

### Rationale

Children returning to school following lockdown have experienced loss (routine, freedom, relationships, social interaction, structure) and have lived through a collective trauma.

*'From loss emanates three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile. And on top of that, they are witnessing a sea of adult anxiety, which they unwittingly are absorbing.'*

(Carpenter and Carpenter, 2020)

The intention of a Recovery Curriculum is to provide opportunities to **rebuild relationships** and **a sense of community**, space to **establish a sense of [awareness of] self** and to **relearn positive habits for learning skills**. The focus will be *gently* returning to some semblance of routine whilst enabling play, outdoor exploration and physical development & mindfulness meditations. This Recovery Curriculum is based on the 5 Levers:

- **Relationships** - build up/upon these to cushion the discomfort of returning.
- **Community** - listen to what has happened, engage in transition of learning back into the school community
- **Transparent Curriculum** - be explicit about addressing the gaps so they feel secure that something is being done about the lost time in learning.
- **Metacognition** - supporting children to relearn, think, learning how to learn and build a sense of awareness
- **Space** - provide opportunity to rediscover self, cultivate awareness/mindfulness, find their voice in learning & exploration.

## The Recovery curriculum Framework

All students will commence their recovery journey at the universal stage. At the end of the half term, teachers may identify that needs differ from how they presented during the spring term or during the home learning or onsite provision phase of education. Through assessment and further discussion with teachers, it could be necessary to move a student onto a targeted or specialist pathway of support, this support will be discussed and agreed with parent/carers. The pathway of support makes explicit the three main levels of support and intervention at the varying levels from:



Our curriculum framework aims to restore the mental health and rebuild the resilience of our children to allow them to become engaged learners again by:

- recognising the experiences had by all
- restoring trust and relationships with staff
- re-establishing friendships and social interactions
- regaining structure and routine
- rebuilding a sense of community
- regulating their emotions and managing behaviours
- re-engaging them in learning
- preparing them for transition

When considering the element of the 5 levers, it allows us to consider the approach we need to take towards recovery that places the child at the centre of the recovery journey, acknowledging the importance of their lived experiences with a focus on instilling felt safety, security and stability.

Lever	How?	Why?	How will we know we are successful?
Lever 1 – Rebuilding relationships	Greet each morning with a smile, a relaxed body language that shows the child that they matter and that you are genuinely pleased to see them.	This can be achieved through attuned, positive and purposeful over exaggerated interactions, that help our pupils feel that they are important.	Children will be happier to come into school, reduced levels of anxiety.
Lever 2 re-establishing	Assess children's individual needs -allow them to share their	Children will have experienced lockdown very	Ensuring the pathway of

community	experience of lockdown and the pandemic, this may be done through discussion, drawing, stories and other creative mediums that allow for exploration in a safe and supportive way. Acknowledge and validate their feelings.	differently to one another, through creating an atmosphere of openness and honesty the children will begin to reconnect with their environments and redevelop their sense of belonging within the school community.	support identifies the child's needs at an individual level and appropriate provision is put in place.
	PBS: Difficult behaviours are "messages" which can tell us important things about our students. Remember, behaviour is a form of communication		
	Thrive Approach: Acknowledge your role to the individual student, be the soother to support and acknowledge how they are feeling, acknowledge and thank them for sharing, soft gentle touch or rocking		
Lever 3 – Transparent curriculum	Being open and honest about the way in which the losses have affected us as adults will help children understand the internalising emotions that they too may have been carrying since school closed. Seek to understand what the children already know and help them to find the facts to questions like * why did school close so quickly? * why is school so different now? * when can I see my friends outside school? Did any of the school community get sick? Along with all of the questions that children want to share and discuss.	Children will have heard a lot about the pandemic in the media and by overhearing discussions within the environment at home/shops etc. and some will be factual whilst others will be someone else's interpretation of a situation. They may have heard about somebody dying or have had to deal with the death of a close family member/family friend. It is important that as adults we offer the children the real facts and use open and honest dialogue to help them to problem solve.	Children will be confident to share what they know and understand. They will use the relationships that they have with adults to support them.
	PBS: Identify the Students preferred methods of communication, as effective communication can help to reduce their anxiety about any changes that need to happen.		
	Thrive Approach: Be the co-adventurer supporting questions they may have, make sense to their questions and reactions to how they are feeling and possible reactions to the pandemic and the personal impact. Never push the student to speak, review your approach and allow them space to settle and reengage with the PHHS Community.		

