



BREDBURY GREEN PRIMARY SCHOOL



COVID-19 RECOVERY CURRICULUM 2020



Aims and Objectives



Aims

The overall aim for the Recovery Curriculum is to ensure that all children are given opportunity to explore their physical and mental well-being. The Recovery Curriculum will cover areas of the new PSHE curriculum, the science curriculum and elements of transition in order to help with this.

Objectives

- Every child, regardless of where their learning takes place, will be given opportunity to learn about their bodies and how they work
- Every child will understand the importance of their mental health and physical well-being
- Every child will gain some understanding of the Coronavirus epidemic through some of the topics studied
- Year 6 children will be provided with transition material to ease their transition to secondary education



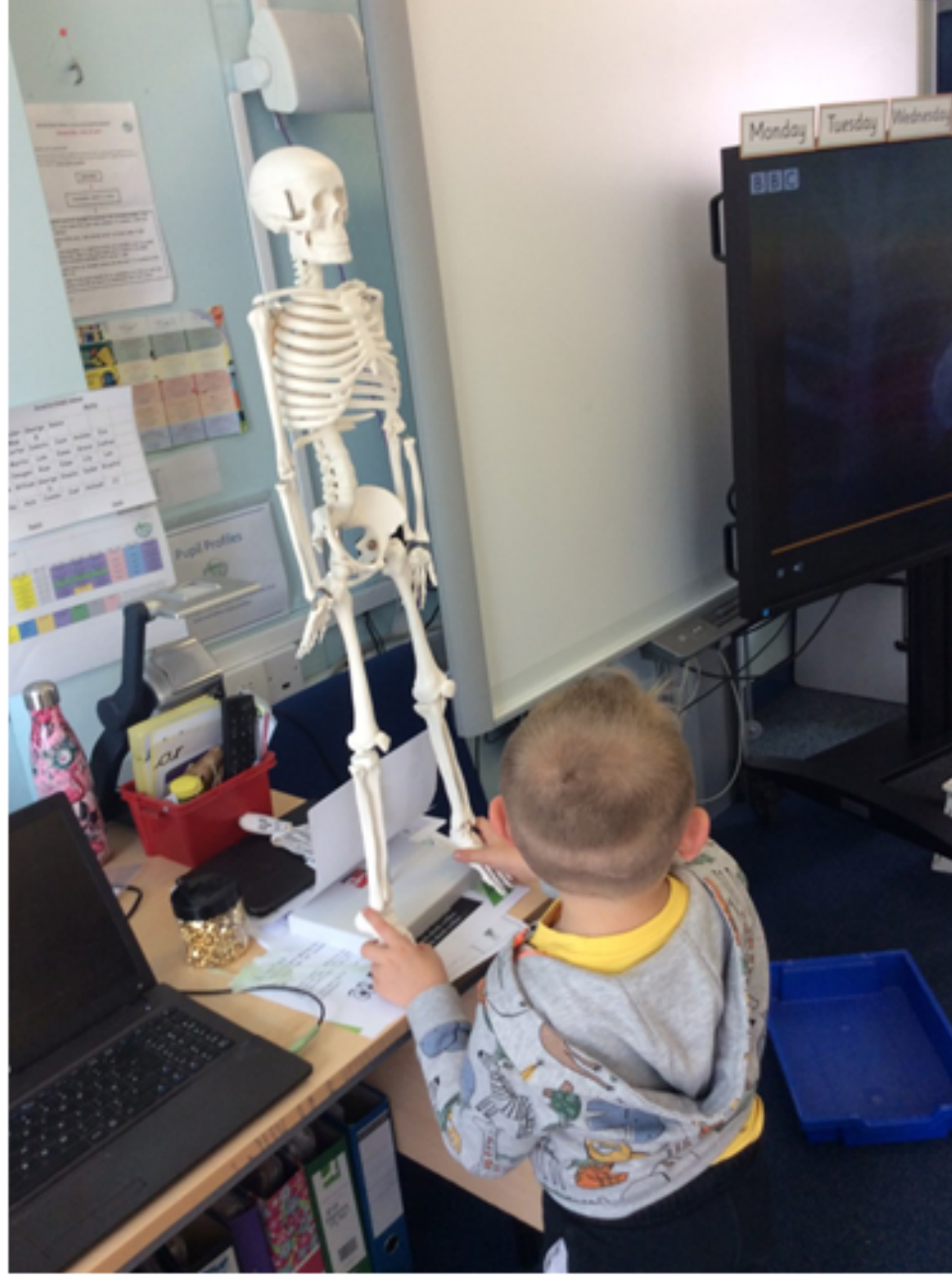
Topics to Plan



Week	Topic	Team 1	Team 2	Team 3	Team 4	Team 5
1	How does the body work?	Skeleton	Muscles/movement	Circulation	Heart & Lungs	Digestion
2	How does the body work?	Immunity	Senses	Nerves	Sight	Hearing
3	What do we need to survive?	What we physically need	Mental needs	Staying safe	Surviving Lockdown	Being thankful
4	What do we need to be nutritionally well?	Vitamins	Percentages	Healthy meals	What's in what?	RAG food labels
5	How can we keep healthy?	Sleep	Diet	Exercise	Body	Hygiene
6	How can we get fit?	Training	Recovery Rate	Fat burning	Sports Day	Improvement
7	How can we keep our minds healthy?	Keeping mentally active	Relaxing/Unwinding	Worry	New experiences	Stress



Week 1: How does the body work?

