

***ST MARY'S CATHOLIC PRIMARY SCHOOL RECOVERY CURRICULUM
JUNE 2020***

THE RECOVERY CURRICULUM

1. What is a recovery curriculum?

The recovery framework is based upon the work of Barry and Matthew Carpenter and the Evidence for Learning team, which sets out the importance of recognising the trauma and loss that children will have been through during the Covid-19 pandemic. As a response to the COVID-19 Pandemic our curriculum delivery has been temporarily reshaped to ensure the safety and recovery of our whole school community. It is vital that we focus on individuals' wellbeing and mental health in light of real or perceived trauma caused by recent events.

Before the lock down when the vast majority of pupils began to stay at home, our teachers began to plan for educational life during and immediately after the school's partial closure. It uses the underpinning principles of Barry and Matthew Carpenter's approach, 'The Recovery Curriculum'. All staff at school agree and accept that the COVID-19 pandemic will impact all our lives. We all have a first-hand 'lived' experiences that will impact our thoughts, feelings and behaviours. Children and their families will have experienced a sense of loss, this will be a commonality across all families.

Loss of routine means that we are likely to have at some point had disrupted sleep patterns, change in coping mechanisms, been worried or become confused at lack of routine.

Loss of structure would indicate that we may not have been following the same structures for learning that we have previously been accustomed to; we may have worries over lack of control and in particular change; we may have lost out on our right to carry out important transitions in our lives such as SATS, secondary school visits, end of year parties, moving onto the next year group when Y6 and 11 leave school.

Loss of friendship, as whilst we haven't lost friendships and those people still remain in our lives we will not have been able to interact with them in the way we were previously used to, we grieve for the deeper social interaction and connectedness that friendship and relationships bring.

Loss of opportunity as many children and adults do not understand why school was closed, why we were no longer able to meet up with our friends and had to remain at home and indoors for most of the day. We do not understand fully why the decisions were made and for children in particular, they do not have the understanding that the Government made the decisions to partially close schools and that it wasn't their teachers or other school staff who took those decisions. For this reason, it is vitally important that we help children to understand that their safety was and is our primary concern.

Loss of freedom for some children and adults school offers a place of escape, somewhere that they can be who they want to be and allows a sense of freedom to explore, make mistakes and to learn from them.

Successful transition for children to enable them to once again become efficient and confident learners is key. The way in which we do this is to acknowledge and accept the losses that we have all been through during the pandemic.

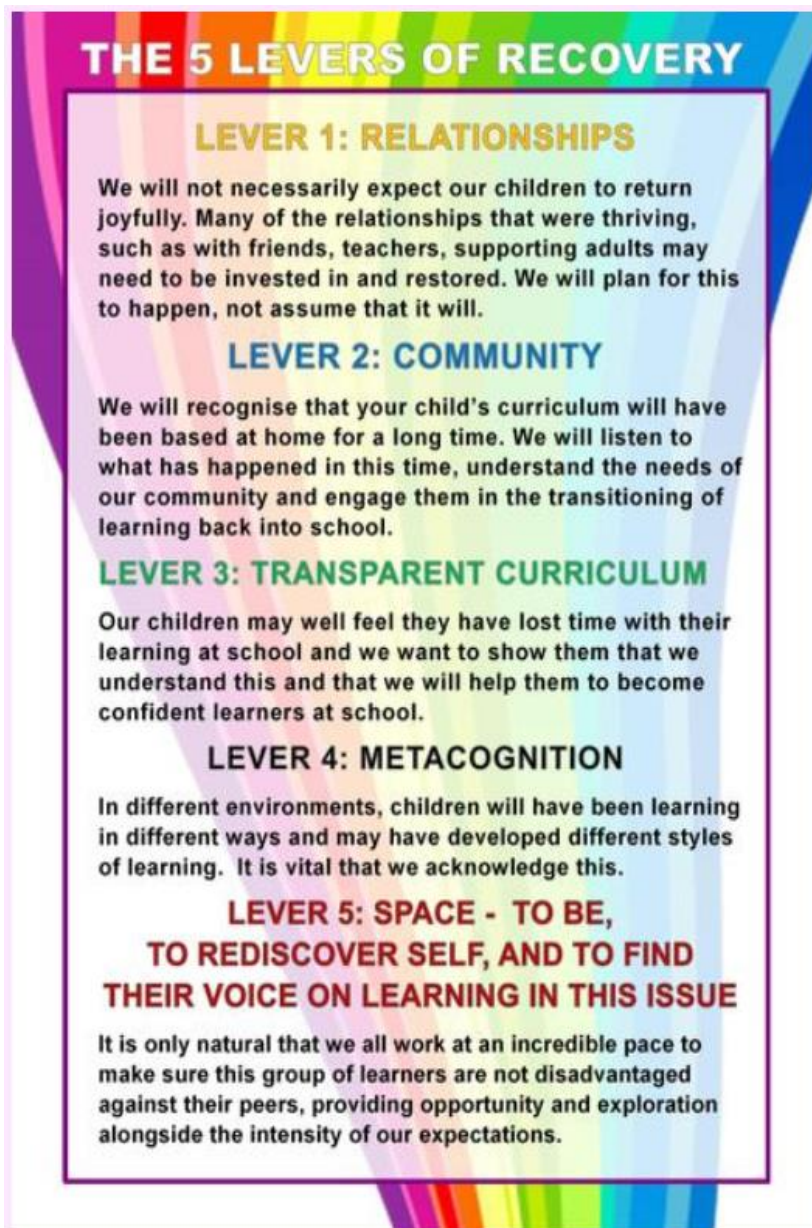
We have been thinking about what it will be like for each and every one of our pupils, at whatever age, stage or ability level on the day they walk through the classroom door.