<p>Lever 4 – Metacognition (thinking about thinking)</p>	<p>Children will have been learning in different ways through home schooling, it is essential that we re-teach the way in which we learn at school. We can do this by setting out the routine of the day, encouraging opportunity for thinking, reflecting and evaluating. Children will respond to a thematic approach where they can become fully immersed in a topic of interest that can be explored through each subject and using both the indoor and outdoor environment, learning becomes embedded when we use the whole body.</p>	<p>It is vital that children learn to love learning once again and can begin to recall the passion that was instilled in them before the lockdown. Children will naturally feel safe and secure within a classroom environment, if they are enthused by the well planned teaching and learning that takes place with an emphasis on the way it is delivered by the adult through the use of playfulness, acceptance curiosity and empathy.</p>	<p>Children will be curious, inquisitive, they will ask questions that require higher order thinking. They are fully engaged and will have FUN and will demonstrate an eagerness to keep going when engaging in activities.</p>
	<p>PBS: Enable the Students to exercise choice and control over decisions that affect them, seek their views and input about sudden changes to their activities.</p>		
	<p>Thrive Approach: Be prepared for students to share their feelings in times of learning or during activities away from the classroom, this maybe a time when they feel safest and willing to share, don't delay this conversation allow it to flow, and support and acknowledge what they have said and thank them for sharing. Through the course of each session/lesson students should be praised and shine the light on the smallest of achievements and acts of kindness.</p>		
<p>Lever 5 Space Time and space to rediscover self and to find their voice</p>	<p>Ensure children are provided with time and space to readjust to the new classroom layout, adult they are working with and changes that have been made. Carefully explain and offer reasons for the change. Explore a whole bubble agreement and share stories of being in a bubble and what that means Ensure time is planned in for movement breaks and sensory circuits.</p>	<p>Children will need time and space to readjust and to begin to trust in the safety, stability and security of the classroom environments. As adults we can support our children by firstly regulating, acknowledging and validating feelings and emotions which will the support us in beginning to re-establishing safe and trusting relationships</p>	<p>Children who are settled to learn within their classroom environment and confident to share thoughts, feeling and ideas freely.</p>
	<p>PBS: Remember you can make all activities fun. Make them enjoyable and create opportunities for participation.</p>		
	<p>Thrive Approach: Give each student time to 'be' in the space, and time to regulate. Prepare with preferred calming resources, Provide 'tangles', squeeze balls, beanbag toys or any safe objects that can be handled to calm anxiety or help with agitation</p>		

## Recovery pathway of support

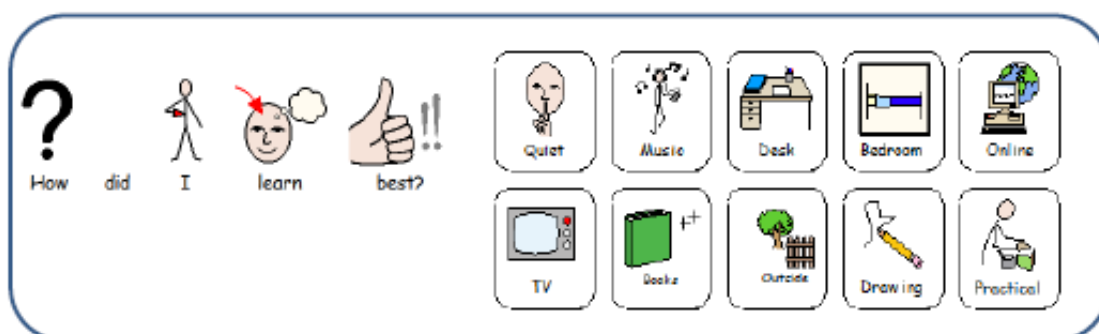
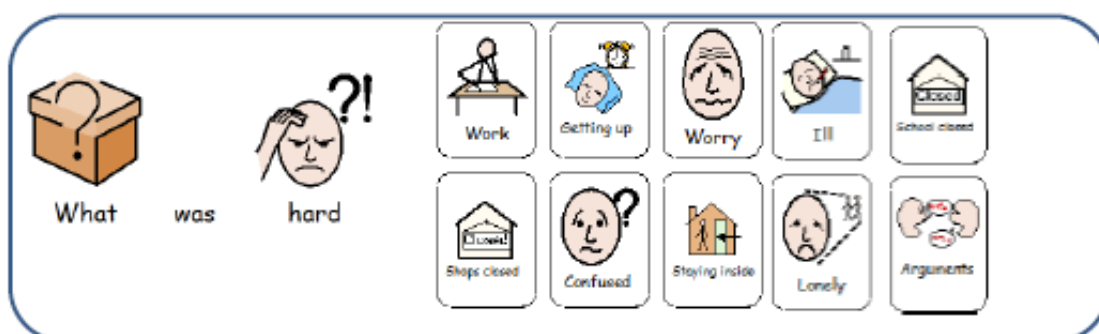
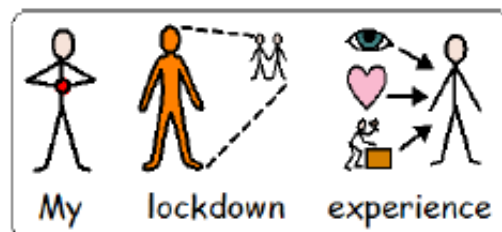
All discussions about student's experiences with parents/carers will start in July, with a questionnaire that must be complete prior to their return in September:

The questionnaire will contain the following the following questions;

1. Has your family experienced bereavement during your time at home?
2. Has your family interacted with others outside of the family home since lockdown has been eased?
3. Has your family been out to public places since lockdown has been eased?
4. How did your child respond to going out?
5. Which of the following agencies/professionals provided support whilst at home?
6. How have you coped with delivering remote learning?
7. Did you access the Home Learning area on the school website?
8. Has there been a routine/structure in place?
9. Has your child accessed onsite provision?
10. Did the school provide opportunities to access onsite provision when it was requested?
11. If your child has accessed onsite provision has there been a positive impact to their emotional wellbeing and behaviour?
12. Has your child engaged in curriculum tasks at home?
13. Has your child engaged in life skills tasks at home?
14. How do you feel about your child returning to school?
15. How does your child feel about returning to school in September 2020?