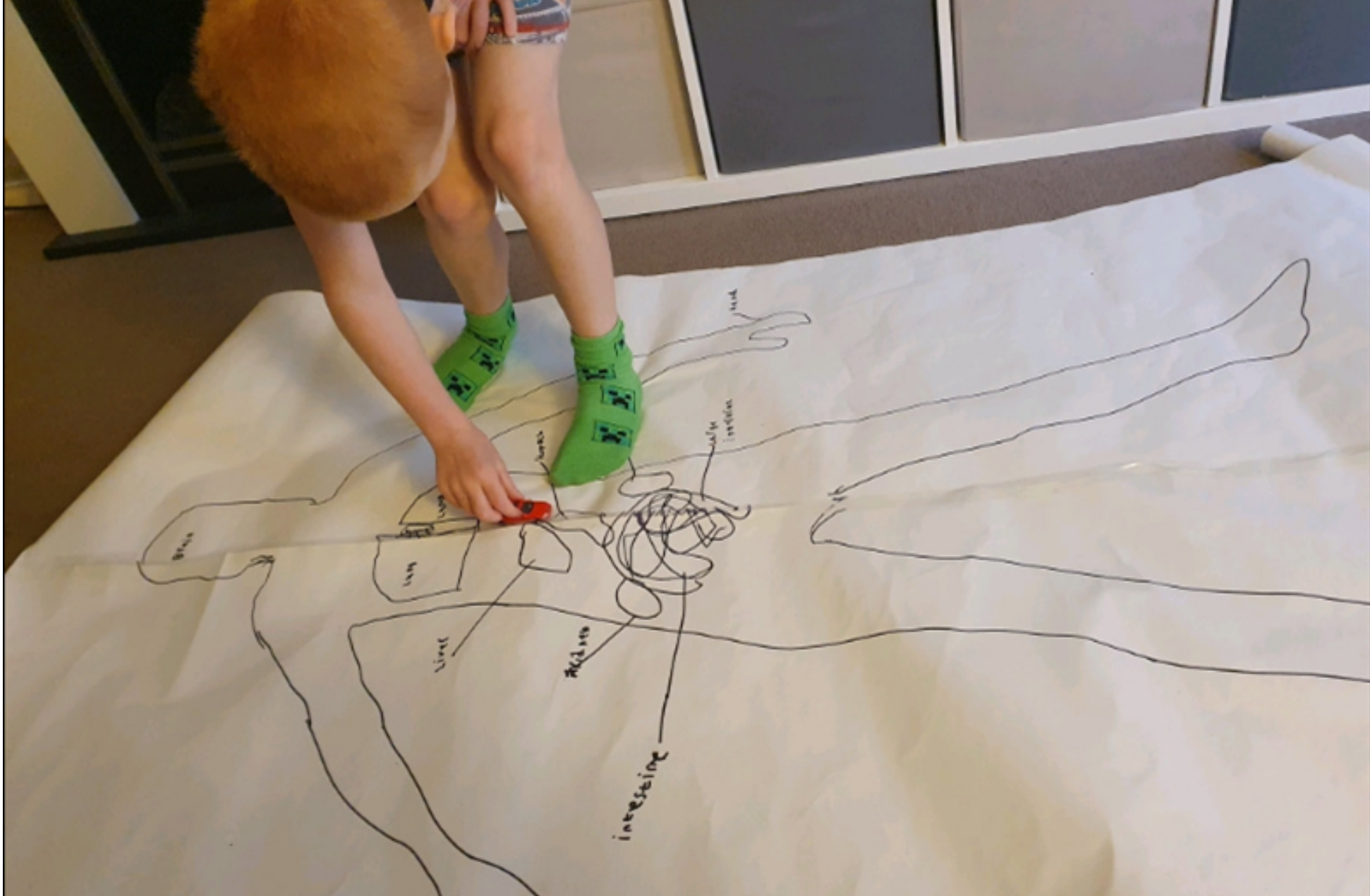