We recognise that pupils will not simply pick up the curriculum at exactly the same point at which they left it on their last day at school. Too much has happened. All staff will listen and observe what the pupils are saying and communicating. We'll shape their curriculum experience accordingly and make a record of the impact this has for all pupils. This is a time to be creative, caring and compassionate in supporting our children in restoring and rebuilding their resilience.

The primary focus of the recovery curriculum is to 'help children to recover from their loss of routine, structure, friendship, sleep, opportunity and freedom'

2. The Five Levers

Our recovery curriculum is built on five levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child. It will support staff to maintain the continuity of learning and promote reintegration, routine and nurture change.



Lever 1: Relationships – we can't just expect our pupils to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion any discomfort of returning.

Lever 2: Community – we recognise that curriculum has been based in the community for a long time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school. All of our pupils will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting our students to heal any sense of loss. In different places, pupils have been learning in different ways. We will make the skills for learning in our school environment explicit to our pupils to reskill and rebuild their confidence as learners.

Lever 3: Transparency – we will acknowledge and recognise with the children any issues which arose during the lockdown so that children are provided with the opportunity to discuss/share their

concerns in whatever way they feel most comfortable. We will be transparent with the children in our plan to support them.

Level 4: Metacognition - There will be an opportunity for the children to share the difficulties which they faced whilst learning remotely. Teachers will provide sessions dedicated to the principles of metacognition and self-regulation to support children in understanding themselves as a learner again.

Lever 5: Safety and space – to be, to rediscover self, and to find their voice on learning. 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.

3. St Mary's Planning for the Recovery Curriculum

Implementation of the Recovery Curriculum

We have been thinking about what it will be like for each and every one of our pupils, at whatever age, stage or ability level as they return to school or continue shielding at home. The recovery curriculum takes a **three phased approach**.

Holistic Approach - First and foremost, the curriculum is shaped through a holistic approach as there is a recognition that the pandemic will have affected all children in some way. All children will have experienced a sense of change and loss during the pandemic. A loss of their daily school routine, a loss/reduction in the quality of their relationships and friendship with others due to social distancing.


Personal Approach- A more personal approach may be needed for those children whose teachers identify as disengaged. Who when attempting to return to daily routine, struggle with the return.

A Deep Sustained Support level- A more of approach may need to be adopted for any child who has experienced trauma.

The holistic offer to all children provides them with the opportunity to re-engage socially with their teachers and their social circle. To have the opportunity to explore, discuss, share thoughts, experiences or questions around the pandemic and the recovery plan. To build trust towards their new environment and those who are new to their social circle (bubble). Planned opportunities to use our rich outdoor space so that all children have the opportunity to exercise and enjoy the sense of space. An increase in the opportunity to use nurture activities or experiences for all children to build resilience and reassurance around relationships. More of a focus around the appropriate relationship towards the digital lifestyle we now have.

In order to offer the holistic approach ,the timetable has been created to build in structure and routine while also allowing learners the flexibility to drive their own learning through topic, characteristics of effective learning and lifelong learning. This co-creation of curriculum is underpinned by the 5 levers of the recovery curriculum and also through the school's value system.

The Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Nurture /PSHE Opportunities 	Arrival, hygiene routines, behaviour charter reminder, prayer time/focus				
	Start of Day Activity to engage in learning				
	Overlearning/precision teaching of key consolidation points for EOY expectations				
	Literacy based learning experience – opportunities for visual images to provoke discussion and intrigue.				
	Outdoor learning experience				
	Maths based learning experience				
	Reading for pleasure opportunities				

Activities

The curriculum itself is planned around key learning areas: literacy, communication, maths, arts, understanding the world and humanities, science, PSHE and lifelong learning as well as the characteristics of effective learning.

Activities are created to meet the needs of the 5 levers identified in the recovery curriculum and to respect the changing needs of the learners. Teachers adopt a nimble and flexible approach to the flow of the day and will be responsive to the needs and ideas of the children to enable them to gain trust and control which will aid recovery. It will contain individual strategies to support developing communication, ensuring transitions are well planned for and supported, that environments are adapted and account for learner need, how plans support learners to feel safe and stay safe (the adaptation of IBPs and Care plans) and how outcomes from the EHC plan will be met through the implementation of the recovery curriculum.