Concerns raised from questions 2,3, 8, 12, 13 indicate a universal approach	Concerns raised from questions 5, 4, 6, 14, 15 indicate a more targeted approach	Concerns raised from questions 1, 5, 6, 14 indicate a more specialist approach
In the first two weeks of term, universal offer includes a thematic cross-curricular approach to learning that supports children to reconnect with their environment, re-establish relationships, share experiences of lockdown in a safe and supportive environment and re-discover a love of learning through an inclusive, play based curriculum, which fosters creativity and enjoyment. Parents will be supported to contact school to discuss their anxieties of school re-opening and staff will work hard to allay fears and instil confidence in the parent/carer's decisions. After two weeks students will follow the regular curriculum as students depend on the structure that structured learning offers. However, students will continue to have opportunities to discuss anxieties of school.	Targeted offer may include <ul style="list-style-type: none"> <li>• 1:1 Thrive support</li> <li>• 1:1 Therapeutic support; from SLT and OT.</li> <li>• Parental support from teachers</li> <li>• Targeted PBS Support/PBS Intervention – PBS Team</li> <li>• MDT referrals</li> </ul>	Specialist offer may include <ul style="list-style-type: none"> <li>• CAMHS referral</li> <li>• Rainbow Bereavement support</li> <li>• Medical/EP referral</li> </ul>

Students will also receive the following questionnaire, which will be returned on the first day of term.





**How will the curriculum be implemented?**

Our recovery journey started in early May 2020, when students requiring specialist and targeted provision began attending onsite provision on a regular basis. At this stage, onsite provision was designed to provide opportunities for structured outdoor physical activities and to support student's sensory processing need; individualised timetables were designed so that energising activities were balanced with calming activities. The overall theme during this period was kindness; kindness for each other's experiences of loss (routine, freedom, relationships, social interaction, structure).

In September we will continue in a similar vein and we will use a cross-curricular approach to learning that supports children to reconnect with their environment, re-establish relationships, share experiences of lockdown in a safe, supportive environment and re-discover a love of learning through an inclusive, play based curriculum, which fosters creativity and enjoyment.

On Thursday (3<sup>rd</sup> September 2020) and Friday (4<sup>th</sup> September 2020), students will remain with their class tutor and together they will engage in class-based activities that have been designed to build new and rebuild relationships. In addition to these activities, there will be timetabled 'space' or outdoor sessions that include elements of mindfulness and physical activity.

As students depend on structure and routine to make sense and 'normalise' the world around them, students will begin following the normal timetable structure on 7<sup>th</sup> September 2020. At the end of week one, student's emotional wellbeing will be assessed to determine whether the planned activities should be delivered for a second week or the normal curriculum (on the week of the 14<sup>th</sup> September 2020) should resume; if there is wide spread of concern about students well-being, the recovery curriculum will continue for a 2<sup>nd</sup> week, starting on the 14<sup>th</sup> September. Target and specialist provision, however, will be delivered after the half term break.

**Positive Behaviour Support (PBS)**

Having had significant changes to daily routines and structures it is important that we support our students effectively and make the transition to reengage as smooth as possible. Knowing what positive behaviour strategies are needed to support student social and emotional wellbeing is paramount.

All staff will revisit students supporting document (including strategies to support, one page profiles and individual learning profiles). This will help us to work on building relationships and regain structure and routine. We will be capturing data daily, using the Recovery Curriculum - Student Monitoring form. This will allow class teams to assess the behaviour that is being communicated. In collaboration with Thrive and Universal Provision, Class teams will be able to reflect on the data, informing next steps, modifying the current support given. If there are great concerns regarding a student's wellbeing, further interventions may need to be put in place to support student's transition through an MDT referral.

**Guidance for Planning provided below:**

- The whole school will follow the planning document with a collective theme based on relationship building and community to establish a sense of self and to re-engage in learning.
- Class based activities on Thursday and Friday can be delivered in any order, except those on the pre-booking activity forms. Some classes have been pre-booked.
- For some activities, the pre-booking forms are to be used on Thursday and Friday only.
- Activities must be differentiated to meet student's needs.
- Most arts and craft resources will be made available in September.
- Some paper-based activities are available in the subject folder on G/Drive in the curriculum planning folder.
- Teachers must refer to the subject folders to review what resources are available to share on G/Drive, Curriculum planning folder.
- Some paper based activities will be developed by teachers collaborate; the subject lead will co-ordinate this.
- Teaching staff are responsible for enriching activities and are encouraged to use the resources at the end of the planning document.
- Subject leads should review the planning and meet with teachers if planning or activities are changed or different but relevant activities are delivered.
- Photographic evidence will be required; record students experiences from the first day and ensure that SSAs are annotating accordingly; teachers must review annotation.
- Assessment criteria will be provided in September.

**Recommended CPD:**

- Teachers and other teaching staff are encouraged to watch the CPD Webinar on The national college website, titled, The Recovery curriculum for primary schools: Reconnection, Recovery and Resilience. There is also a secondary school version. They are hosted by Barry Carpenter, who is an inspirational speaker on SEN complex needs and Mental health. <https://thenationalcollege.co.uk/>
- Teachers and other teaching staff are encourage to complete the Free online short course, <https://www.winstonswish.org/bereavement-training-courses-schools/>



**3<sup>RD</sup> AND 4<sup>TH</sup> SEPTEMBER 2020:**Class based activities on Thursday and Friday can be delivered in any order, except those on the pre-booking activity forms. Some classes have been pre-booked.

Washing hand rules. Rules to keep safe during Covid. [https://e-bug.eu/eng\\_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus](https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus)

Planting a rose bush - creating a memorial garden.  
Create a label for your tree.  
Tie a bow around the tree.

Classroom mindfulness  
The Listening Game | Cosmic Kids Zen Den - Mindfulness for kids  
[https://www.youtube.com/watch?v=uUIGKhG\\_Vq8](https://www.youtube.com/watch?v=uUIGKhG_Vq8)

2020  
Hand print tile, made from salt dough.

60 sensory minute activities.

Good and bad things that happened during lock down.

Create a photograph collage using individual and group photographs.

