**Recovery curriculum planning**

|  |  |  |
| --- | --- | --- |
| **Year group:**  Early Years  Foundation Stage | **Key skills of activity:**   * Children to identify how they are feeling and who they can share these feelings with * Children to partake in activities that practice turn taking and conflict resolution   **Key vocabulary:**  feelings, happy, sad, worried, embarrassed, sharing, helping, caring, kindness |  |
| **Theme:**  Transparent Curriculum (resilience) | 1. **All the feelings**   Show different emotion picture cards, feeling fans, etc and talk through all the different emotions. How do they make you feel? When do you feel them? Can you show me what that emotion may look like? What could have happened in the picture to make that child/person feel that way?   1. **Feelings chart**   Create a feelings chart with the class. Allow them to take ownership of what it will look like. Explain to the children they will be allowed to use this throughout the day to express how they are feeling. What feelings would they like to be on there? Happy, sad, tired, embarrassed, worried, etc. Explain that they can move their name throughout the day and it will give them a chance to express how they are feeling and it will give them a chance to talk about it if they want to.   1. **Painting feelings**   Spilt a piece of paper into 4, children to paint different emotions. Have mirrors available for children to practise these emotions in the mirror. Ensure there are lots of different types of emotions on the table.   1. **Taking turns circle time**   Using a ball children have to take turns speaking and listening to each other.  For example the topic could be ‘What if your favourite animal?’  The teacher is to model the sentence / what to do.   * My favourite animal is an elephant because they big and kind. Katie (use the child’s name) what is your favourite animal? * Miss \_\_\_\_\_\_ (teachers name/child’s name) favourite animal is an elephant. My favourite animal is a \_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_\_ what is your favourite animal? Support the children when needed.   \*Ensure the children are giving eye contact and saying the children’s name. The following child has to them say what the previous child’s favourite animal was.   1. **A day of sharing**   Class input – what is sharing? Why should we do it? When can we do it? Write a list with the children of all the things they can share with their friends. Together set up the classroom thinking about what they can share and only put out enough for them to do this. Role model with the children / another adult how you would share and what you would say. E.g. Can I have the scissors please? Yes, I am nearly finished. | **Next steps/evaluation of activities:**  Can children recognise different feelings?  Can they say how they are feeling?  Can they show it with role modelling?  Can they share?  -through teacher observations annotate planning and quote the children’s thoughts. |
| **Week: 3 of 5** | **Guidance for teacher:**  All of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss. | **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. |