4. Evidence Based Approach

As a profession, teaching is heavily based on research. During this time we do not have research to guide us through this unprecedented times. Teachers will use their experience and knowledge of the children to guide them in evaluating the progress the children are making through this transition stage. Success will be achieved for pupils in them receiving a variety of learning opportunities that are personalised to their emotional needs and the gaps in their understanding and that account for the breadth and ambition of our curriculum while focusing on wellbeing and positive mental health. To support teacher in identifying their children's needs during this time of transition whilst delivering the recovery curriculum the five Engagement Levels will be closely monitored. These are five levels of engagement as discussed in the The Engagement Model (March 2020), a framework formed for children with SEND. This framework offers a means of monitoring specific areas to give an insight into the children's level of re-engagement towards their learning and the new school environment. The indicator areas being:

Exploration – the child's level of curiosity and self-motivation

Realisation- the child's level of control and ability to revisit an activity with enthusiasm

Anticipation-the child's level of understanding around cause and effect

Persistence- the child's level of sustainability towards a learning experience

Initiation-the child's level of independent investigation.

These areas are to be a focus for the class teacher when making daily observations and are an indicator into the children’s state of engagement and attitude towards their learning and environment during the delivery of the recovery curriculum

5. English and the recovery framework

Our English recovery curriculum aims to bridge pupil’s personal, social, and emotional development with the academic curriculum. Whilst these have been strange times we believe that pupils can have academic success and we should not block any routes to that success by prolonging the delivery of an academic curriculum. We acknowledge that concentration may have been affected but this can and will be re-developed.

Specialist advice:

- do revisit, practice and refresh
- do start the curriculum where the pupils should be
- don’t let tests drive the curriculum
- in Year 1 don’t take the pupils back to phase 3 or 4 phonics
- use lots of stories, rhymes and talk

Key learning outcomes

In order to effectively ensure learning continues to build on children’s attainment at age-related expectations and supports transition into the next year group, as much as possible, teachers will need to be aware of both prior attainment and current attainment when making decisions on how to focus learning and identify gaps. As such, included, for Year 1 and Year 6, are key learning outcomes for the whole year for teachers to identify what has and has not been secured in order to support planning for return to school.

YEAR 1		YEAR 6	
READING	WRITING	READING	WRITING
<ul style="list-style-type: none"> • Read accurately real words and ‘alien’ words by blending sounds containing GPCs that have been taught and using taught phonics strategies. 	<ul style="list-style-type: none"> • Spell Year 1 CE words 	<ul style="list-style-type: none"> • Consistently check that a text makes sense and reread if it doesn’t. Explain the meaning of a word in context. 	<ul style="list-style-type: none"> • Use fluent joined handwriting with increasing speed in their independent writing. Apply the year 6 spelling rules (as per school policy)
<ul style="list-style-type: none"> • In a book at their reading level, read aloud accurately and begin to use expression. 	<ul style="list-style-type: none"> • Make phonically plausible attempts to spell words using known GPC, including alternative graphemes taught so far 	<ul style="list-style-type: none"> • Draw inferences and justify this with evidence. 	<ul style="list-style-type: none"> • Effectively use a dictionary to check spelling and meaning Use a wide range of devices to build cohesion within sentences and across paragraphs.
<ul style="list-style-type: none"> • In a book at their reading level begin to check a sentence 	<ul style="list-style-type: none"> • Apply simple spelling rules, including prefixes and suffixes 	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied and 	<ul style="list-style-type: none"> • In narratives, describe characters, settings and plots and

makes sense.		refer back to the text.	interrogate dialogue to create character and advance the action.
<ul style="list-style-type: none"> In a familiar book which they have already read, make inferences e.g. infer what a character is feeling from what they say or do 	<ul style="list-style-type: none"> Write simple sentences to form a short narrative. 	<ul style="list-style-type: none"> Identify main ideas from more than one paragraph and summarise these, identifying key details. 	<ul style="list-style-type: none"> Proof read for spelling, punctuation and grammar.
<ul style="list-style-type: none"> In a familiar book which they have already read, explain their understanding of what is read to them 	<ul style="list-style-type: none"> Use 'and' to join words and clauses 	<ul style="list-style-type: none"> Retrieve detailed information from non-fiction and record accurately and across paragraphs. 	<ul style="list-style-type: none"> Manipulate clauses for effect and maintain viewpoint.
	<ul style="list-style-type: none"> Form all letters correctly and with spaces between words 	<ul style="list-style-type: none"> Can confidently skim and scan texts at speed. 	<ul style="list-style-type: none"> Edit effectively to enhance writing.
	<ul style="list-style-type: none"> Use capital letter correctly, including for the I pronoun. 	<ul style="list-style-type: none"> can identify and discuss features of a variety of text by genres. 	<ul style="list-style-type: none"> Vary sentence structure for effect.
	<ul style="list-style-type: none"> Use question and exclamation marks 	<ul style="list-style-type: none"> Use quotations and textual references to justify answers. 	Apply year 6 grammar and punctuation in their independent writing
	<ul style="list-style-type: none"> Use adjectives 	<ul style="list-style-type: none"> Can identify ad explain authorial intent e.g. language/structure 	<ul style="list-style-type: none"> Use punctuation to indicate parenthesis.
			<ul style="list-style-type: none"> Use colons, semi colons and dashes to separate two independent clauses.

