**Recovery curriculum planning**

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| **Year group:**Key Stage 1 | **Key skills of activity:*** Identify special people – both at home, in school and in class
* Acts of kindness for themselves and others
* Greet their peers
* Acts of kindness for themselves and others
* Identify what is special about themselves and others
* Interact socially with peers

**Key vocabulary:** kind, share, special, special qualities, important, share |  |
| **Theme:****Relationships**  | **Sample activities:** **All activities below are supported by additional resources which can be found in accompanying Key Stage 1 resources.*** **Kindness postcards**

Write a postcard to a friend, neighbour or someone at your local care home to brighten up their day and help them feel connected to their community. On the back of the postcard, draw a picture of something that could make them smile.* **Bucket of Kindness**

Cut out each row on the page so hat you have several slips of paper. Give each pupils in the group a slip of paper. Ask each pupil to write the name of the person they are writing about on the blank slide of their slip. Alternatively, you could write these out before hand, so you ensure each pupil has something written about the. Pupils should then full in each side of the slip and fold it down the middle so it’s contents are hidden, ask the pupils to then put their slips into a large bucket or container. You could then either read the slips out or give them to each child to read privately. * **Handprint Heart Kindness**

Choose a colour of paint to paint your hand. Carefully dip the brush into the paint and paint it onto your hand. Press your hand down onto the paper plate. Make sure you wash your hands and get all the paint off.Ask your children how they could be kind to others. Write these ideas down on paper.If you wish, arrange the paper plates in a heart shape and display on a wall. Place some of the children’s ideas on the display board too.* **Tree of Kindness**

Children write how they can be kind to others (at home or at school). Write on template provided than create a class kindness tree. * **Make the World a Kinder Place**

Ask children to think of ways they can make the world a kinder place. Use template for children to record responses. Use responses to create a class version.* **I am special poem**

Children use the template provided to write a poem about how they are special share with the class. Children could also use the template to write about how other people in class/at home are special. * **I am special shield**

Children to use the template provided to write and draw about how they are a special shield. Share as a class. Explain why being a shield is important. How can we be a shield for people in school/people at home. Children could also draw a shield and write why they think a peer is special* **My Special People**

Children draw themselves and then draw and label pictures of the special people around them* Physical, Social and Arty Outdoor No Contact Games and Activities (from Graham Andre’s padlet <https://padlet.com/grahamandre07/backtoschoolpshe>)
 | **Next steps/evaluation of activities:** |
| **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. |