

Recovery Curriculum NC Objectives Planning

Some objectives are built upon each year and teachers will look back at the previous years objectives in their class to build upon children existing knowledge.

In some cases an objective is Year group specific and only covered during a particular topic in a particular year. Below are these specific objectives which have been missed in the Summer Term of 2020 and need to be taught as part of the recovery curriculum in the academic year 2020-21.

	Year 2	Year 3	Year 4	Year 5	Year 6
RE			Reconciliation Holy Communion		Working with BMCC to prepare last years Year 6 for Confirmation.
English	NTS Tests to identify gaps to be addressed in planning	NTS Tests to identify gaps to be addressed in planning	NTS Tests to identify gaps to be addressed in planning	NTS Tests to identify gaps to be addressed in planning	NTS Tests to identify gaps to be addressed in planning
Maths	NTS Tests to identify gaps to be addressed in planning	NTS Tests to identify gaps to be addressed in planning	NTS Tests to identify gaps to be addressed in planning	NTS Tests to identify gaps to be addressed in planning	NTS Tests to identify gaps to be addressed in planning
History				a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	Ancient Greece – a study of Greek life and achievements and their influence on the western world
Geography		use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map		name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use	

		<p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>		<p>patterns; and understand how some of these aspects have changed over time</p>	
Music					
PE			Swimming – subject to pool availability under COVID-19 measures.		
Art					
DT	<p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from</p>	<p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from</p>			
Computing					
Science		<p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p>	<p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get</p>	<p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p>	<p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>

			<p>nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>describe the life process of reproduction in some plants and animals</p>
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