Phonics and early reading

The government recognise the importance of early reading and have recommended a focus on children catching up when they return to school. Children in reception and year 1 have had a significant break in their systematic synthetic phonics-teaching programme and when they return to school, it is probable that GPCs that had been taught but not yet stored in the long-term memory will appear forgotten.

In order to ensure that catch-up is effective and does not further impact on their long term success in reading, we will prioritise the following points:

- teach set 3 phonemes daily as a whole class speed sound session
- provide additional catch-up outside of the phonics session as needed
- use revisit/review sessions to recap GPCs that have been previously taught but appear forgotten
- where children's progress is a concern, act quickly to try to identify what their difficulty is

Although we are unable to stream Phonics according to ability, children still need to be reading decodable books in order to support the development of fluency. Reading will take place daily and where possible, individual reading should take place.

Targeted support should be given to any children who are working below age related end points as set out in school policy. Use assessment to inform the content of one to one tuition.

English - Please note curriculum activities should be planned for both indoor and outdoor sessions

Year 1

The priorities for children in Year 1 at this time are resocialisation into new style school routines; spoken language, and regaining momentum in particular with early reading.

Recommended books list:

Ruby's Worry by Tom Percival (worry)
The Building Boy by Ross Montgomery (bereavement)
Jabari Jumps by Gaia Cornwall (fear)
On a Magical do Nothing Day by Beatrice Alemanga (the world around us)
The Tiger who Came to Tea by Judith Kerr (core text)
Hairy Maclary by Lynley Dodd (core text)
Good Little Wolf by Nadia Shireen (core text)
Matilda's Cat by Emily Gravett (core text)
The Heart and the Bottle by Oliver Jeffers (grief/dealing with emotions)

Year 6

Government advice for the re-opening of schools makes it clear that Year 6 teaching during this time should focus on readiness for secondary school, including academic readiness, which could involve additional teaching in any subject, but in particular mathematics and English to make up for any losses to learning incurred while at home.

Recommended book list:

The Red Tree by Shaun Tan (hope)
A World of Our Own by Laura Carlin
How the Whale Became by Ted Hughes
Bold Women in Black History by Vashti Harrison
The King who Banned the Dark by Emily Haworth-Booth
After the Fall by Dan Santat
The Giant's Necklace by Michael Mopurgo
The Fib -George Layton

Key worker recommended book list:

The Voices in the Park by Anthony Browne (perspective/friendship/alienation)
Farther by Grahame Baker Smith (love/hope/ambition)
Here we are by Oliver Jeffers

Handwriting

The key learning outcomes focus on the importance of forming letters and writing at speed for the specified year groups returning. To ensure children build up their fine and gross motor skills, sizing, formation and spacing of letters each bubble will allocate time to practise and tighten up on key handwriting outcomes. This can be done as an isolated session or part of your outdoor sessions. It would also be useful to integrate time into your day to develop fine motor skills and visual sequential memory. There are some good resources on www.gonoodle.com that you could use to support your delivery. These activities will also help to break up what may seem to be a long day after such a long period of time away from school and help to rebuild children's stamina as they are reintroduced to the school day.

Support for planning and assessment

Ongoing evaluation of your children and where they sit within the recovery framework will be pivotal when planning for English when returning to school. It might be that some children are ready for more academic focuses than others so, the bubble lead to use judgement to determine which of the academic lessons you choose.

If a teacher is placed into a bubble with children from a year group that they do not usually teach, teach then support will be given to help with planning and outcomes from SENDCO/English lead.

Reading for pleasure

Opportunities for the teacher to read aloud need to be embedded into the timetable in order to continue the momentum of reading for pleasure for the children. Children will also have reading books which will be kept in school (one for fluency and one for decoding and comprehension)

6. Maths and the Recovery Framework

Our Maths recovery curriculum aims to bridge pupil's personal, social and emotional development with the academic curriculum. Whilst these have been strange times we believe that pupils can have academic success and we should not block any routes to that success by prolonging the delivery of an academic curriculum. We acknowledge that concentration may have been affected but this can and will be re-developed.