## RECOVERY CURRICULUM

Class based activities

3<sup>rd</sup> and 4<sup>th</sup> September 2020

Aim: To rebuild relationships, sense of community, space to establish a sense of self and to re-engage in learning experiences.

Pre-booking; outside gym, basketball court, bike track, sensory circuit, parachute games.

Nature walk\*/  
Treasure hunt/map  
Celebrating the summer; identifying features of summer.

Art projects:  
Self-portrait paintings  
Printing collage with paint with Hand/sponges.  
Create a self portrait using a PC.  
Morning greeting hands\*

Getting to know me:  
Activities based on the 'This is me'\*

Learn to sing and sign:  
I once saw an elephant at  
<https://www.youtube.com/watch?v=PGZlZrM0ChI> Or Believe at  
<https://www.youtube.com/watch?v=BK6J4haWzHI>

English/Literacy:  
Creating Name art; making a piece of art using the students name as the central feature.  
Identify or explain new words they may see on site e.g. Catch it, Bin it, Kill it and wash hands.  
Recreate the poster that is visible around site.  
Feelings journal\*  
Mind-set fortune teller\*

Maths/Numeracy:  
Number hunt.  
Measure everyone in class and order from tallest to shortest.  
Survey on how many paces to different locations around the school.  
Sorting colours; bean bags in to hula hoops.  
50 outdoor Math activities \*

Group games:  
Parachute games – see pre-booking doc.  
Pass the parcel in the garden.  
Musical chairs outside.


Using photographs and words to label each part of the school.

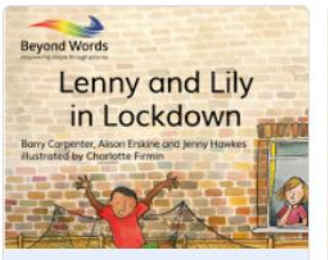
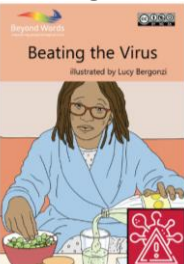
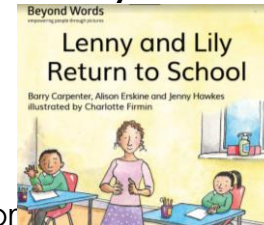
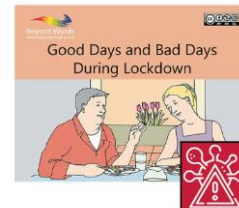
Puzzles and fine motor skills activities.

*\*indicates that resources are available on g/drive*

**Week starting 7<sup>th</sup> September 2020**

Student will follow the timetable and will engage in the following suggested activities in the different curriculum areas.

Sessions	Activities	
	<b>Aims:</b> To rebuild relationships, sense of community, space to establish a sense of self and to re-engage in learning experiences.	
	Week 1 and 2– starting 7 <sup>th</sup> September 2020	Week 3 and 4 starting 21 <sup>st</sup> September 2020
<b>Metacognition</b>	Review student's daily timetable with the student. Identify who will be teaching them in each lesson and identify the activities that students will be doing in each session. Students must all have work schedules available in each lesson; to support students to manage change and to understanding the content of the lesson. Create a calm zone in your classroom and establish rules for the zone.	
Registration; Every morning	<p>Welcome Back; consider having a morning song or mantra for more able student. Engage of one of the following activities as part of morning routine, including using morning hands (if applicable)</p> <ul style="list-style-type: none"> <li>• 5 minutes of mindfulness: Guided Mindfulness Listening Activity/Headspace: <a href="https://www.youtube.com/watch?v=uUIGKhG_Vq8">https://www.youtube.com/watch?v=uUIGKhG_Vq8</a></li> <li>• 3 minutes of listening to low volume instrumental music</li> <li>• Guided Mindfulness Listening Activity: Yotism videos created by sue; see onsite provision and Cosmic Kids Yoga on YouTube</li> </ul> 	

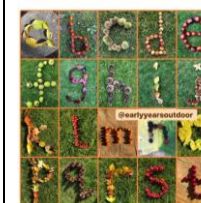
	Week 1 and 2– starting 7 <sup>th</sup> September 2020	Week 3 and 4 starting 21 <sup>st</sup> September 2020
<p>English/Literacy</p> <p>Transparent curriculum</p> <p>Metacognition</p>	<p>Beyond words Book; <b>Lenny and Lily in lockdown</b> and/or</p>  <p><b>Beating the virus</b> - see English G/drive - Curriculum Planning</p>  <p>Describing images through matching key symbols/writing key words/creating captions for the book to retell the story. Phonics work related to the book.</p> <p>Read the book The Colour Monster of watch or watch here: <a href="#">The Colour Monster - Read by Sherry</a></p>	<p>Beyond words Book; <b>Lenny and Lily in return to school</b></p>  <p>And or</p> <p><b>Good days and bad days during lockdown</b> see English G/drive - Curriculum Planning</p>  <p>Describing images through matching key symbols/writing key words/creating captions for the book to retell the story. Phonics work related to the book.</p> <p>Make nature alphabet: You may choose to write a message and photograph it or an abstract image. Enjoy the mindful opportunity for collecting natural items outside.</p>



Using food colouring, water and jar students create colour monsters. They can add glitter and shake. Alternatively, go on a colour hunt.



Associate colours with emotions; sorting activity.



