**Recovery curriculum planning template**

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| **Year group:**  Early Years Foundation Stage | **Key skills of activity:**   * Identify special people – both at home and in school * Acts of kindness for themselves and others * Greet their peers * Play with peers * Play in a small group * Social interaction   **Key vocabulary:**  Special, help, support, family, kind, names, greet, turn taking, sharing |  |
| **Theme:**  **Relationships** | **Special people:**   * Circle time discussions about their families and who is special to them. Why are they special? What do they do? How does it make you feel? * Children to bring in a family photo. Who is in the photo? Why are they special? * Read stories about families and friends? E.g. ‘What type of family are we?’ ‘What makes me a ME?’ ‘The Great Big Book of Families’ * Paint a picture of special people in their life. * Mind map (‘Who is special to me?’) and draw people in school or home who are special to them. Ask the children why and they could write a sentence about one of the people. * Make their own heart and draw a picture / write a sentence about a person who is special to them. Give them the heart. * Using plasticine / playdough children to make their special person.   **People Who Help us.**   * Small world (rotate accordingly) hospitals, police station, fire fighters. * Scenarios – E.g. If I fell over and hurt my leg where would I go? * Drawing and painting pictures of People Who Help us. * Junk Model – hospital, fire station, police station   **Kindness:**   * Circle time discussions about what is kindness? How does it make us feel? Mind map on WB what kindness looks like and example of it? * On a big piece of sugar paper draw a heart and one by one children to make a hand print using paint in the heart to show that we are as one, we are a team and kindness is for everyone. * Post it – On a big piece of people children to write / teacher to scribe for the child an example of a kind act. E.g. Being kind is saying thank you / Being kind is sharing my toys / Being kind is listening to my friends * Children to make friendship bracelets / medals for their friends * Create acts of kindness cards and throughout the week choose a few children a day to pick a card from the hat. They have to complete their card by the end of the day and tell the class too. This is to be celebrated.   **Greet their peers:**   * Name train (children say the next person’s name) pass the ball and answer a question (take turns), on my left and on my right (using correct names, eye contact etc.) * Who is next to me? Begin to take the register and the children need to say good morning to the person after them. Teacher to support children.   **Playing with peers:**  Good practise in the EYFS recognises that learning takes place in a social context. Adults should be continually observing and recording when children are playing with their peers.   * Cone up, cone down – in groups of 4 2 children to place the cones up, 2 children to turn the cones down. Discuss how they are going to play together and when the game ends what do we do? * Hoola hoop through the class – children to hold hands and a hoola hoop is placed in the loop, children have to work together to move the loop around the circle. Can begin with small group of 4, 6, etc. * Create random grouping cards. Chn to find the child who has the matching card. Teacher to ask a range of questions, e.g. What is your friends favourite food? What is their favourite game? | **Next steps/evaluation of activities:**   * Circle time – quote the children’s responses. * Observe what they say and use questions to ensure their understanding * Next Step – how can you make someone feel special? * People who help us – what do they do? Why do they help us? * Monitor and observe the children’s activities. * Annotate planning * Record children’s responses on their learning * Monitor and observe children using other names in the classroom * Model children using others names * Next steps – can the children interact socially in not only 2s but 3s? * Monitor and observe children’s ability to listen to their friends. |
| **Week: 1 of 5** | **Guidance for teacher:**  We can’t expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.  The above activities are there to provide suggestions as to how you may begin to rebuild relationships in your class. Some pupils may be with a different teacher/new classmates so it is important to take the time to rebuild these relationships and support the development of a safe space for children.  Please use and adapt the above activities as you feel is needed in your class. If children have experienced loss or bereavement during lockdown, extra care and support will be needed to adapt activities and support these pupils.  There may be some children who don’t feel that they have any special people in their lives. This needs to be identified early on at the note-making stage so the teacher/TA can make some suggestions such as helpful adults around school. The child will then have something they can put on their poster. | **Additional support needed:**  If you notice any pupils may need extra support with transition back to school, please make note here and speak to your Designated Safeguarding Lead/Pastoral Lead. |