

Week One: "Sometimes the day begins with nothing to look forward to..."



Salvation Jesus' death and resurrection effect the rescue or salvation of humans	EYFS	Know that Christians believe Jesus came to show God's love and remember Jesus' last week at Easter Recognise that Christians try to show love to others.
	KS1	Know that Easter is important in the 'big story' of the Bible. Remember that Christians believe Jesus showed that he was willing to forgive all people and builds a bridge between God and humans Know that Christians believe Jesus rose from the dead, giving people hope of a new life.
	LKS2	Describe how Christians celebrate and see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. Explain how events of Holy Week were important in showing the disciples what Jesus came to earth to do.

Provide age appropriate opportunities to explore Palm Sunday, focusing on how Jesus was likely to have been feeling at that point. Draw similarities from COVID experiences shared in P4C.



RE

English

Key question:
What are the consequences of COVID on our past, present and future?

Non-Fiction 2 Week Teaching Sequence

Hook, read and analysis

- FS – Leaflets (captions)
- Y1 – Information Text
- Y2 – Non Chronological Report
- Y3 – Non – Chronological Report
- Y4 – Explanation
- Y5 – Non Chronological Report
- Y6 – Discussion (Balanced Argument)

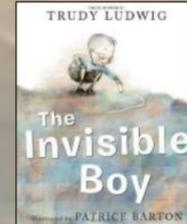
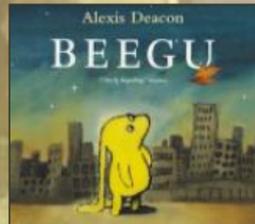
Hook/Read (2 days)

- Real audience and purpose with a clear outcome
- Broad, rich and engaging reading curriculum
- Drama, speaking and listening opportunities

Analyse (2 days)

- Define features and characteristics of text/genre
- Create checklist based on these features
- Agree and understand the success criteria
- Identify sentence level features
- Explore vocabulary & word level features
- Identify level of formality

Chronology The order in which events happen	EYFS	Be able to correctly use simple terms to talk about chronology, including old, new, today, tomorrow and yesterday .
	KS1	Be able to correctly use an increasing range of terms to talk about chronology, including month and year To create family trees and personal timelines for their lives
	KS2	Be able to correctly use the terms ancient, modern, AD, BC, century and decade to talk about chronology and Create timelines to show how these relate to one another.
Evidence An available body of facts or information indicating whether a belief is valid.	EYFS	Be able to use items to talk about the past
	KS1	To introduce the term 'sources', and synthesise these, to talk about what has happened.
Significance The consequences of past events on the past and present.	EYFS	Ask questions to find out what happened
	KS1	Ask questions about how a person or event changed the immediate future and how it/they impact on our lives today (cause and effect)
	KS2	Explain why a person or event changed the immediate future and how it/they impact on our lives today (cause and effect)



History

Themes likely to emerge: Loneliness, Isolation
Supplementary resources:

- Baboon on the Moon <https://vimeo.com/58445945>
- The Visitor – Antje Damm
- Beegu – Alexis Deacon
- The Invisible Boy – Trudy Ludwig

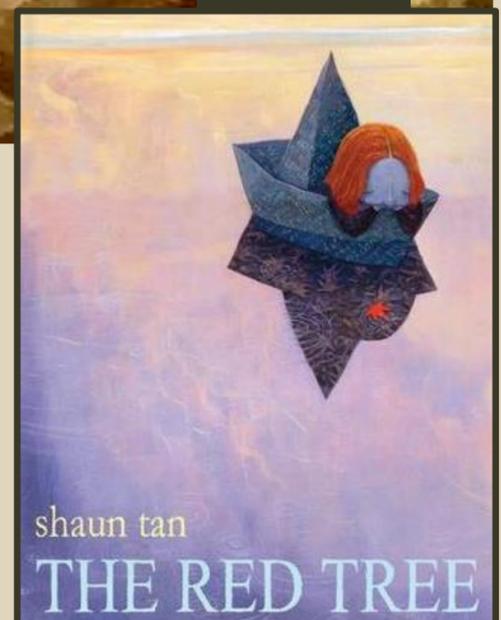
1. Read 'The Red Tree' upto 'nobody understands...'
2. Undertake P4C Enquiry using a bottle and/or page image as stimulus.
3. Fill bottle with notes of children's thoughts/questions.

