**Recovery curriculum planning**

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| **Year group:**  Lower Key Stage 2 | **Key skills of activity:**   * Children to identify a timeline of emotions i.e. school closure to this point. * Children to identify positive and negative emotions and who to share these emotions with * Children to partake in activities the practice both academic and social resilience   **Key vocabulary**: Positive thinking, self talk, healthy friendship, skills, attributes, good influence, emotions, rights, responsibilities, friendship, growth mindset, positive, skills, talents, qualities, Resilience, Emotions, Feelings, Positive, Negative, Social |  |
| **Theme:**  Transparent Curriculum (resilience) | **Sample activities:**   1. **Positive and negative emotions**   Begin the session with collecting emotive vocabulary e.g happy, sad, calm, hopeful, irritated, angry, elated, overjoyed, etc.  Or collect synonyms for happy and sad.  Split the vocabulary into good and bad feelings. Discuss the level of the emotion on a scale 1 -10 of the intensity of the emotion creates in the mind.  Ask about the feeling they have had while being at home and then the feelings they have about coming back to school.  Discuss the term ‘being resilient’ what feelings or emotions does this have? Explain that  whatever way they are feeling, it is ok to feel this way and that they can always talk about the way they are feeling to a trusted adult.  Task  Children to draw emoji’s for the vocabulary collected. Display on working wall   1. **Timeline of emotions**   Ask the children if they have been nervous or apprehensive about coming back to school.  What is it that has made them nervous? Does it feel the same as starting a new school year? How is it different?  Use the resource sheet to record how things are the same at school and how they are different  Elicit the idea that some children and teachers will be feeling excited while others may be feeling nervous, happy, worried, scared or joyful. Remind children that all of these feelings are OK.  What Can I Do? Explain that we can all do things to make ourselves and others feel good. Invite the children to take a moment of quiet to think about what made them feel good when they were not in school or experiencing a different routine to usual.  Use the resource sheet to record how things are the same at school and how they are different.   1. **Academic and social resilience**   Watch video https://www.youtube.com/watch?v=HYsRGe0tfZc Resilience in kids.  Pupils can talk to each other about what they will say to themselves instead of thinking negative phrases  Pupils can write on a post-it note 1 thing we want our mindset to tell us to help us stay positive. These can be displayed on the wall or on the board and referred back too.  The ups and downs of my day – highlight to the class that every day we face ups and downs. This can depend on what happens and what they do. Either using the 'ups and downs of my day' worksheet or a blank piece of paper ask pupils to think and chat about a chosen day in the last week.  Pupils can record down everything they did during the day and how each thing made them feel.  Ask pupils to talk to each other about what happened during their chosen day what they in response to their feelings     1. **Children to identify a timeline of emotions (I)**   Watch video https://www.youtube.com/watch?v=Td3LfRk-M5E do we only experience one emotion each day? When/How/Why do our emotions change?  Based on the video find synonyms for all the emotions that Ryley (character from video) felt. https://content.twinkl.co.uk/resource/a4/7d/t2-e-2198-emotion-thesaurus-wheel-word-grid.pdf?\_\_token\_\_=exp=1591970159~acl=%2Fresource%2Fa4%2F7d%2Ft2-e-2198-emotion-thesaurus-wheel-word-grid.pdf%2A~hmac=687f755c2b6463ed4e33bdbf37730affd55db38743838b7dcc8878e122188c1e  Explain chn that all variations express differences on what they can be feeling. Ask chn to list the emotions they felt during lockdown.   1. **Children to identify a timeline of emotions (II)**   Get the list students wrote yesterday.  Ask chn to draw a timeline writing at the start “school closure” and at the end “today”.  Once completed, chn to write/draw one event linked to each feeling. Identify all the feelings that stopped them from continuing with their day or made them feel in a negative way. How can you change those negative emotions?   1. **Children to identify positive and negative emotions and who to share these emotions with**   We all experience negative emotions. It is important to learn how to cooperate with them.  List the negative emotions we identified yesterday. What do you do to make yourself feel better? What can others do for us? What can we do for others? Share personal experiences of actions that make us feel better: go for a walk, take a warm bath, bake, write down my feelings, talk to someone, control my breathing…  Ask chn to write a letter to themselves sharing strategies they could follow in order to transform the negative feelings.   1. **Children to partake in activities the practice both academic and social resilience**   Ask chn to write down a goal they didn’t achieve this academic year. What stopped them from achieving it? Share with class.  Can you think of a way to achieve that goal? How? Explain they can take responsibility for their own learning.  Chn to complete how they are going to achieve their personal goal.  https://www.twinkl.co.uk/resource/us-s-1-personal-goal-setting-activity-sheet   1. **Timeline:**   On a long strip of paper (timeline) children to plot what they felt/emotions during lockdown and write the emotion and why they felt like that. Pictures/faces also given to those SEN and EAL to be stuck on the timeline.   1. **Poem:**   Write a poem about their time during lockdown and the transition of coming back to school. Encourage the use of emotions in the poem.   1. **Emotions:**   Recap with the children what some positive and negative emotions might be and sort them on the correct side, discuss why these are positive and negative or why they have put the emotion on the side. Brainstorm in group people that they would share their emotions with.  Remind children that if they feel there is no one to talk to then they can contact the ChildLine number with the actions to remind them of the number - 0800 1111   1. **Daily Mile:**   If your school is part of the Daily Mile – going for a walk around the school/outside in the playground and providing the children with a starting question regarding their emotions to think about whilst they walk.  Questions such as:  - What have you done during lockdown that you are proud of?  - What skills have you learnt?  - What do you want to continue doing to get better at?  Regular exercise and being out in the fresh air can improve their mood, help them forget about the stresses of school and build a sense of achievement.   1. **Resilience:**   Discuss with the children how their day has been so far in school. Discuss what could go wrong during the rest of the day? How can this be resolved? – Page 77 of [The Resilient Classroom document.](https://youngminds.org.uk/media/1463/the_resilient_classroom-2016.pdf)  Talking about their journey to school. Page 30 of [The Resilient Classroom document](https://youngminds.org.uk/media/1463/the_resilient_classroom-2016.pdf). | **Next steps/evaluation of activities:**  Children understand that all types of emotions are essential. Certain situations make us feel more negative emotions than positive. Each person needs to develop strategies to overcome difficult emotions/feelings.  Which feelings do you consider negative? Can you link those feelings to different events/happenings?  It is necessary to understand how others feel negative emotions from time to time. Each person will want/need different things. How can we react the right way?  Sometimes we might feel we are facing all sorts of difficulties and this makes our goal impossible to reach. It is important to work for what we want no matter what the situation in like. |
| **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. |