**Recovery curriculum planning template**

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| **Year group:**  Early Years Foundation Stage | **Key skills of activity:**   * Children to share what they did at home * Share who helped them at home * What they are looking forward to doing in school * Who will help in school? * Children to identify feelings from home and feelings at school   **Key vocabulary:**  Home, school, helped, feelings, looking forward., |  |
| **Theme:**  Community | 1. **Time from home**   Teacher to create a little photo album of all the activities they did when they were at home to support the children to share their ideas. Show a range of activities (including a ‘movie day’ type thing because they weren’t in the best mood, etc)  Then…  Liaison with parents, children to bring any photos in from their time at home so these photos can be used/photocopied for children to write a sentence about something they did at home. Teacher to make a book of all their **memories to keep in the class and move up with them to each class teacher.**   1. **Who helped at home?**   Post it on sugar paper – who helped you at home? Mum, dad, nan, grandad, siblings, auntie, etc…  Write a list of all the things the people did at home to help you? Could we do any of these in school? Write a separate list and children throughout the week can put their name next to something they helped someone with in the classroom?  Children to make their own thank you cards for someone who helped them  Creative – make kindness medals for all those that helped them   1. **Looking forward to school**   Children to play charades and act out to their friends what they are looking forward to doing in school?  Children to plan their afternoon of learning in the classroom – what would you like to learn about / do? Teacher to make a list and plan activities with the children. Children to have time one day in the afternoon that week to do it.   1. **Who will help in school?**   Take the children in small groups around the school to see all the adults that can help them and why. Take a picture of them.  As a class look at all the adults who can help them and can they remember why?  Make a poster with all these faces and names and leave on the inside of the classroom door so the children can always see those faces.  Children to draw pictures of the adults who can help them. These pictures can be put on the door of where that adult will be.   1. **Feelings from home and school**   Recap what are feelings? Can you name them? Make a list with the children and discuss how they make you feel.  Give the children sceneries from home / school about different situations and they have to say how this would make them feel and why.  Writing – piece of paper split into two with one side being home and the other school. Children to draw a picture of a face (have these different emotions out as a resource) and children to write how they feel and a sentence to say why.  Mirrors – children to show different emotions with their face. Friend / teacher to guess the emotion they are feeling  Lucky dip – children to choose an emotion from the bag and show it to the class. They have to guess. | **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 they were feeling? What did they do if they were happy at home? Sad at home?  Monitor and observe the children’s activities.  Annotate planning  Record children’s responses on their learning  Are the children engaging in charades?  Can they say what they enjoy to do in school?  Record children’s responses on their learning  Model children using other teacher names |
| **Week: 2 of 5** | **Guidance for teacher:**  We must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school. | **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. |