P4C

Health a person's mental or physical condition	EYFS	Name a range of emotions Know that it is possible to both physically and mentally healthy
	KS1	Judge how they are feeling and whether how they are behaving is appropriate Know what bullying is and its impact on mental wellbeing Describe the impact of rest, diet, hobbies and exercise on emotional and physical wellbeing
	KS2	Examine how their choices will impact on their physical and mental health (e.g. use of drugs, tobacco, diet, exercise) Establish what support is available when choices go wrong.

Week One Summary

The first week of our recovery curriculum supports children to explore themes of **isolation** and **loneliness** which they may have experienced during lockdown and throughout school closures. Children will start the week with a P4C class enquiry to give them the opportunity to talk about their feelings and experiences and to 'bottle' these. In History this week, they will consider the key concept of **significance** linked to the pandemic by answering the question, 'What are the consequences of COVID on our past, present and future?' In English, children will begin their two-week non-fiction unit, exploring the features of their allocated genre in preparation for planning and writing next week. **Salvation** will be the concept considered in RE, particularly Palm Sunday and Jesus' arrival in Jerusalem. Whilst this event reflects celebration and is symbolic of hope, it also marks the beginning of Holy Week, focusing on the final days of Jesus' life during which he would doubtless have felt isolated and lonely at times, just as our children may have done throughout COVID. Other subjects, such as Maths and PE will also run concurrently and follow the school's standard curriculum. These can be found here: [Maths](#) & [PE](#).



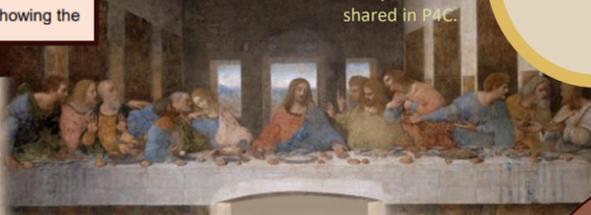
Click [here](#) to watch a YouTube version of the book.

Week Two: "Sometimes you wait and wait and wait..."



Salvation Jesus' death and resurrection effect the rescue or salvation of humans	EYFS	Know that Christians believe Jesus came to show God's love and remember Jesus' last week at Easter Recognise that Christians try to show love to others.
	KS1	Know that Easter is important in the 'big story' of the Bible. Remember that Christians believe Jesus showed that he was willing to forgive all people and builds a bridge between God and humans Know that Christians believe Jesus rose from the dead, giving people hope of a new life.
	LKS2	Describe how Christians celebrate and see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. Explain how events of Holy Week were important in showing the disciples what Jesus came to earth to do.

Provide **age appropriate** opportunities to explore the Last Supper and Jesus' arrest, focusing on how Jesus was likely to have been feeling at that point. Draw similarities from COVID experiences shared in P4C.



RE

Edit (1 session)

- Respond to WCF, written marking.
- Correct non-negotiables.
- Edit sections of writing to improve
- Self and peer evaluation against checklist produced
- analyse stage

Write (1 session)

- Demonstration, teaching scribing and supported composition through shared and guided writing
- Write drafts based on the plan created
- Use knowledge of reading to help compose and make informed choices in writing

Plan (1 session)

- Use the success criteria
- Drama, speaking and listening opportunities
- Clarify audience and purpose
- Use set clear planning format

English

Non-Fiction 2 Week Teaching Sequence

Plan, write and edit - use science theme as focus

- FS - Leaflets (captions)
- Y1 - Information Text
- Y2 - Non Chronological Report
- Y3 - Non - Chronological Report
- Y4 - Explanation
- Y5 - Non Chronological Report
- Y6 - Discussion (Balanced Argument)