Examine and explore, slogans during covid; Stay safe, stay home, save the NHS. Research, inspirational quotes during Covid:

Decorate and write your own Mindfulness quotes –

<http://www.doodle-art-alley.com/quote-coloring-pages.html>

Options when Coronavirus is raised: You may like to make posters about social distancing, 'catch it, bin it, kill it', hand hygiene and share Coronavirus E-book by Julia Donaldson: [Out now: a free information book explaining the coronavirus to children, illustrated by Gruffalo illustrator Axel Scheffler](#)

Maths/Numberacy

Space

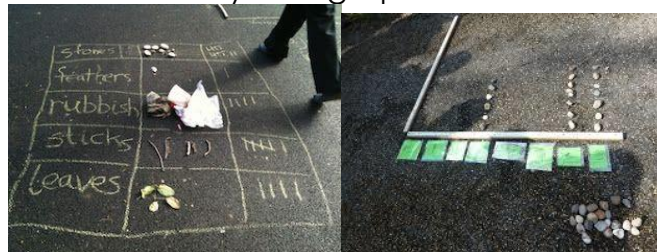
Counting body parts/features in class.

<https://www.youtube.com/watch?v=QkHQ0CYwjal>

Survey of how many body parts/features are in school.  
Computer generated survey and graph of school features.

Make your own versions of nature numbers. You may choose to write a message and photograph it or an abstract image.  
Enjoy the mindful opportunity for collecting natural items outside.

## Outdoor survey and graph



Covid stats across the World - most students in 4C and VBC C - interpreting data through graphs.



Maths games outside:

Eg hopscotch, sorting, categorising, number hunt, writing numbers on the floor with chalk. UNO



Numeracy puzzles of student's choice.



RE

Metacognition  
Relationship  
Space

**Sounds around us:**

What nature animals can you hear? (God's creation) in the deep dark woods.

<https://www.youtube.com/watch?v=iuYnkMLJ-O4>

Using visuals and word banks allow students to identify animals. For students that are more able reduce the video out of sight and allow them to list the sounds they hear.

Extended: can students distinguish between man-made and natural sounds?

<https://www.youtube.com/watch?v=h0KpJ9kvNM>

Using visuals and word banks allow students to identify animals.

For students that are more able, reduce visuals video and allow them to list the sounds they hear.

**Sensory crafts for our garden:**

Use recyclable materials to make a wind chime for the garden. Encourage students to sit in the garden and listen to the sounds they hear; particularly when they may be feeling worried.

**Nature Mandala:**

Identify the meaning and significance of a Mandala in Hinduism and Buddhism. Create a nature Mandala.



[https://www.wildlifetrusts.org/sites/default/files/2020-04/NATURE-MANDALA\\_0.jpg](https://www.wildlifetrusts.org/sites/default/files/2020-04/NATURE-MANDALA_0.jpg)



Computing

Relationships

**Computer art:**

Encourage pupils to take photographs of one another if possible. Print and photocopy in black and white- then mark make onto this surface using felt tipped pens or watercolour paints.

Student use text styling programs (e.g. word art, Paint) to decorate their name or two type a positive slogan/quote or create a positive quote about someone in their class.



Students Create a PowerPoint profile on students in their class; students ask a series of questions to peers in order to prepare a short presentation about students in their class; alternatively, students can use the 'This is me' document completed last week.

**NEVER  
GIVE UP**

Mindfulness quotes –  
<http://www.doodle-art-alley.com/quote-coloring-pages.html>

PSHE/PSD

**Metacognition**

**Relationships**

**Emotions activity:**

Use clay/salt dough to make three dimensional masks of the different emotions from the fans link above. Talk about how we might be feeling lots of different emotions at the moment and that all of them are okay.

Talk about how it is okay not to feel okay but it is important to talk to someone if you are feeling unhappy or unsafe. All feelings are welcome.



Link to mindfulness, moulding the clay/salt dough, feeling it in your hands & textures.

**Happiness Box – Personalised support**

**Create a happiness box;**

Step 1: Shoebox with lid

Step 2: Decorate/personalise your box

Step 3: Let the objects be theirs. They choose.

Step 4: The box is ready to use & readily available in the classroom



With hand washing before and after this activity, prompt children to feel the textures of the bubbles when washing (active meditation/mindfulness).

**Prepare for happiness box for next week; request parents to contribute to this project – Box, 2 things from home and objects from school that makes students happy.**

*See: for more information [Rationale for the Happiness Box](#)*



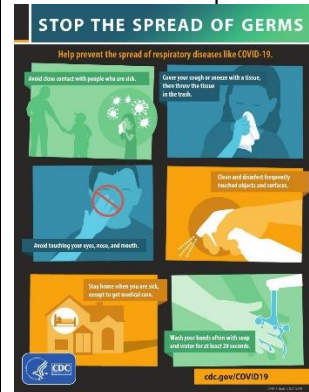
Science /KOW

Metacognition

Rebuilding relationships

### Germ:

How do we spread germs?



Refer to:

[https://e-bug.eu/eng\\_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus](https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus)

What can we do/wear to prevent the spread of germs?  
Role play, putting on gloves, masks and plastic aprons.



### Germ:

Reminder of safe coughing (into the crook of an arm) and sneezing (catch it, bin it, kill it) using puppets.

Make an instructional video about hand hygiene. This could include social distancing hats or butterfly wings for fun! Email your video to another bubble to watch!