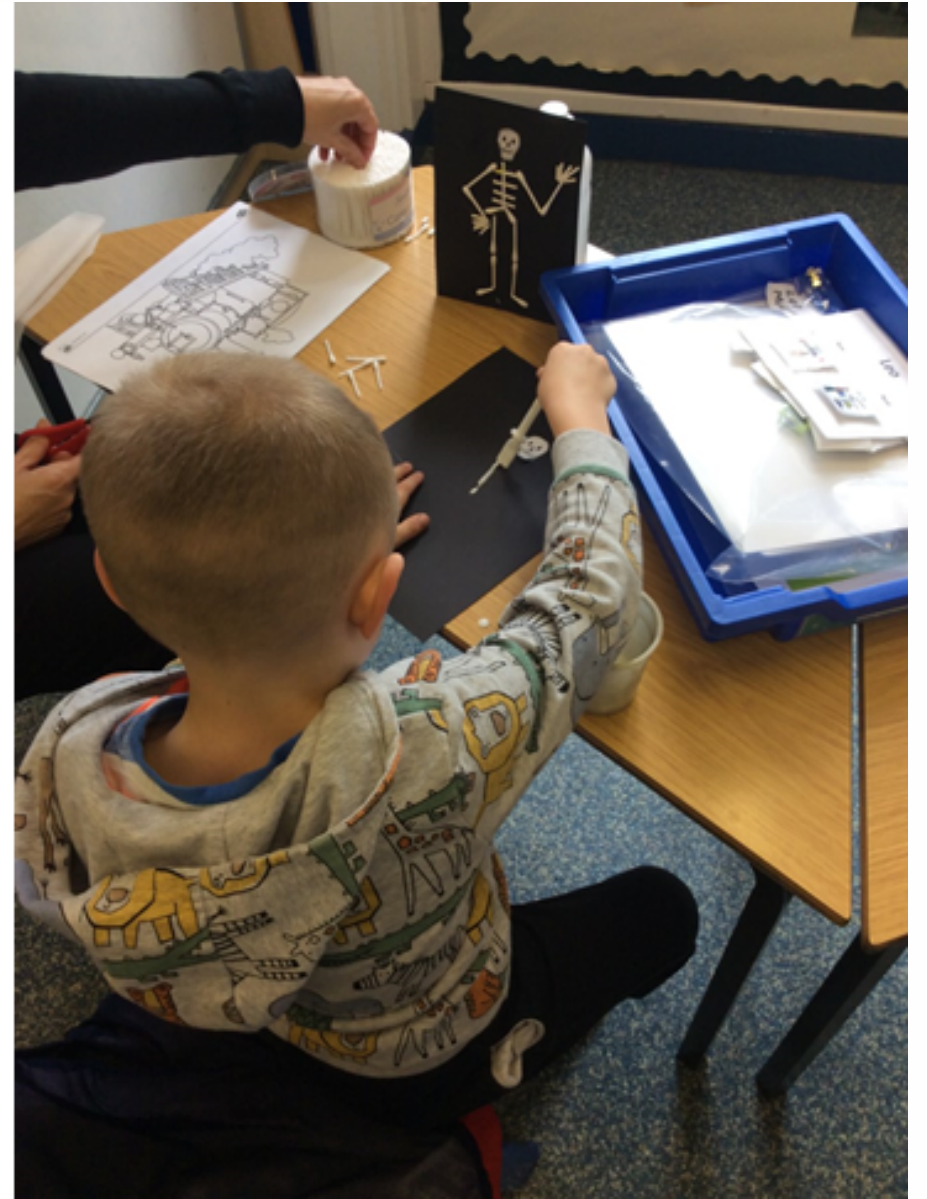