Life the condition that distinguishes animals and plants from inorganic matter	EYFS	Identify and name common animals and plants: talk about change.
	Y1	Recognise and describe the differences and similarities in plants and animals (i.e. carnivores/herbivores/omnivores, fish, reptiles, mammals, amphibians, birds, deciduous and evergreen)
	Y2	Identify what living things need to survive and flourish (i.e. food, water, exercise etc.) Recognise and describe how living things differ to non-living things, and how they change as they grow (including plants and animals). Construct and interpret food chains, identifying predators, producers and prey
	Y3	Identify and describe the role of skeletons and the circulatory system in animals Describe the life cycle and process of reproduction in plants Explain the specific nutritional needs of plants, animals and humans Explain how different plants' needs vary
	Y4	Sequence the simple functions of the digestive system, including the role of teeth Distinguish the functions of the heart, vessels, and blood Use classification keys to group living things Explain the impact of the environment on specific habitats.
	Y5	Describe the interdependence of organisms, including food web and insect-pollinated crops. Describe reproduction in humans, including the development of male and female reproductive organs and systems Discern the differences in the life cycles of a mammal, amphibian, reptile, bird and fish. Discern the processes of reproduction in plants and animals
	Y6	Explain the mechanism of breathing and how this links to the circulatory system Describe the effects of diet, exercise, drugs and lifestyle on the way bodies function and the consequences of imbalance in the diet (i.e. drug abuse, eating disorders, the impact of maternal lifecycle on a foetus) Reason about the classification of living things according to common observable characteristics Explain the concept of 'natural selection' and adaptation Explain how fossils provide information about the changes to living things over time

Science Focus/Linked Unit

- FS - Question the world around them linked to COVID
- Y1 - Humans as Animals linked to COVID
- Y2 - Living Things (survival)/Seasonal Change linked to COVID
- Y3 - Circulatory system & impact of COVID on this
- Y4 - Function of Heart & impact of COVID on this
- Y5 - Organs, impact of COVID on these including Long COVID
- Y6 - Particle Theory, virus dispersal linked to need for masks

Key question:
How can COVID affect humans' physical health?

Science

Themes likely to emerge: anxiety, frustration, boredom

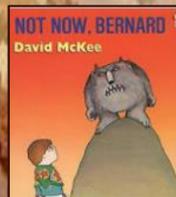
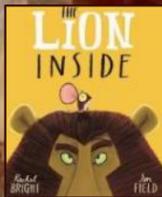
Supplementary resources:

- The Gruffalo's Child - Julie Donaldson
- Not Now Bernard - David McKee
- The Huge Bag of Worries - Virginia Ironside
- The Lion Inside - Rachel Bright

- Read 'The Red Tree' upto 'but nothing ever happens...'
- Undertake P4C Enquiry using a clock, sand timer and/or page image as stimulus.



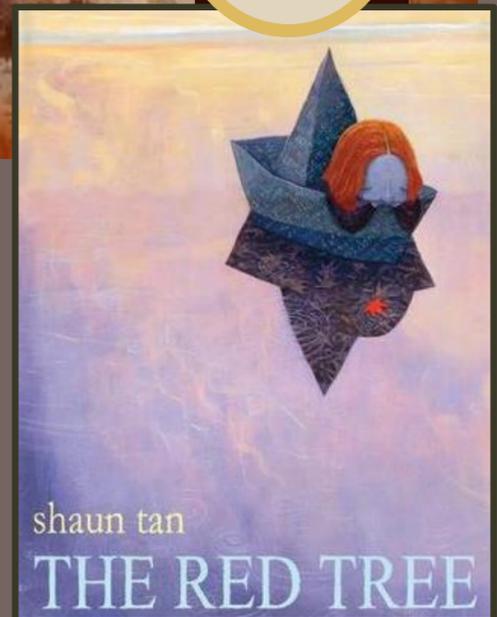
P4C



Week Two Summary

This week develops children's understanding of **frustration, boredom and anxiety**; they will question and start to think about how we can overcome these feelings. The week will begin with a P4C class enquiry to help them explore and probe experiences that have given rise to such feelings in their life - particularly in recent months. Science will be an important feature of their learning during this week: they will consider the key concept of **life** and learn how COVID19 can physically affect the human body. Children will then apply this knowledge to create non-fiction texts English following their exploration and analysis of genres during the previous week. **Salvation** will remain the focus in RE and children will consider Jesus' feelings during the Last Supper and as he was arrested. Other subjects, such as Maths and PE will also run concurrently and follow the school's standard curriculum. These can be found here:

[Maths & PE.](#)



Click [here](#) to watch a YouTube version of the book.