Specialist advice:

- do revisit, practice and refresh
- do start the curriculum where the pupils should be
- don't let tests drive the curriculum
- do use over learning strategies
- do adapt CPA approach
- do provide variance

Key learning outcomes

In order to effectively ensure learning continues to build on children's attainment at age-related expectations and supports transition into the next year group, as much as possible, teachers will need to be aware of both prior attainment and current attainment when making decisions on how to focus learning and identify gaps. As such, included, for Year 1 and Year 6, are key learning outcomes for the whole year for teachers to identify what has and has not been secured in order to support planning for return to school. Teachers should be encouraged to use the Power Maths and

White Rose Home Learning materials to revisit, practice and refresh their understanding of learning that has already been covered. This should be carried out in short bursts. In addition to this, teachers should build in time for children to access Times Table Rockstars. New learning should be taught through a cross curricular theme linked to key texts identified in the Literacy recovery framework where possible.

YEAR 1		YEAR 6	
Learning to revisit and practise	New learning	Learning to revisit and practise	New learning
<ul style="list-style-type: none"> -Count in 1s, 2s, 5s and 10s to 100 - Know all number bonds and related subtraction facts within 20 -Solve simple addition and subtraction problems -Use some standard units to measure -Recognise 2d and 3d shapes in different contexts 	<ul style="list-style-type: none"> -Show understanding of place value to 50 -Volume and capacity -Place value to 100 -Time -Multiplication -Division -Halves and quarters -Direction and position -Recognise different coins 	<ul style="list-style-type: none"> -Show understanding of place value to 10 000 000 -Round any whole number to a required degree of accuracy -Use negative numbers in context, and calculate intervals across zero - Multiply 4 digits by a two-digit using the formal written method of long multiplication - Divide 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders - Divide 4 digits by a two-digit whole number using the formal written method of short division, and interpret remainders - Perform mental calculations, including with mixed operations and large numbers - Use their knowledge of the order of operations -Simplify fractions -Use common multiples to express fractions in the same denomination - Compare and order fractions, including fractions > 1 -Add and subtract fractions with different denominators and mixed numbers, 	<ul style="list-style-type: none"> -Solve problems involving ratio and proportion -Use simple algebra -Find unknown angles in any triangles, quadrilaterals, and regular polygon - Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius -Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles - Interpret and construct pie charts and line graphs and use these to solve problem - Calculate and interpret the mean as an average. <p>All children would benefit from daily arithmetic, specifically work on:</p> <ul style="list-style-type: none"> -Multiplying and dividing decimals by a whole number. Multiplying a decimal by a whole number fraction including all operations. -Percentages of whole amounts.

		using the concept of equivalent fractions - Multiply simple pairs of proper fractions - Divide proper fractions by whole numbers - Calculate decimal fraction equivalents for a simple fraction - Identify the value of each digit in numbers given to three decimal places multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places - Multiply one-digit numbers with up to two decimal places by whole numbers - Describe positions on the full coordinate grid (all four quadrants) - Draw and translate simple shapes on the coordinate plane, and reflect them in the axes	
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Year 1 Maths

During this time children will also complete maths investigations to bring together what they have learned across Year 1. These will include investigations from NRICH
https://nrich.maths.org/public/topic.php?ct=0&cl=1&dl%5B0%5D=1&dl%5B1%5D=1&dl%5B2%5D=1&group_id=8&cldcmpid=636&code=-333#results

Year 6 Maths

Government advice for the re-opening of schools makes it clear that Year 6 teaching during this time should focus on readiness for secondary school, including academic readiness, which could involve additional teaching in any subject, but in particular mathematics and English to make up for any losses to learning incurred while at home.

During this time children will also complete maths investigations to help them prepare for secondary school. These will be dependent upon the bubble children are working within. This work could include:

- A theme park maths project

- Maths investigations from NRICH
https://nrich.maths.org/public/topic.php?ct=0&cl=2&dl%5B0%5D=1&dl%5B1%5D=1&dl%5B2%5D=1&group_id=8&cldcmpid=636&code=-333#results
- Problem solving activities taken from Power Maths unit 14.

Support for planning and assessment

- ongoing evaluation of where children and bubbles sit within the recovery framework
- support from year group teachers if not planning for their current year group
- SENDCO/Maths leads support

8. EYFS and the recovery framework

Transition into the new routine

We understand that in the Early Years it will take a planned and consistent approach in order to transition our children to understand and follow their new routines. We will ensure our families have clear information on how children will come into school and what 'handover' will look like. We will let parents know how we will comfort their children if they are upset and we will provide detail and reassurance that wellbeing will be at the heart of the school day. We will explain that social distancing will not stop adults from supporting their child emotionally and socially if need be. We will thoroughly introduce the new life at school prior to returning using videos, photos of the setting and through personal phone calls to parents. In both settings, we will create a structured and predictable environment using visual timetables where necessary and referring to them regularly in order to re-establish the new normal and new routines in our bubbles. We plan to use both stories from our well-being library and social stories / narratives to help to thoroughly explain the changes to our children and to support their understanding of the changes. These are listed on the following page.