"I DIDN'T KNOW THAT'S HOW MY BODY WORKS!" - GEORGE (RECEPTION)


"THERE'S A VERY BENDY GIRL ON YOUTUBE. I DON'T THINK SHE HAS A SPINE!" - GRACE (RECEPTION)

"WHEN I DANCE, MY SKELETON DANCES TOO!" (LEO - RECEPTION)


Week 1: How does the body work?




NEEDS REVIEW


 Jayden Hill

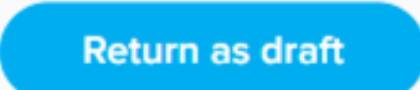
Topic diagram and using the car to show where blood has to flow too. Jayden did this very well and understood. He required help with naming the organs but he knew the lungs, heart and kidney

 Add a comment...

 Approve item?

Portfolio item will be shared with Jayden's parents and Jayden

 Approve

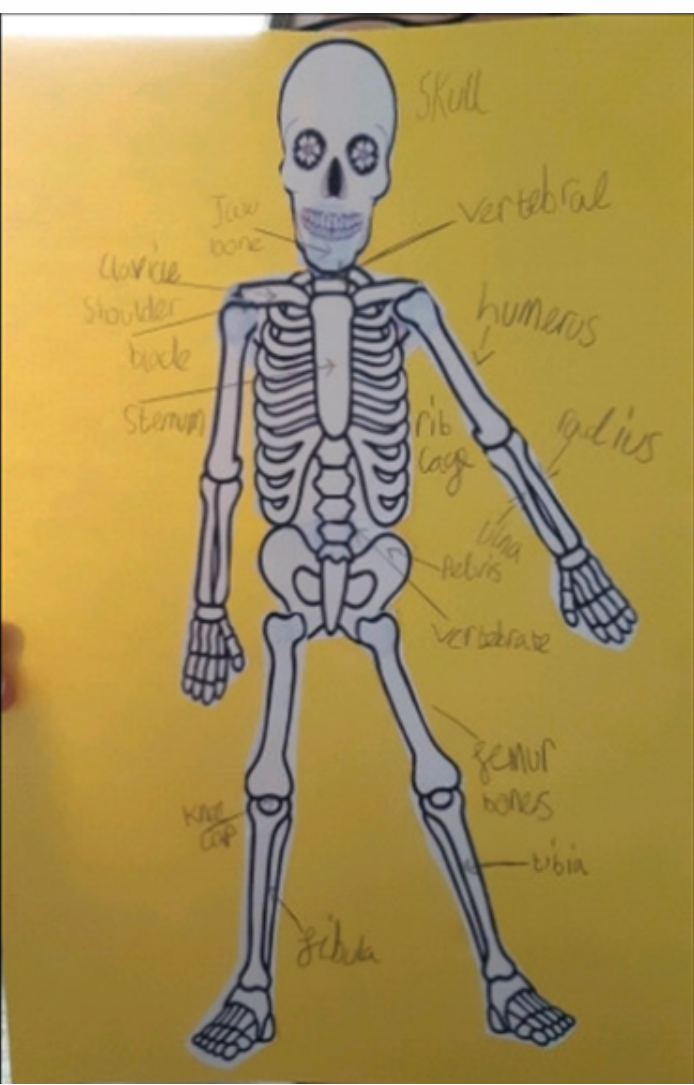
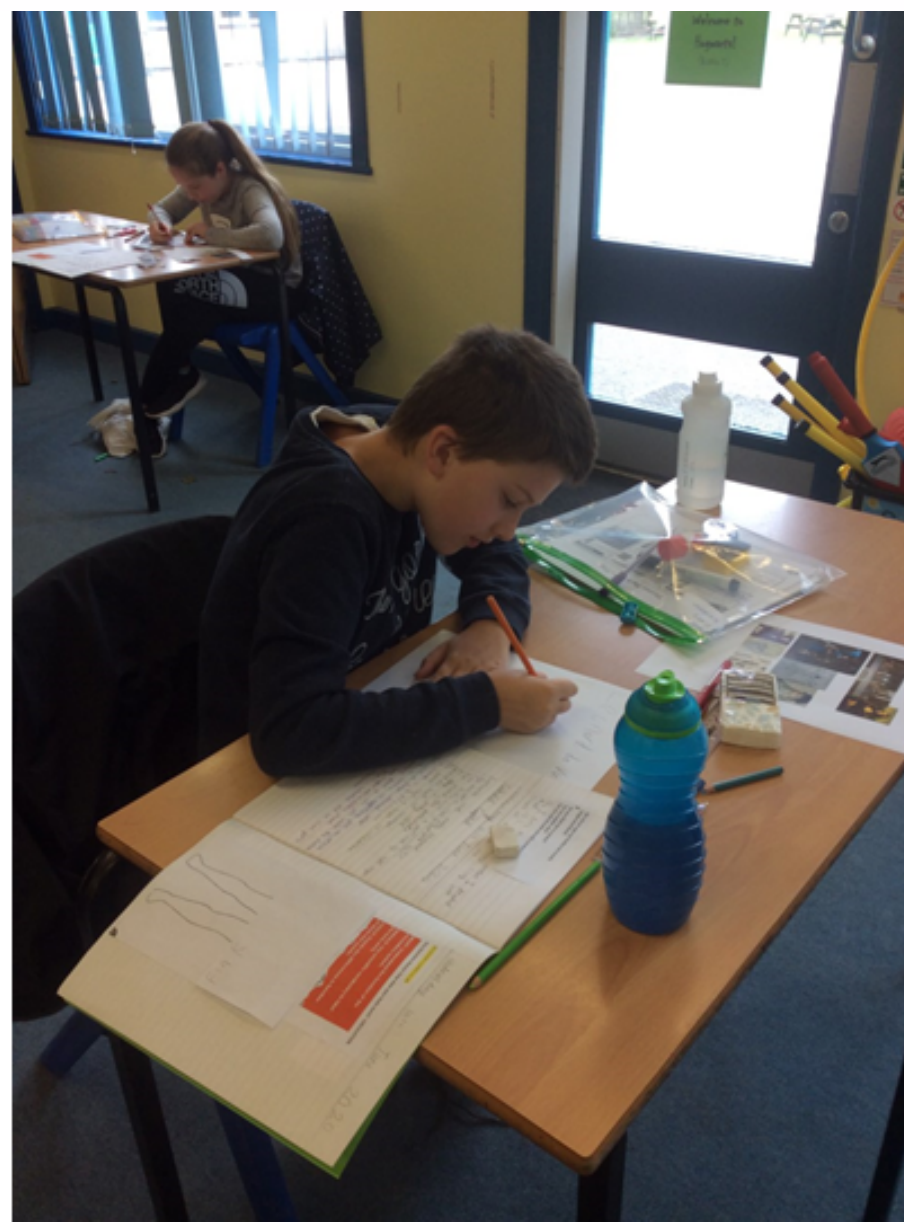
 Return as draft

"HE'S SPIDERMAN SKELETON AND THAT'S HIS SKULL!" - CARTER (RECEPTION)

"I NEED 5 MORE STICKS FOR MY RIB CAGE." - ROBIN (RECEPTION)

"I WANT TO SEE WHAT A REAL BRAIN LOOKS LIKE, YOU CAN'T SEE IT 'COS IT'S IN YOUR SKULL." - WILLIAM (RECEPTION)

Week 1: How does the body work?