Week Three: "Wonderful things are passing you by..."



Salvation Jesus' death and resurrection effect the rescue or salvation of humans	EYFS	Know that Christians believe Jesus came to show God's love and remember Jesus' last week at Easter Recognise that Christians try to show love to others.
	KS1	Know that Easter is important in the 'big story' of the Bible. Remember that Christians believe Jesus showed that he was willing to forgive all people and builds a bridge between God and humans Know that Christians believe Jesus rose from the dead, giving people hope of a new life.
	LKS2	Describe how Christians celebrate and see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. Explain how events of Holy Week were important in showing the disciples what Jesus came to earth to do.

Provide age appropriate opportunities to explore the crucifixion, focusing on how Jesus and his disciples were likely to have been feeling at that point. Draw similarities from COVID experiences shared in P4C.

RE

- Write (1 day)**
- Demonstration, teaching scribing and supported composition through shared and guided writing
 - Write drafts based on the plan created
 - Use knowledge of reading to help compose and make informed choices in writing

- Plan (1 day)**
- Use the success criteria
 - Drama, speaking and listening opportunities
 - Clarify audience and purpose
 - Use a clear planning format (see Sue Palmer books)

English

Poetry 2 Week Teaching Sequence
Hook, read and analysis

- FS – Rhyme
- Y1 – Free Verse
- Y2 – Acrostic
- Y3 – Imagery
- Y4 – Kenning
- Y5 – Free Verse
- Y6 – Sonnet

Stimulus Poems

- FS – A-Viking in the Springtime, Jonny Duddle
- Y1 – Say Something Nic, A.F. Harrold
- Y2 – Look Out A Poem of Hope, Philip Ardagh
- Y3 – Balcony Picnic, Michelle Magorian
- Y4 – Hope; or, Learning the Language of Birds, Jackie Morris
- Y5 – Hope by Anthony Horowitz
- Y6 – "Hope" is the thing with feathers, Emily Dickinson

Hook/Read (1 days)

- Real audience and purpose with a clear outcome
- Broad, rich and engaging reading curriculum
- Drama, speaking and listening opportunities

Analyse (1 days)

- Define features and characteristics of text/genre
- Create checklist based on these features
- Agree and understand the success criteria
- Identify sentence level features
- Explore vocabulary and word level features
- Identify level of formality

Sketchbook work focussing on analysing the work of Andy Goldsworthy (see linked pieces for each phase below) and exploring the formal element of 'Shape and Form'.



Composition Art can take on an endless array of shapes through the manipulation of colour, pattern, texture, line, shape, form and space.	EYFS	Name artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in a range of artwork (e.g. in their own work, or that of artists)
	KS1	Identify and describe artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in variety of artistic styles (e.g. cubist, pop art, impressionist, contemporary, abstract) Recreate specific elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) of an artist's styles
	KS2	Compare and contrast artistic styles (e.g. cubist, pop art, impressionist, contemporary, abstract) using technical language linked to artistic elements. Recreate artists' work in a range of different artistic styles
Comprehension Critically ascribe meaning to a piece of art (Critic Talk)	EYFS	Identify how a piece of art makes them feel
	KS1	Describe how a piece of art makes them feel using simple language linked to artistic elements to give reasons why. Analyse how artists' make deliberate choices about composition in order to have an effect on the audience.
	KS2	Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response. Investigate how artists' deliberate choices about composition have different effects on the audience, based on their personal experiences and values.