Curriculum

As part of our Early Years curriculum, we understand that each child will have had different lived experiences and therefore staff in each setting will be using the recovery framework to assess and be responsive to the individual needs of our children. The staff in the Early Years setting have understanding of the loss and changes our young pupils have experienced and will therefore work with the Recovery Framework to provide some stability and familiarity in our children's environment whilst maintaining safety and reflective opportunities for our pupils. Adults in each setting will provide an environment that is safe and adults will adapt approaches according to the needs of the individual children in our care. We are aware that as small bubbles of pupils return the need for differentiation will be required both academically and emotionally in order to reflect on experiences and be ready to learn.

We have followed the government guidelines and we have prepared areas of learning that meet the requirement of social distancing where possible. We have catered for a small bubbles of children safely with as much familiarity as we can for each individual child. We have organised our classrooms so that within areas there are a range of resources that are familiar to the children that can also be regularly cleaned and kept safe. In each setting, we have planned daily opportunities for children and plan for continuous provision to ensure that each individual child's needs are met socially, emotionally and physically whilst beginning to deliver an academic curriculum through a play-based approach to learning. We will endeavour to make learning fun, creative and exciting for our pupils using games, projects and displays as best we can despite changes to rules and our

environment. Adults in the setting, where possible, will plan provision the day before using their knowledge of the children, their interests and key learning outcomes in order to best meet our children's needs and interests. As frequently as possible the children will be given timetabled opportunities to access the outdoor learning provision.

Phonics and Early Reading

As stated above in English and the recovery curriculum we will continue to deliver the teaching of Early Reading to our children and young pupils. We plan to address gaps and misconceptions from home learning. We understand the challenge our families have been under teaching early reading from home and therefore we will teach from our children's individual starting points in order to ensure catch up is effective and does not further impact on the pupil's long-term success. To do this we will prioritise the following points.

- teach phase 1 phonics aspect 4 to 7 daily (nursery)
- planned daily story and rhyme session (nursery)
- provide opportunity for children to use listening and speaking skills (nursery)
- teach set 1 or 2 phonemes daily as a whole class speed sound session
- provide additional catch-up outside of the phonics session as needed
- use revisit/review sessions to recap GPCs that have been previously taught but appear forgotten
- where children's progress is a concern, act quickly to try to identify what their difficulty is

Support for planning and assessment

- on going evaluation of where children and bubbles sit within the recovery framework
- support from year group teachers if not planning for their current year group
- SENDCO/English leads support

Possible Book List to support curriculum in EYFS:

The Invisible String
The Colour Monster
The Big Bag of Worries (Reception only)
Hey Warrior Hey Awesome
The Hedgehog and Tortoise
Welcome Back to School Bubbles
The Bad-tempered Lady bird
The Very Hungry Caterpillar
Superworm Aaaargh
Spider The Tiny Seed
The Very Busy Spider
The Ugly Bug Ball

APPENDIX - RESOURCES

PSHE Curriculum Ideas

Promoting Belonging and Connectedness

- Jigsaw activity – it is important to recognise that we are all unique individuals but we can also come together as a group of students, class, or year group. <https://www.twinkl.co.uk/resource/t-t-9884-we-all-fit-together-class-portrait-jigsaw-puzzle>

- Recognising positive qualities - Take a sheet of paper write and your name in the middle. Pass around the group or class and write a positive comment for each person in turn (or altered activity to not share paper!)
- Positivity Jar: <https://primarysite-prod-sorted.s3.amazonaws.com/stokedamerel/UploadedDocument/9803857907444ce2a002ae2046d66e59/positivity-jar-1.pdf>

Managing Feelings and Emotions

- Worry box – Post your feelings, thoughts and questions
- Gingerbread man outline activity – Identify and label your current emotions. How does it feel? Where are these feelings? <https://www.twinkl.co.uk/resource/t2-d-008-design-yourown-gingerbread-man>
- Gratitude journal – It is important to remind ourselves things we are grateful for in the midst of a difficult time.
- Creating a happiness box (even if just talked about rather than physically created)

Mindfulness

- Free online mindfulness classes <https://www.mindfulschools.org/free-online-mindfulnessclass-for-kids/>
 - Mindfulness quotes – <http://www.doodle-art-alley.com/quote-coloring-pages.html>
 - Guided imagery – Utilising your sensations through imagination. <https://www.headspace.com/meditation/guided-imagery> For younger children <https://www.youtube.com/watch?v=wf5K3pP2IUQ>
 - Cosmic kids yoga <https://www.youtube.com/user/CosmicKidsYoga>
 - Meditation for kids <https://positivepsychology.com/mindfulness-for-kids/>
 - 18 Mindfulness games, worksheets and activities - <https://positivepsychology.com/mindfulness-for-kids/>
 - Tips for calming anxiety during a difficult time – The Child Mind Society <https://childmind.org/article/how-mindfulness-can-help-during-covid-19/>
 - Puppy Mind by Andrew Jordan Nance <https://www.youtube.com/watch?v=Xd7Cr265zgc>
 - Mindfulness does not always require sitting down by Smiling Mind and ABC radio. <https://www.youtube.com/watch?v=buPuB4Sa0zU>
 - Meditation and sleep stories <https://www.youtube.com/channel/UCjW3doUmNsyY5aLQHLiNXg>
- Further activities within these pdfs:
- <https://primarysite-prod-sorted.s3.amazonaws.com/stokedamerel/UploadedDocument/437b609dfe2744c59c7849daff024800/the-anger-gremlin.pdf> The Anger Gremlin book (as a free pdf!)
 - <https://primarysite-prod-sorted.s3.amazonaws.com/stokedamerel/UploadedDocument/1a921d8934d8434291ded3cb25ebfc1e/the-anxietygremlin.pdf> The Anxiety Gremlin book (as a free pdf!)