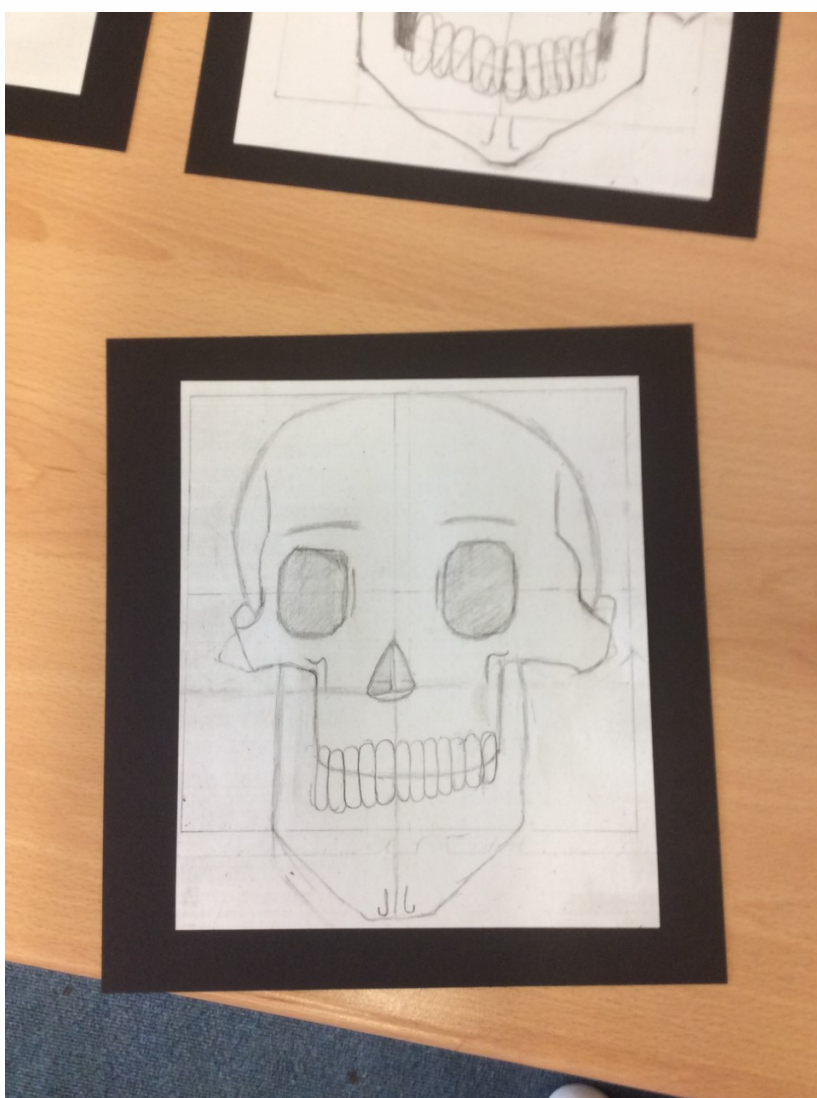
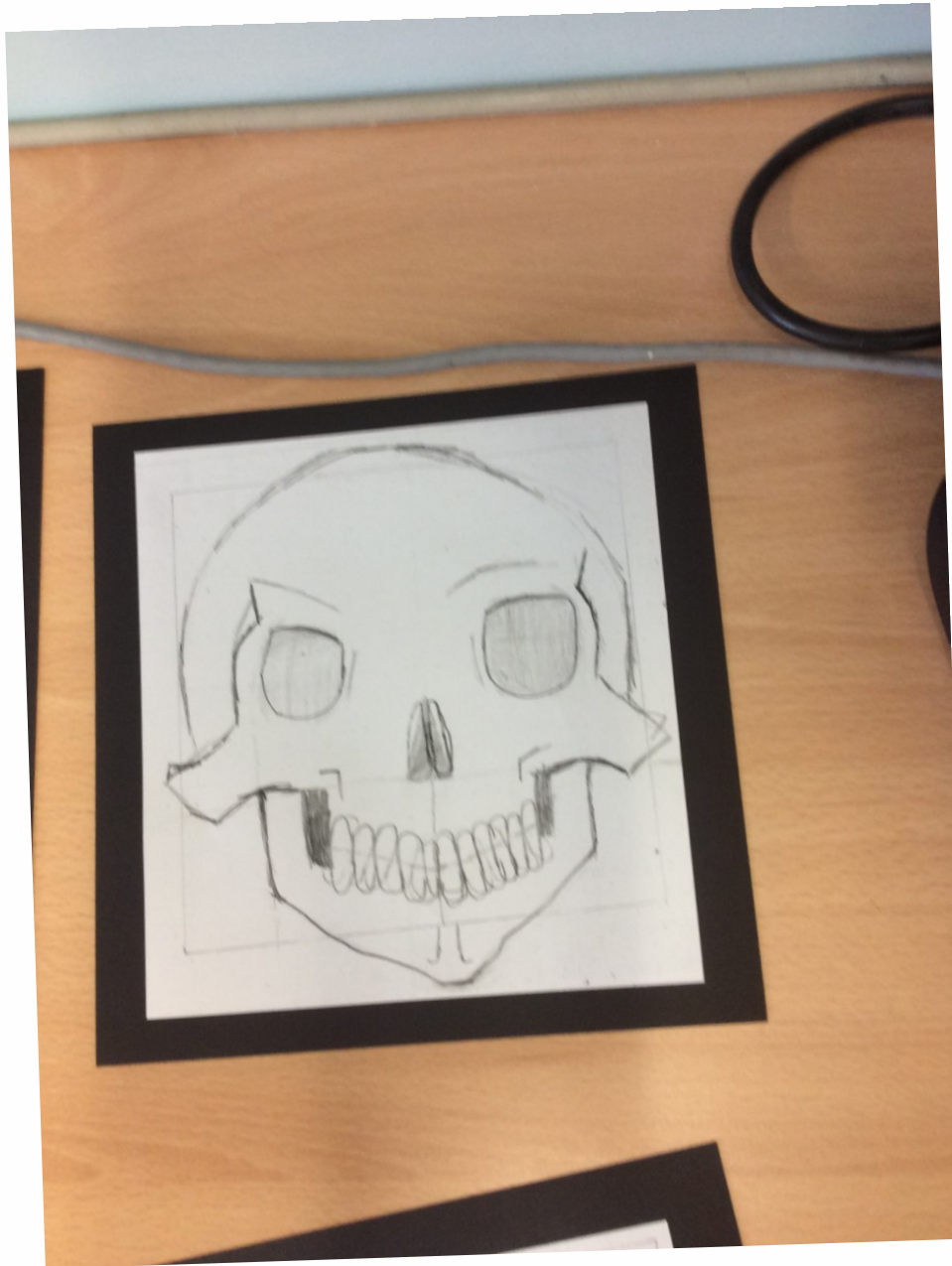
Sweat.
Sweat is important, it keeps you well. When you sweat you sometimes smell. It keeps us cool when we get too hot. Some people really sweat a lot! Our brain tells the glands when they need to sweat. If we sweat too much then we will feel very wet.



Week 1: How does the body work?



Cultural Capital Lessons



Artist Leonardo Da Vinci (1452-1519) was one of the first people to ever study skeletons and human anatomy in great depth.

He presented his studies on parchment (a type of paper) and ink; his work was very unusual for the era he lived in.

Reading: Research Da Vinci and produce a fact file or quiz about his scientific research.

Writing: Compose a diary entry as if you were Da Vinci making an important anatomical discovery. What might he think and feel?

Art: In the style of Da Vinci, draw a section of the human skeleton.



Linguistic Capital

Must:	Should:	Could:
Scientific Depth	Analysis Anatomy	Renaissance Unorthodox