Art

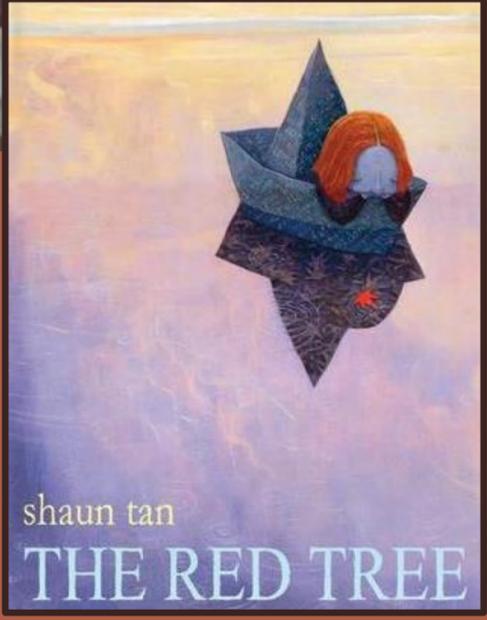
Themes likely to emerge: feeling lost, helplessness, losing sense of identity
Supplementary resources:

- Into the Forest – Anthony Browne
- Towers of the Void – music
- Stuck – Oliver Jeffers

- Read 'The Red Tree' upto 'or where you are...'
- Undertake P4C Enquiry using a map and/or page image as stimulus. You may also choose to use a piece of music.



P4C



Week Three Summary

This week develops children's understanding of overcoming **helplessness** and possible **loss of identity**, arising from being unable to follow their usual interests and social groups. As in previous weeks, the journey will begin with a P4C class enquiry to support children to consider these feelings and the impact they can have if not addressed. Art plays a vital role this week, especially in its capacity enable children to express themselves and therefore to support their mental health and wellbeing. Children will study the work of Andy Goldsworthy, an artist who uses natural resources. Goldsworthy was chosen because of his link with the outdoors - another source of wellbeing and self-care. In English, children will begin to explore the concept of **hope** through exploration of poetry from 'The Book of Hopes', collated by the National Literacy Trust. This week, RE lessons will focus on the Crucifixion and the hope that Jesus gave us through his sacrifice.. Other subjects, such as Maths and PE will also run concurrently and follow the school's standard curriculum. These can be found here: [Maths](#) & [PE](#).

Click [here](#) to watch a YouTube version of the book.

Week Four: "But suddenly there it is in front of you..."



Provide **age appropriate** opportunities to explore the resurrection, focusing on how Jesus and his disciples were likely to have been feeling at that point. Draw similarities from COVID experiences shared in P4C. Produce an outcome to share digitally (via Teams/Zoom) with parents and others bubbles in the school.



RE

Edit (1 day)

- Respond to WCF, written marking.
- Correct non-negotiables. Edit sections of writing to improve
- Self and peer evaluation against checklist produced during analyse stage

Write (1 day)

- Demonstration, teaching scribing and supported composition through shared and guided writing
- Write drafts based on the plan created
- Use knowledge of reading to help compose and make informed choices in writing

Poetry 2 Week Teaching Sequence

- Hook, read and analysis
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- Y5 – Free Verse
- Y6 – Sonnet

Plan (1 day)

- Use the success criteria
- Drama, speaking and listening opportunities
- Clarify audience and purpose
- Use set clear planning format

Salvation Jesus' death and resurrection effect the rescue or salvation of humans	EYFS	Know that Christians believe Jesus came to show God's love and remember Jesus' last week at Easter Recognise that Christians try to show love to others.
	KS1	Know that Easter is important in the 'big story' of the Bible. Remember that Christians believe Jesus showed that he was willing to forgive all people and builds a bridge between God and humans Know that Christians believe Jesus rose from the dead, giving people hope of a new life.
	LKS2	Describe how Christians celebrate and see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. Explain how events of Holy Week were important in showing the disciples what Jesus came to earth to do.

Comprehension Critically ascribe meaning to a piece of music (Listener talk)	EYFS	Say how a piece of music makes them feel
	KS1	Say how a piece of music makes them feel using simple musical shape language to give reasons why.
	KS2	Say how a piece of music makes them feel using more technical language of musical shape to justify their response. Talk about the way that peoples' experiences linked to time and culture affect the way a piece of music is comprehended (i.e. rap music).