Circle Time Conversation Starters (KS2)

Past

1. Lockdown was a time that no-one predicted. What were your first feelings when you knew you couldn't go to school or even go outside your home or garden except for a walk? Did your feelings change over time?
2. Many of you have favourite places you like to visit. Which special places did you miss visiting and why?
3. Some people made running tracks in their gardens, some people created a beach with sand and water in their gardens. Were there any places you couldn't visit that you reconstructed in your own home? How did that help you?

4. Nobody was able to visit family or friends who lived in a different household. Who did you miss the most? What did you miss about this person?
5. While we were all at home many of us discovered new interests or developed new skills? What new interests or skills did you discover while you were learning or playing at home?
7. Were there any moments that you felt sad, lonely or worried during the lockdown? How did you manage to deal with these feelings and moments?
8. What was the happiest moment you experienced during your time at home?
9. Who celebrated a birthday whilst at home? How did you celebrate it? How was this different to last year?
10. At 8pm every Thursday many people clapped for the NHS and Keyworkers to say Thank You. Did you join in? What you think of this gesture of appreciation? What other ways did people show their appreciation?
12. Many children drew rainbows and placed them in windows to inspire people and remind everyone that we were all in this together. Were there any ways that you helped to encourage and inspire people to be strong together?
13. Many people found this time very difficult. Was there anything you did to help a friend or member of your family?
14. How did your family communicate with friends and other members of your family? What did you enjoy or find helpful about these new ways of communicating?
15. Laughter helps people feel happy and included. What was your funniest moment during this time? What new jokes did you learn? What is your 'happy story'?
16. Lots of people had time to read more books than they usually would. Which books did you read? Many teachers and celebrities read stories to children using online technology, if you were able to listen to any, which were your favourite?
17. There were many online quizzes and games for families to take part in. As a family/friends which online activities did you participate in? Which non online games did you enjoy playing as a family?

Present

1. How are you feeling about being back in school? In school routine? With your friends and teachers? In uniform?
2. Today you are back at school. Take a moment to think about where you are at this particular moment. Maybe you are joining in Circle Time. Maybe you are in your classroom, maybe you are outside or perhaps in the hall. Just think about now, where you are, who is with you and how you really feel
3. What have you missed about being in school that you would like to do during the next week?
4. What questions do you have about being back in school? Being here today?
5. What do you think you have learned about yourself and the world which you didn't know when we were all in school together before?
6. How have you changed and grown as a person since you were in school before the school closure?
7. You may have been learning at home with the guidance your parents. Did you make or have a visual timetable? What lessons did you decide to do? If you could use your home learning experience to devise a visual timetable for your class, what lessons/ learning quests would be on it?
8. How do you feel about restarting school at this time of the academic year?
9. Are there any year groups that have not started back at school yet? Why do you think this is? How is this fair? What is the thinking behind this decision?
10. Now you can see your friends again and play in the outside environment, what kind of rules should we have to still keep everyone safe? Which games could be adapted to allow children their personal space? Can you devise /make up a new game?

Future

1. There may be family and friends you still have not been able to see in person. What are looking forward to saying to them / doing with them when you can meet up again?
2. Many of you will have favourite places you like to go, which you haven't been able to visit. What will you do when you can visit them again?
3. Many children have an idea of the job or career they would like to aim for when they leave education. Has school closure made you change your mind about your future job? Have any of the recent events inspired you to choose a different career?
4. What do you hope we will do together at school next week? Next term?
5. What school events are you looking forward to now you are back at school? Should we still have Sport's day/School Discos/Summer Fayres? How can we adapt events that involve lots of people?

Class Games (socially distanced)

Warm up and Ending games

1. The lining up game: Without help, the children need to line up quickly in: register order, birthday month order...
2. Clapping: Going round the circle one clap continues the direction, 2 changes the direction back.
3. Simon Says
4. Smile: A smile is passed around the circle.
6. Expressive Face: Children cover their face with their hands. Teacher says an expression / emotion (e.g. smile, frown, laugh, confused, thoughtful...). Children remove their hands to show the expression / emotion. Look at each other's faces: how easy is it to 'read emotions'?
8. Follow the leader: The leader begins miming and action; clapping, etc. the others in the circle must copy. Change leader after 2 or 3 actions.
10. Introductions: Introduce yourself and the person sitting next to you. Continue around the circle.
11. Instrumental listening: Have 5 numbered instruments. One member of circle plays one and the rest have to raise the number of fingers linked to instrument played.
12. Colours: If I were a colour, I would be ... because...
13. Storm: Leader starts by wiggling fingers for the rain, this passes around the circle until everyone is wiggling their fingers. The leader then changes the action to other aspects of the storm, e.g. wind – arms waving, thunder – slap knees. End with the sun - mime a circle.
14. Emotions game: One person acts out an emotion from their seat or space. Rest of class try to interpret the emotion.
15. What am I? Choose a positive adjective to describe yourself, go around the circle in turn.
16. Actions story: Share a story with agreed actions for certain words. Everyone has to make the action when the words are said.

