feedback and help children to review their own progress and learning. Talk with children about what they are doing, how they plan to do it, what worked well and what they would change next time.</li> <li>• Model the plan-do-review process yourself.</li> </ul>	<ul style="list-style-type: none"> <li>• In planning activities, ask yourself: <i>Is this an opportunity for children to find their own ways to represent and develop their own ideas? Avoid children just reproducing someone else's ideas.</i></li> <li>• Build in opportunities for children to play with materials before using them in planned tasks.</li> <li>• Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships.</li> <li>• Recognisable and predictable routines help children to predict and make connections in their experiences.</li> <li>• Routines can be flexible, while still basically orderly.</li> <li>• Plan linked experiences that follow the ideas children are really thinking about.</li> <li>• Use mind-maps to represent thinking together.</li> <li>• Develop a learning community which focuses on <b>how</b> and not just what we are learning.</li> </ul>
	<b>Making links</b> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect		
	<b>Choosing ways to do things</b> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked		

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Characteristics of Effective Learning			
	A Unique Child: observing how a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
Playing and Exploring engagement	<b>Finding out and exploring</b> <ul style="list-style-type: none"> <li>Showing curiosity about objects, events and people</li> <li>Using senses to explore the world around them</li> <li>Engaging in open-ended activity</li> <li>Showing particular interests</li> </ul>	<ul style="list-style-type: none"> <li>Play with children. Encourage them to explore, and show your own interest in discovering new things.</li> <li>Help children as needed to do what they are trying to do, without taking over or directing.</li> <li>Join in play sensitively, fitting in with children's ideas.</li> <li>Model pretending an object is something else, and help develop roles and stories.</li> <li>Encourage children to try new activities and to judge risks for themselves. Be sure to support children's confidence with words and body language.</li> <li>Pay attention to how children engage in activities -- the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products.</li> <li>Talk about how you and the children get better at things through effort and practice, and what we all can learn when things go wrong.</li> </ul>	<ul style="list-style-type: none"> <li>Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.</li> <li>Make sure resources are relevant to children's interests.</li> <li>Arrange flexible indoor and outdoor space and resources where children can explore, build, move and role play.</li> <li>Help children concentrate by limiting noise, and making spaces visually calm and orderly.</li> <li>Plan first-hand experiences and challenges appropriate to the development of the children.</li> <li>Ensure children have uninterrupted time to play and explore.</li> </ul>
	<b>Playing with what they know</b> <ul style="list-style-type: none"> <li>Pretending objects are things from their experience</li> <li>Representing their experiences in play</li> <li>Taking on a role in their play</li> <li>Acting out experiences with other people</li> </ul>		
	<b>Being willing to 'have a go'</b> <ul style="list-style-type: none"> <li>Initiating activities</li> <li>Seeking challenge</li> <li>Showing a 'can do' attitude</li> <li>Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul>		
	A Unique Child: observing how a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
Active Learning motivation	<b>Being involved and concentrating</b> <ul style="list-style-type: none"> <li>Maintaining focus on their activity for a period of time</li> <li>Showing high levels of energy, fascination</li> <li>Not easily distracted</li> <li>Paying attention to details</li> </ul>	<ul style="list-style-type: none"> <li>Support children to choose their activities -- what they want to do and how they will do it.</li> <li>Stimulate children's interest through shared attention, and calm over-stimulated children.</li> <li>Help children to become aware of their own goals, make plans, and to review their own progress and successes. Describe what you see them trying to do, and encourage children to talk about their own processes and successes.</li> <li>Be specific when you praise, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, and has new ideas.</li> <li>Encourage children to learn together and from each other.</li> <li>Children develop their own motivations when you give reasons and talk about learning, rather than just directing.</li> </ul>	<ul style="list-style-type: none"> <li>Children will become more deeply involved when you provide something that is new and unusual for them to explore, especially when it is linked to their interests.</li> <li>Notice what arouses children's curiosity, looking for signs of deep involvement to identify learning that is intrinsically motivated.</li> <li>Ensure children have time and freedom to become deeply involved in activities.</li> <li>Children can maintain focus on things that interest them over a period of time. Help them to keep ideas in mind by talking over photographs of their previous activities.</li> <li>Keep significant activities out instead of routinely tidying them away.</li> <li>Make space and time for all children to contribute.</li> </ul>
	<b>Keeping on trying</b> <ul style="list-style-type: none"> <li>Persisting with activity when challenges occur</li> <li>Showing a belief that more effort or a different approach will pay off</li> <li>Bouncing back after difficulties</li> </ul>		
	<b>Enjoying achieving what they set out to do</b> <ul style="list-style-type: none"> <li>Showing satisfaction in meeting their own goals</li> <li>Being proud of how they accomplished something -- not just the end result</li> <li>Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul>		