**Recovery curriculum planning**

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| **Year group:**Upper Key Stage 2 | **Key skills of activity:*** Children to identify what is special about themselves and share this with others
* Children to identify what is special about other people in the class
* Children to recognise the importance of friendships and interacting with friends
* Identify similarities and differences between themselves and others
* Children to identify the positives and negatives of time away from school/isolation

**Key vocabulary**: Unique, celebrate, different, similar, support network, personality trait,  |  |
| **Theme:**Space | **Sample activities:****Activity 1:**Give the pupils the worksheet good friend vs bad friend. Ask them to sort the statements into the correct column. Discuss as a class what they choose and the reasons why. Create a class set of things which make us a good friend. Can they add any of their own ideas? Can they think of times when they have been a good friend, or someone has been a good friend to them? How did this make them feel? What about a bad friend? How did this make them feel? Worksheet uploaded separately.**Activity 2:**Discuss what personality traits they consider are important in a good friend. Create a list. Get pupils to create wanted posters for a true friend. They must describe what kind of friend they are looking for and what type of friend they are themselves.**Activity 3:**Circle Time – Introduction- It’s good to be me…Name, age and a fact about yourself. Group to sit in a circle, group leader to randomly throw the ball to each child, who in turn has to state their name, age and a fact about themselves. Get the children to start by thinking about what makes them unique. Complete the sheet where they draw their face and then list all the things that make them unique. Share if they would like with the rest of the class. Children then complete the same sheet for someone else in the class. Share these with them. What things are the same? What things are different? Discuss whether we have to be the same/ think the same to have a friendship with somebody.**Activity 4:**Go through the PowerPoint (shared separately) and follow the activities. 5 Children come to the front. Another child makes a statement. Can they guess who it is? What made it hard? What made it easy? Complete the activity this is me and this is my friend. What is the same about you? What is different? Are these all things we can see?**Activity 5:**Fold a piece of paper into 4. In the top left box list, all the things they missed about school when quarantine began. In the top right box list, all the positive outcomes of being at home during quarantine. E.g. spending time with their family, learning new skills, becoming more independent etc. In the bottom left hand box write all the things they will miss about being at home now they are back at school. In the bottom right had box list all the positive things about being back at school e.g. seeing their friends, having the teacher to help them, getting outside more etc.Share what they have written as a class and discuss the different emotions these scenarios have caused them to feel. Reassure that children that even though the things on left may make us feel sad, worried and scared, that there are always positive things that can come out of them which are those things on the right.**Activity 6:**Each child creates a picture of themselves and around it write anything that might be unique to them. E.g. physical attributes such as hair, eye, skin colour, height. Family attributes such as siblings – older, younger, how many; where they live; when their birthday is; what their hobbies are; what they’re good at etc. Give some examples on a board for ideas; e.g. art; sport; cooking; playing games; etc. Once completed, share ideas either in pairs, groups or whole class (pod). Recognise that whilst some things may be the same or similar, nobody has everything the same. That’s why we are all special because we each bring something different to make life interesting.**Activity 7:**i) Show a picture of a desert island. In pairs, ask children to describe what they see: where they think it is, how it might feel to be there, what they might do there. ii)Ask children to imagine that they’re going to spend a week on that island. There’ll be comfortable shelter and plenty of food. Clothes and things like their toothbrush will be sent there with them; they’ll be safe and taken back home after the week is up. They’re going to make new friends on this island, and everyone will introduce themselves with the contents of a single suitcase they’re allowed to bring. But this is a special suitcase. It must hold all the things that are important about them, and important to them: their precious things and the qualities and experiences that make them who they are. Examples might include: — Special people, e.g. parents, siblings, grandparents, teachers — Special objects or items — Their values, personal qualities and experiences…what’s important to them (give examples) Some prompts you could print out to have on tables: — WHICH…personal qualities are you most proud of in yourself? Hint: if this is a difficult question, ask your friends what they like most about you! — WHAT…objects, items or mementos can you pack that will tell people the most about who you are? — WHO…are the people most important to you, and what can you ‘pack’ that represents them? — Draw and write…pack your suitcase full! iii) Distribute suitcase templates and felt tip pens and ask children to fill their suitcases.iv) After children have worked on their suitcases for a sufficient time, share what is in each suitcase as a group. Give children the opportunity to amend, add to their suitcases after the discussion. They could add luggage labels to personalise their own suitcase. Suitcases could be used as a display. KQs: How do we really know what’s most important to us? How did we feel about the idea of going to a desert island? Was it difficult to decide what people, objects, values and experiences you wanted to share with others in your suitcase? What did you learn about your classmates/friends that you didn’t know before? Did anyone else’s suitcase prompt you to add or change anything in yours?