Proper hand washing experiments

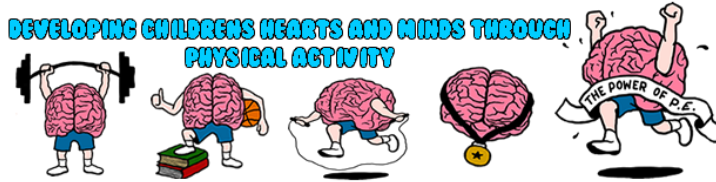


	<p>Make your own tissue paper masks;  <a href="https://www.youtube.com/watch?v=KAv7ibAMEPU">https://www.youtube.com/watch?v=KAv7ibAMEPU</a></p>  <p>Safe and unsafe sorting activity;</p> <p>How Germ spreads experiments;  <a href="https://www.youtube.com/watch?v=3kolOWXjkE0">https://www.youtube.com/watch?v=3kolOWXjkE0</a></p> <p><a href="https://www.youtube.com/watch?v=IJPHEneFgRs">https://www.youtube.com/watch?v=IJPHEneFgRs</a>          Pepper germ experiment:</p>  <p>How soap fights off germs? Experiments  <a href="https://www.youtube.com/watch?v=Aofa4qD_MLo">https://www.youtube.com/watch?v=Aofa4qD_MLo</a></p>	<p><a href="https://www.youtube.com/watch?v=cbX0xwKORjk">https://www.youtube.com/watch?v=cbX0xwKORjk</a></p>
PE/Physical development/ Sports and Leisure/ Leisure and	<p>Circuits and Sensory circuits, ball games etc          Yogism          Socially distance PE:  <a href="http://powerofpe.co.uk/socially-distanced-p-e-a-few-ideas/">http://powerofpe.co.uk/socially-distanced-p-e-a-few-ideas/</a></p>	

recreation  
Space



DEVELOPING CHILDRENS HEARTS AND MINDS THROUGH  
PHYSICAL ACTIVITY



Community skills

Community

### Worry Jar:

Identify things that worry us or make us feel scared. Refer to <https://novakdjokovicfoundation.org/child-therapists-list-top-worries-age/>

Using word bank or symbol bank students identify things that worry them and place them in a can with a lid.



### Gratitude activity:


Identify things we are grateful for; you may want to refer to Maslow hierarchy of needs.



Make a gratitude tree in the classroom. Teachers to support students identify things they are grateful for and support them to tie their gratitude messages to the tree branches.

Link responsibility to gratitude, e.g. 'I am grateful to have Legos so I will keep them clean so I may continue to use them.'

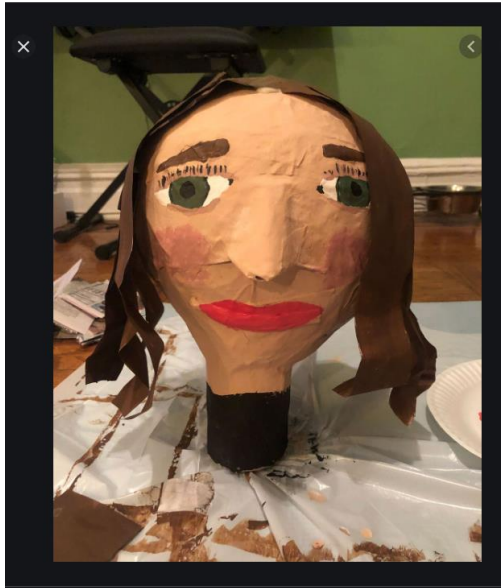
Find a branch on the playground, paint, wrap with wool etc. Pupils and staff to mark- make, stick symbols, write words on luggage tags to hang on the tree.



		 <p><b>Encourage pupils to make choices about colours, textures and things they are grateful for.</b>  <b>Extension activity:</b> some pupils may like to make a gratitude jar of their own.</p>
<p>Personal Care</p> <p><b>Metacognition/Community</b></p>	<p><b>Hygiene activity</b>          Soap pump bubble painting- mix water, glue and food colouring in soap pump bottles. Students pump paint on to paper/card and watch it spread and move.</p>  <p>Extension: tough tray/individual tray with soap, sponges and water.</p>	<p><b>Hygiene activity through board games</b>          Have out a selection of board games for children to play with.</p> <p>Give time to play, interact, chat, take turns.</p> <p>In between changes, work as a team to wash the equipment. Play music whilst doing so.</p> <p>Have the game cleaned for the next group to play with.</p>

	<p>Washing Hands – when doing a procedure run through of washing hands, make it about self care in a way that highlights self-love. Have them look at their hands and they can do. Model, 'I wash my hands because I love them &amp; they are tools to do what I love.' (self-appreciation).</p> <p>Model safe coughing (into the crook of an arm) and sneezing (catch it, bin it, kill it) using puppets.</p>	<p>How did they feel about preparing the game for another group? How could they apply a similar thought process to something they do at home e.g. make their bed, clear the floor. Reflect on things people do for us/what we can do for someone else.</p> <p>Talk about self-care and looking after ourselves. Make a poster using mark making, photographs, Communicate in print to help others to identify ways to care for themselves.</p>
<p>Art/Art and design</p> <p><b>Community</b></p>	<p>Paper Mache Head (self portrait)</p> <p>Using mirrors, symbols and colour chart allow students to describe what they look like; celebrate their uniqueness before starting the practical activity.</p> 	<p><b>Rainbow activity</b></p> <p>Discussion about how rainbows have been a symbol of the pandemic- explain that there are no rainbows without rain (some semi-formal/formal learners may understand the notion of metaphors) and that lots of people have been displaying them in the windows of their homes etc.</p>  <p><b>KITCHEN UTENSIL RAINBOW</b></p> <p>Printing using utensils, sponges and</p>





objects (to wash in dishwasher afterwards) to create rainbows with.



Rainbow Bag: [Rainbow in a Bag - No Mess Art](#) for instructions.



Cutting strips of paper (red longest, violet shortest) staple each end and glue cotton wool clouds. An opportunity for maths vocabulary.

