**Recovery curriculum planning**

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| **Year group:**  Early Years Foundation Stage | **Key skills of activity:**  I can express different emotions.  I can be reflective  I can show positive thinking  **Key vocabulary**:  Reflection, happy, sad, cross, angry, frustrated,  **Sentence starters:**  I’m feeling… / I’m seeing…/ I’m thinking…  **Questions for children to think about:**  Who can help me?  I wonder what I could do next?  I wonder how I could get better? |  |
| **Theme:**  Metacognition | **Sample activities:**  **Activity 1**  Can be done as a whole class / groups of 4 or 6. You will need sugar paper and each child will need chalk/pens etc. Adult to demonstrate and play lots of different types of music and children to show how the music is making them feel through mark making. What would you do if the music was happy? What would you do if the music made you feel sleepy, sad, angry?  **Activity 2**  <https://makingsenseoftrauma.com/wp-content/uploads/2018/06/Activities-for-Self-Regulation.pdf> - great ideas for self-regulation. It your classroom calming down area – what could it look like? Design it with your class so they can take ownership over it.  **Activity 3**  <https://positivepsychology.com/mindfulness-for-children-kids-activities/> - great mindfulness activities to do with children.  **Activity 4**  Freeze frame – children to make their own photo frame and in small groups children to choose an emotion card and show it through their photo frame. The other children in the group have to guess what the emotion is.  If the emotion is sad, cross, embarrassed the children can say:  I wonder if the calming down area would help…  I wonder if I talk to my friends it would help…  **Classroom display:**  “Superpower learners say…” As the children verbalise good thinking habits, you can be ready to pick up on them. They can be displayed in speech bubbles with the children’s faces beside them. The children love it when they come in in the morning and see their face and wise words have been added to the display. The display doesn’t need much space. On the display it can show phrases like:   * I wonder how I can make this better * I wonder how I can help my friends learn * I’m going to make this the best thing ever! * I’m not the best at this but I will try | **Next steps/evaluation of activities:** |
| **Week: 4 of 5** | **Guidance for teacher:**  In different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.  When children don’t have a routine for an extended period, they forget how to react the right way. It’s useful to use different strategies during the day (clapping, Simon says…) to remind them they need to self-regulate themselves.  Mindfulness can be a discipline taught in a lesson, but it is vital that students learn how to keep a healthy mental health and teach them to be aware when their mental health is at risk.  Chn we see things from different perspectives depending on their situation at home, with friends, at school… having a growth mindset will help them to overcome challenges they will face in life. Every time an student is not motivated to work, it can be useful to remind them to switch into a growth mindset.  Schools may use different metacognition skills and practices, please feel free to edit the above activities to reflect the work done in your 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. |