**Recovery curriculum planning**

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| **Year group:**Key Stage 1 | **Key skills of activity:**I can express different emotions.I can be reflectiveI can show positive thinkingTo self-regulate and practice self-regulating skills **Key vocabulary**: Reflection, happy, sad, cross, angry, frustrated,  |  |
| **Theme:**Metacognition | **Sample activities:**1. **Self-regulation**

Highlight to the class that life is full of stressful experiences that will affect our learning. One way of dealing with stress is by managing the emotions that we feel in relation to these stressors. Explain that working at school needs self-control and self-regulation. What is self-regulation? What does a person without self-regulation do? Don’t line up properly? Be silly during lessons? Chat when other students are working?... Self-regulation is controlling and managing our feelings when something is bothering or stressing us. This doesn’t mean we need to hide our feelings. What would be a good way to control your negative feelings in order to focus on your learning. Games and activities that children can do individually if they need time to self-regulate<https://theinspiredtreehouse.com/self-regulation/><https://makingsenseoftrauma.com/wp-content/uploads/2018/06/Activities-for-Self-Regulation.pdf>1. **Self-regulation calming down area**

- 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.1. **Zones of regulation**

Work with the children to talk about the different Zones of Regulation and what each zone might mean to them. Draw pictures to show the different zones. This is a Zones of Regulation visual poster that introduces and ...1. **Mindfulness**

<https://positivepsychology.com/mindfulness-for-children-kids-activities/> - great mindfulness activities to do with children.<https://parentswithconfidence.com/25-mindfulness-practices-for-kids-who-cant-sit-still/> <https://www.waterford.org/resources/mindfulnes-activities-for-kids/>  1. **Think, pair, share.**

During lockdown most students had their own learning routine that was very different from the strategies they used at school. Ask chn to think about a normal Maths/ English lesson before lockdown. Can they remember when they used to work in pairs? in groups? Individually? Was this useful? Why? https://www.youtube.com/watch?v=wW87rihT38I Chn to explain why Think, Pair, Share is beneficial. Compare it with their situation at home. With siblings? Parents? Activity: with support from an adult talk about why working individually, with a partner and in a group is beneficial for them. Template: https://www.tes.com/teaching-resource/think-pair-share-template-6135000  | **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. |