

Lister Infants Recovery Curriculum for Science

A Recovery Curriculum Statement for Science

Although remote learning was provided to our pupils throughout COVID 19 lockdown, school recognises access to the learning will not have been the same as being in the classroom. We also recognise our families had different experiences of lockdown and it affected people in different ways. As a result we know there will be gaps that need to be addressed as we return to school. Lister Infants will support pupils through identifying the knowledge, skills and understanding from missed learning and prioritising the most crucial components for progression before new units are taught.

Science is crucial in supporting our children to develop a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes and also an understanding of the uses and implications of Science, today and for the future.

Current Year group	Unit of work missed	Missed Early Years Outcomes (EYFS) Missed KUS (KS1)	Crucial Learning to be revisited	To be taught
Reception	As a result of COVID-19 lockdown, we know the loss of routine, structure, friendship, opportunity and freedom will have an impact on our youngest children, with this in mind we will focus on the Prime Areas within the EYFS- Personal, Social and Emotional Development, Communication and Language and Physical Development. Allowing children time to settle well, build strong relationships and feel secure in a structured routine. This focus will ensure our children are able to relate to each other, communicate effectively and engage with their environment. Opportunities for learning will be provided through a stimulating learning environment, with an emphasis on learning through fun, practical, hands on experiences with language development at the heart of each interaction.			
Year 1	<p>Materials</p> <p>Plants</p>	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. 	<ul style="list-style-type: none"> Sorting materials by texture. Investigate – would a paper boat float forever? 	Materials will be covered in Year 1 during T2. The crucial learning missed in Reception will be included during T2. The focus is on identifying everyday materials. Pupils will distinguish between an object and the material from which it is made. Therefore, the investigations and activities from Reception can be easily adapted into this science topic. Pupils will also describe the simple physical properties of a variety of everyday materials. This will enable pupils to discuss the texture of materials. Pupils will also compare and group together a variety of everyday materials on the

			<ul style="list-style-type: none"> • Identify plants and their different parts. • Gain an understanding how plants grow and change. 	<p>basis of their simple physical properties.</p> <p>In T3 pupils will learn about Plants. The crucial learning lost from Reception will be easily addressed in Year 1 tis will include identifying plants and their different parts and gain an understanding of how plants grow and change. Pupils will also Identify and name a variety of common wild and garden plants, including deciduous and evergreen tree. Pupils will also Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Shared reading will be used to deepen the pupil's knowledge and understanding of both units. Additionally staff will plan for child initiated activities to support the missed crucial learning.</p>
Year 2	<p>Plants</p> <p>Seasonal Changes</p>	<ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies 	<ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees • observe and describe weather associated with the seasons and how day length varies 	<p>Plants will be covered in T2. Learning about deciduous and evergreen trees can be incorporated into this science topic, with identifying and describing the basic structure of common flowering plants including trees. T2 could have a lesson on trees so that this area of science is covered. The rest of the science topic can then focus on rest of the topic including how seeds and bulbs grow into mature plants, find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Seasonal Changes will be covered discretely as a daily activity that will allow pupils to observe and describe the weather for each season and how day length varies. Although it is not a unit taught in Year</p>

				<p>Two, pupils have had prior learning of the seasons whilst in Nursery and Reception so they will have some knowledge of the characteristics for each of the seasons.</p> <p>Shared reading will be used to deepen the pupil's knowledge and understanding of both missed units with a particular focus on the seasonal changes.</p>
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