Paperchain rainbows to create. Each team creates one colour of the rainbow.

Extension: In my paintbox song or Mr Tumble rainbow song at, <https://www.bbc.co.uk/cbeebies/watch/playlist-something-special-nursery-rhymes?collection=have-fun-at-home>

DT/Construction

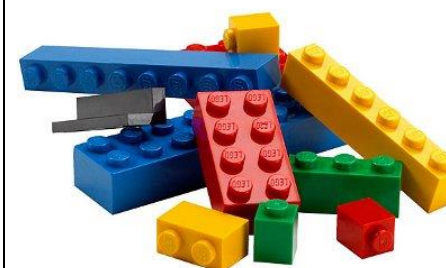
Metacognition

**Emotions- Face mobile activity**

Make a face mobile to represent an expression or emotion. Some pupils may like to cut the shapes themselves first, others may like to mark make on a sheet and have an adult cut out the features for them.

Tape the features on to string and hang from a thin piece of card.

Building therapy/Lego therapy - see G/drive - curriculum planning

History/Geography  
Vocational  
education/KOW

Metacognition

Celebrate and Identify people that help us; emergency services during Covid) Creating paintings, role-play doctors and nurses.



Make a bouquet of flowers to thank the people who help us or someone special (teachers may choose to photograph the bouquet to send via email to the special person- this could be a key worker, parent, carer, sibling, friend etc.) Facilitate a conversation about people who help us and encourage students to





think about what it means to be grateful.



Music

Space  
Community

### Self-esteem Singing activity



Have a go at signing and signing Katy Perry, 'Roar'. A song about feeling empowered and choosing to recognise our strength [Makaton CarPark Karaoke - ROAR - Singing Hands](#)

Songs/signs about friendship and community  
Meditative drum sessions.

### Self-esteem Singing activity

Share the idea that we are all unique and all have our own individual profile of strengths. Enable pupils and staff to think of something super about someone else in the room. Which instrument represent each student's personality? Play these instruments.

Continue learning the signing and signing Katy Perry, 'Roar'. A song about feeling empowered and choosing to recognise our strength [Makaton CarPark Karaoke - ROAR - Singing Hands](#)

		<p>Or class chooses a song with meaningful lyrics that they'd like to learn and practice throughout the week.</p> <p>Songs/signs about friendship and community</p>
<p>Drama</p> <p>Metacognition Space</p>	<p><b>Mime/tableau</b> different emotions and animals</p>  <p>Musical chairs</p>	<p>Mime/tableau: different jobs; people that help us.</p>  <p>Musical chairs</p>
<p>Cooking/come time with me/Food preparation</p> <p>Community</p>	<p>Make happy face cupcakes:</p>	<p>Rainbow fruit skewers:</p>







Make rainbow layered cake:



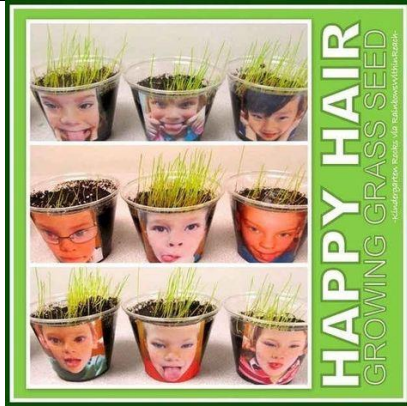
Easy face biscuits – can students create different emotions?



<p>Home management</p> <p><b>Relationships</b></p>	<p><b>Hygiene activity- life skills</b></p> <p>Examine and identify at product we need to keep surfaces clean; what did we use to wash our hands?</p> <p>Washing toys and cleaning surfaces. Each student could have a designated washing responsibility (such as Lego from different classes for example) and a bowl of soapy water to wash his or her items in.</p> <p>Encourage pupils to take responsibility for the resources they have used and to identify items that may need cleaning. You might choose to listen to a tidy up song while you do this.</p>	<p><b>Hygiene activity- life skills</b></p> <p>Washing toys and cleaning surfaces. Each student could have a designated washing responsibility (such as Lego from different classes for example) and a bowl of soapy water to wash his or her items in.</p> <p>Encourage pupils to take responsibility for the resources they have used and to identify items that may need cleaning. You might choose to listen to a tidy up song while you do this.</p>
<p>Team enterprise/Mini enterprise</p> <p><b>Relationships</b></p>	<p><b>Thank you cards</b></p> <p>Create hand-made cards to people who have cared for us during lockdown; parents and keyworkers.</p>  <p>Some students can create computer-generated cards.</p>	<p><b>Sensory Bottles</b></p> <p>Make sensory bottles using guidance from <a href="https://www.youtube.com/watch?v=WKQ292QMz4">https://www.youtube.com/watch?v=WKQ292QMz4</a></p> 

<p>Textiles</p> <p>Community</p>	<p><b>Textiles rainbow</b></p> <p>Discussion about how rainbows have been a symbol of the pandemic- explain that there are no rainbows without rain (some semi-formal/formal learners may understand the notion of metaphors) and that lots of people have been displaying them in the windows of their homes etc.</p> 	<p><b>Rainbow bunting</b></p> <p>Discuss the use and purpose of bunting.</p> 
<p>Horticulture / Environmental studies</p> <p>Metacognition</p>	<p><b>Taking Care of the garden: Planting Veg</b></p> <p>Take photos of children pulling funny faces, chop of the hair. Laminate and stick near the lip of the cup/pots/half plastic bottles. Students plant grass seeds and water their plants. Once grown, allow children time to have their plants at the desk. May observe children organically starting to role play, create mini dramatisations using their planted self. Create a video of such creations.</p>	<p><b>Nature Activity - Bird feeders &amp; Bird Kebabs</b></p> <p>Go for a walk around the garden/school ground and collect tiny artefacts that tell the story of your journey. Allow students to choose whether to display their pinecone as it is or to repurpose it as a bird feeder (roll in coconut oil and seeds) and hang in a tree outside.</p> <p><a href="#">How to make a bird feeder.jpg</a></p>








For bird kebabs see: [Make a Bird Kebab | Feeding Birds in Your Garden](#)

Discuss the importance of looking after nature/wildlife. What do they know, what experiences do they already have?  
For further activities, please see, <https://www.wildlifetrusts.org/looking-after-yourself-and-nature>

Tuck shop  
Metacognition

Junk food collage – foods that you ate during lock down that were not healthy.

