**Recovery curriculum planning**

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| **Year group:**  Early Years Foundation Stage | **Key skills of activity:**   * Children to identify what is special about themselves and share this with others * Identify similarities and differences between themselves and others   **Key vocabulary**:  Special, important, different, similar |  |
| **Theme:**  Space | **Sample activities:**  **Activity 1:**  Circle time – what does special mean? Give children examples of what makes you special and how that makes you feel? Give the children the opportunity to say what makes them special. Do their friends agree or have any other thoughts?  **Activity 2:**  Children to choose their favourite colour and make a handprint. Once dry, children to mark make, write, teacher to scribe or draw pictures of what makes them special.  **Activity 3:**  With foil, card and craft resources children to make their own mirrors. Model looking into the mirror and saying ‘I am special because…’  **Activity 4:**  Circle time game – Change spaces if you have brown hair / change spaces if you have glasses  **Activity 5:**  Talk partners and give the children questions to ask each other with a timer. For example, what is your favourite food? Colour? Toy? They may notice they have some similarities. This activity could be done everyday with different friends in their classroom.  **Activity 6:**  Class bar graph of favourite fruit. Children to place their name on the fruit that they like. They can have some great conversations with their friends to see who likes what and this graph can change consistently to keep these conversations going.  **Activity 7:**  Begin to take lots of pictures of the class with their friends. Print these off and the children can do some of their own drawings. While they are doing this the adult with them is to annotate what they children are saying and spark that conversation. | **Next steps/evaluation of activities:** |
| **Week: of 5** | **Guidance for teacher:**  It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations**.** | **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. |