Year 6 Transition Ideas

<https://youngminds.org.uk/resources/school-resources/find-your-feet-transitioning-to-secondaryschool/>

<https://campaignresources.phe.gov.uk/schools/resources/transition-to-secondary-school-lessonplan-pack>

<https://www.twinkl.co.uk/resource/t-c-7469-secondary-transition-resource-pack>

<https://www.twinkl.co.uk/resource/t-c-1390-ks2-transition-pack>

<https://thirdspacelearning.com/blog/preparing-for-year-6-transition/>

<https://www.mindmoose.co.uk/2017/07/05/helping-year-6-transition-secondary-school/> • Lessons based on key skills needed for secondary schools (e.g. reading timetables, using a diary, tying a tie, looking at the secondary website etc)

Tina Rae – The Transition Toolbox (£50)

- Ask the children to write a letter to their new teachers to introduce themselves
- Question box to send to secondary school staff to answer

Example:



Hygiene lessons

<https://campaignresources.phe.gov.uk/schools>

This company have produced a number of free e-books about Covid and although designed for SEND, they have some meaningful images for discussion.

Activities and resources for adults

Mental well-being

- <https://www.actionforhappiness.org/calendars> excellent website for ideas to positive mental well-being, including calendars for simple, daily actions to do as a family
- For adults wanting to support their own resilience: <https://www.thehour.com/lifestyle/article/A-psychologist-s-science-based-tips-foremotional-15135619.php>
- Ways to look after your own mental health https://www.nhs.uk/oneyou/every-mindmatters/coronavirus-covid-19-staying-at-hometips/?fbclid=IwAR3V_U4Fm8kBBxdrICAD0oo_6zpo9roRhqYhybTj7AQb2Q0IJIpUb6WFUQ
- Simple tips and actions for self care <https://www.annafreud.org/selfcare/>
- From Adams Psychology Service <http://www.adamspsychologyservices.co.uk/coronavirus.html>

This has been written for any individuals or families having to self-isolate, or those engaging in social distancing (which is hopefully pretty much everyone apart from essential workers right now). It's a short, practical 5-page document that can help families plan to maintain their wellbeing during self-isolation, quarantine or lockdown. The pack is informed by positive psychology, in particular Martin Seligman's PERMA model of wellbeing (Seligman, 2011 - see pack for reference).

Apps

- Calm is a worldwide app for guided relaxation and mindfulness. They have created free access to support guided relaxation in response to the coronavirus situation https://www.calm.com/blog/take-a-deepbreath?utm_medium=email&utm_campaign=715072-free-

mindfulness-resources-fromcalm&utm_source=lists%2F51225-Ultimate-LoveLife-MakeoverSummit&simplero_object_id=su_eWE1de2opeEQMZht61XBFMVm

- Headspace (mindfulness app) have launched a free section called Weathering the storm. This includes meditation, sleep and movement exercises.
- ThinkNinja - an app specifically designed to educate 11-18 year olds about mental health, emotional wellbeing and to provide skills young people can use to build resilience and stay well.
- Smiling Mind – an app designed to support with meditation and mindfulness for children, families and schools. Their website (<https://www.smilingmind.com.au/>) provides lots of information and guidance and the app provides guided relaxation / mindfulness sessions. They also have a YouTube channel with lots of informative videos as well as guided meditation sessions also:
https://www.youtube.com/channel/UCSP_8_QEFYdi0gY2F3CXfA

Other resources

<https://www.anewdirection.org.uk/blog/7-creative-ways-to-teach-a-recovery-curriculum>

Books Beyond Words www.booksbeyondwords.co.uk/coping-with-coronavirus

BW Story App – www.booksbeyondwords.co.uk/bw-story-app

<https://www.nurtureuk.org>

Bereavement Box / 60 Sensory Minutes – <https://www.nurtureuk.org/publications/practical-tools>

Transition Tool Box – <https://www.nurtureuk.org/our-services/publications/programmes/transition-tool-box>

Helplines
SHOUT - text 'Shout' to 85258 for 24/7 crisis text support
Childline - under 19s can call 0800 1111 for free, confidential support
Education Support - school staff can call 08000 562 561 or text 07909 341229 for 24/7 help and advice

This is a time of guiding our children and community with nimbleness, flexibility and sensitivity. We need to do so with creativity, care and compassion.

“If kindness is shown, kindness will be received”