**Activity 8:**Based on the story: The Hare and the Tortoise (or similar story of your own)i)Discuss why it is important to believe in ourselves and others. Introduce the phrase self-belief. Explain what this is and why it is important. Display definitions and discuss. Note – This is not just about feeling good about yourself but also having the inner confidence to believe that there are things we can do to make a difference. Having self-belief and knowing we have strengths to draw on in times of challenge can help situations feel less stressful, and more manageable. This is an important factor for our mental wellbeing. ii) Share the story or choose one of your own. Teaching point to consider Sometimes the challenge may feel really difficult, but the important thing is to use our skills to the best of our ability and keep trying. iii)Questions to explore: • Why did the tortoise succeed - is he really faster than the hare? • What did the tortoise do to make the most of his strengths? • Can you think of a time when you faced something tricky and weren’t sure how it would turn out, but you gave it a go and did the very best you could? • Invite teachers/adults to give some examples. • In the story there were some things the tortoise could control and some things he couldn’t. Discuss. He couldn’t control how the hare behaved and what he said, or the fact that the hare has a natural strength for running fast, but the tortoise could control how he behaved towards the hare, and how he planned and practiced for the race, and tried to do his best. Extension Sometimes things happen that are out of our control, and this can make us feel big emotions like helplessness, fear and anxiety. Recently we had no control over some things such as; • The instructions from the government e.g. to close schools, to physical distance, to work from home. • How the virus spread. • How other people behaved. At such times it is important to remember the things that we can control, and the strengths and the skills we can draw on to make a difference. During the past few weeks we have seen people make a difference by: • Volunteering and helping others e.g. staying in touch with vulnerable people. • Using their skills to do different things such as making equipment, delivering food etc. • Thinking about their own behaviour and doing things to make the most of their skills and learn new ones e.g. baking new dishes, reading different books, practicing a new exercise routine. iv) On a paper chain write or draw one of your strengths... give some examples. This could be a skill or strength you have practiced recently, or a new one you have discovered. Collect the links and join to make a whole school ‘We Can’ paper chain.**Activity 9:**Create a dream catcher – Children can put their hopes and dreams into words or draw a small picture or make a small charm that captures their hopes and attach it to the dream catcher.**Activity 10:**Find or create images of hope and make a group or class collage, in the shape of the word HOPE, for example, images of sunrises, birds flying, flowers blooming etc.**Activity 11:**Research songs about hope and sing or dance to them together. Some examples might include: Moving on Up – Primal Scream Don’t Stop Believing’ –Journey Things can only get better – D: Ream**Activity 12:**Circle time: A circle time game to explore the range of things we can be thankful for. In a circle ask children to think of the things they are thankful for. Beginning with “A” take turns and work around the circle all the way through the alphabet to “Z.” Have fun and help each other if anyone gets stuck on a letter!**Activity 13:**Ask children what they missed most about being apart and what they like most about being together again at school (if some children are overwhelmed by being together again then acknowledge that this is ok, too). Write this down on paper gingerbread shapes and display them, with hands connected.**Activity 14:**Ask children to research songs about connectedness and belonging e.g. Lean on Me – Bill Withers He Ain’t Heavy, He’s My Brother – The Hollies Learn the words together and record for website/blog for those children not able to go to school or to share with other classes. Sing songs in rounds or harmonies and discuss how the whole is greater than the sum of its parts.**Activity 15:**Get each member of the school community to make something individually, for example paint on a pebble or tile, stitch a pattern on a small piece of cloth, draw on a piece of paper, take a photograph, make clay figures etc. Then combine individual efforts to make a whole class, year group or whole school display.**Activity 16:**Create a class or school garden where each member of the school community (or each class) plants a seedling to tend and watch grow. | **Next steps/evaluation of activities:** |
| **Week: 5 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. |