**Recovery Curriculum March 2021**

**Based on our school approach on the 5R’s – resilience, reflection, recognition, relationships and regulation.**

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| **Concerns following lockdown** | **Suggested activities/teaching** | **Expected outcome** |
| Children will have missed their **relationships** with their peers and staff and being part of a bigger school community.Children may feel anxious at returning to school after lots of time away from children. | * **Create together –** Each member of the class to make something individually- paint pebble. Nursery and Reception to create hands to add to the tree in the hall.
* **Move together –** Create simple dance action song that everyone can join in. Team games and fun challenges
* **Have fun together –** Plan a fun activity with the children to mark being back together as a group. E.g mini talent show.
* Use drama warm-up games/circle time games to break up the day as a way to connect as a group.
* Team building activities based around building our trust.
* Encourage children to work together on purposeful tasks/group activities – E.g. den building.
* Additional PSHE session discussing what makes a good friend, what did you miss, what good friend looks like – draw around an outline and all doodle/add to our ‘friend’ drawing.
* Re-modelling of good play and use of continuous provision, how to use each area.
* All adults to be within CP for at least a week to ensure that classroom is used respectfully and purposefully.
* Set time in the day (possibly at the end) for a ‘natter’ where children can feel comfortable to share, cosy atmosphere created, promoting an ethos of solidarity amongst the group.
 | Children reconnect with their friends and school community and feel confident in asking for help and supportChildren will be able to interact and play positively with adults and peers. Provision will be accessed correctly in a purposeful way.Children will be calm and behaviour will be appropriate for inside and outside play. |
| Lack of **routine** during lockdown, both at home and in school. | * Clear structure to the day which is shared with the children through the daily timetable.
* High expectations – revisiting class charter with clear instructions.
* Safe ‘meet and greet’ – teacher and TA.
* New systems and routines regarding hygiene to be given priority on restart.
* Ensure staff in classes know vulnerable children.
* Adapted timetable to ensure children still have a clear routine, which includes time for mindfulness and team building, Calm Brain, natter time.
 | Children will feel safe and welcomed back into their class.Children will feel ready to learn as they know what to expect. |
| Children will not be able to **reflect** upon and **regulate** their emotions. They may struggle to make choices.Children may be coming back to school and struggle with **recognition** of their feelings. They may not have communicated their feelings at home to loved ones. | * Staff to develop self-regulation stations which will give children somewhere to go to express their emotions/get feelings off their chest/explore emotions.
* Sensory and calming activities on-hand for children who need it.
* Honest circle time which is age appropriate about why things have been different recently. What changes have you noticed?
* Week spent on Ruby’s Worry/In my heart – a book of feelings (as well as other satellite texts) discussing feelings and ensuring that children know it is ok to feel the way that they do.
* If… then… strategy used consistently, not just for behaviour, but to support rationalisation of thoughts/feelings.
* Calm Brain regularly throughout the day.
* Breathing techniques to regulate heightened emotions if needed – bubble/rainbow breaths, etc.
* Name it to tame it strategy – draw around a child and children draw on the emotions and where they felt it. Drawings may depict how it felt.
* Make use of school grounds and woodland area, time built into day.
* Worry monster and worry dolls in regulation station, ensure children know they can use these correctly.
* Set time throughout the day for ‘natter’ time – as above, creating an environment where children feel comfortable enough to share and talk.
 | Children will be able to express and understand their feelings. They will know strategies to help with their worries and they will be able to reflect upon what has been going on. |
| Children’s **resilience** and independence will low from extra parental support/online learning. | * Adapt levels of challenge within CP/AL to ensure that children are working within their comfort zone (green pen>pink pen) before moving them to the learning zone when ready (learning zone model).
* Ensure that children understand the need for pink pen and how it helps us to improve (when ready).
* Staff to create a WOW wall of great work, in the window so that parents can see. Ensure that all children have something on every fortnight.
* Make extra use of washing lines on classroom displays to display work.
* Continue to make use of Facebook and Parent Share on Evidence Me to show off good learning.
* Encourage parents to continue to Parent Share from home promote good family/school relationships.
* Use of behaviour management and dojos to be consistent. Reiterate behaviour expectations on entry. Lots of dojos given to promote positive ethos.
* Acting out scenarios with help of T and TA as actors. Children to suggest how we can solve these problems (any that arise with your class).
 | Children will become more independent within the CP. Children will be resilient to constructive feedback.Children will be ‘problem solvers’ not ‘problem starters’.Children will be able to deal with minor relationship issues that arise. |