- Children use comprehension skills to listen and respond to focus pieces of music.
- From their response and comprehension, they choose a piece of music for them to use to accompany their performance poetry in English

English

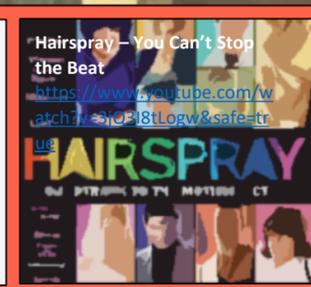
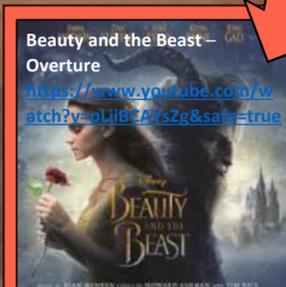
Edit (1 day)

- Respond to WCF, written marking.
- Correct non-negotiables. Edit sections of writing to improve
- Self and peer evaluation against checklist produced during analyse stage

Music

Children to create their final sculptures based on the work of Andy Goldsworthy and the formal element of 'Shape and Form'.

- EYFS** – Leaf Sculpture, photographed and edited to create a red centrepiece
- KS1** – Pebble Spiral Sculpture to be cemented into the 'Garden of Hope'
- LKS2** – Creation of a stone and water sculpture for the 'Garden of Hope'
- UKS2** – Branch Arch sculpture providing the entrance to the 'Garden of Hope'



Art

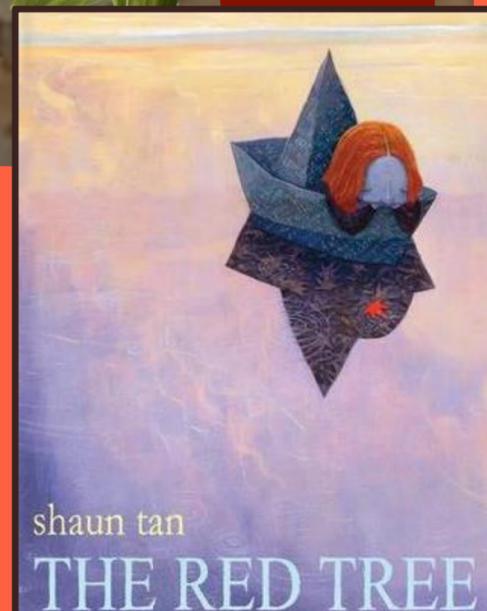
Themes likely to emerge: hope, faith, confidence

Supplementary resources:

- The North Star – Peter H. Reynolds
- Life Doesn't Frighten Me – Maya Angelou (Poem)
- Now – Antoinette Portis

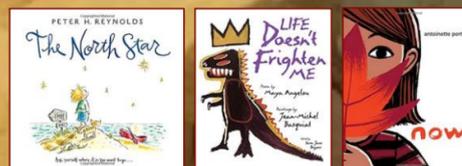
- Read 'The Red Tree' until the end.
- Undertake P4C Enquiry using a spring bulb/flower/plant and/or page image as stimulus.

P4C



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Composition Art can take on an endless array of shapes through the manipulation of colour, pattern, texture, line, shape, form and space.	EYFS	Name artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in a range of artwork (e.g. in their own work, or that of artists)
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	KS2	Compare and contrast artistic styles (e.g. cubist, pop art, impressionist, contemporary, abstract) using technical language linked to artistic elements. Recreate artists' work in a range of different artistic styles
Communication Creating art to represent something real or express an emotion, mood or message (Artist Talk)	EYFS	Experiment with artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in their own pieces of art.
	KS1	Apply their knowledge and understanding of artistic elements and different artistic styles to create their own pieces of art.
	KS2	Justify their use of artistic elements and different artistic styles to make deliberate choices about their own pieces of art.



Week Four Summary

This week is about **flourishing**; children consider in depth the concepts of **hope, faith and confidence** and the role they play in achieving a state of wellbeing and self-fulfilment. Like the weeks before, this one will also commence with a P4C enquiry linked these concepts. Children's opportunities for expressive art are continued this week in the creation of their final pieces to be displayed in the school's 'Garden of Hope'. Each phase will create a permanent art installation based on the work of Andy Goldsworthy. Children will complete their poems of hope in English and perform these set to music which they have chosen themselves using their **comprehension** skills. This week, RE lessons will focus on the resurrection and the joy associated with this for his followers. Other subjects, such as Maths and PE will also run concurrently and follow the school's standard curriculum. These can be found here: [Maths](#) & [PE](#).