Health food collage – foods that you ate during lock down that were healthy.

		 <small>shutterstock.com • 183253421</small>
Charity Asdan <b>Community</b>	Create PHHS beaded community bracelets. Explore what unity means in simple terms.  	Complete PHHS unity bracelets  
Thrive <b>Relationships</b>	Relaxation; creating a safe zone  Make a den, with cushions, blankets, bed sites, clothes, pegs, pillows and anything.	<b>Listen to the</b> <a href="https://douglasvalley.wigan.sch.uk/home-learning/2020/03/stay-at-home-superheroes-sophies-stories/">https://douglasvalley.wigan.sch.uk/home-learning/2020/03/stay-at-home-superheroes-sophies-stories/</a>  <b>Super Hero Lolly Sticks</b>





Hand massage, foot massage in den, while listening to Guided Mindfulness Listening Activity/Headspace:

[https://www.youtube.com/watch?v=uUIGKhG\\_Vq8](https://www.youtube.com/watch?v=uUIGKhG_Vq8)



Make a superhero lolly stick of yourself or someone you admire

Hand massage, foot massage in den, while listening to Guided Mindfulness Listening Activity/Headspace:

[https://www.youtube.com/watch?v=uUIGKhG\\_Vq8](https://www.youtube.com/watch?v=uUIGKhG_Vq8)

At the end of end of all sessions, Break time and at the end of the day

### Relaxation Activity

Some children may like to explore lights in a darkened classroom/sensory room listening to relaxing music instead.

**A relaxation activity will be a key point in every day; see 60 sensory minutes.**

Guided Mindfulness Listening Activity/Headspace:

[https://www.youtube.com/watch?v=uUIGKhG\\_Vq8](https://www.youtube.com/watch?v=uUIGKhG_Vq8)

or

[Relaxation exercises to do at home with your kids](#)

## Other Activities/Classroom Games to gauge pupil engagement

### BUILDING RELATIONSHIPS

- Emotion balloons – Draw emotions on balloons. Make a 'bat' with a paper plate and lolly stick. Bat over a chalked line to each other.
- Emotions Charades – watch Inside Out clip. Act out own emotions for others to guess. Act out a real-life lockdown example.
- Wipe that smile – sit in a socially distanced circle, one person starts and has to give their biggest, cheesiest smile, no noise, just smile. They are trying to make everyone else smile or laugh. Once done, they wipe their smile off and throw it to someone else to catch & repeat.
- Guess Who – teacher or child describes someone in the class (not just physically but personal qualities too) others pupils to guess.
- Mirroring / shadow games - copy your partner (2 metres apart), could do as whole class with the teacher leading initially.
- Make a den using sheets, blankets and pillows (collaborative skills, team building)
- Circle Game (distancing, so could be 2 smaller circles), use ball and teacher to start, kick the ball to another and ask a simple question. 'How old are you?' once answered that person kicks to another and asks their questions 'do you have pets?' keep going, get to know each other again. With older children, when the game is finished, ask them to recall info they can remember about each other.

### MINDFULNESS

- Spot the difference. Sit in a social distance circle, choose 2 people to go into that circle, look at them, what they are wearing etc. They then go to a different space each away from the circle and change something about themselves. Could take a sock off, put their hair up, push a sleeve up. When they come back, the group have to see if they can spot the difference. May have to help younger children with this. Changes can be as subtle as you want, depending on age.

### COMMUNITY THEMED

- Make a time capsule of all the activities you have enjoyed doing while in lockdown – teacher to put all in a shoe box to bury.
- Draw around your hand and in each finger write / draw 5 ways you have helped your community since lockdown e.g. Clapped for NHS, gave to a food bank, helped around the house, food shopping to grandparents, voluntary work. · Make time to discuss what children may have learnt outside the curriculum. Turn this into a drama guessing game.

### METACOGNITION

- Draw & Match - Draw around different classroom equipment in chalk on the playground, can children match outlines to the equipment?
- Listening games – make a sound with a selection of objects – children to guess what it is e.g. bell, whistle, drum
- Movement -Put some disco music on – be outrageous and dance around
- Staring contest - who laughs first!
- Yoga - cosmic kids on Youtube
- Listen to different types of music – how does it make you feel? Does it remind you of anything / anybody?

**OTHER ONLINE RESOURCES:**

Recommended by NHS Trust : [Looking After Ourselves](#)

The Activity Sheets on this site are really useful & clear/Forest School type activities - [Wildlife Watch: Home](#)

[Free Resources from Dr. Russ Harris](#) (The Happiness Trap)

<https://www.youcubed.org/tasks/> Maths/puzzles

**Short Films/Animation:**

To evoke discussions and bring up levers/personal & community experiences.

(checked and all worked 13/07/2020)

♥ [Simple Acts of Kindness \(Part 1\)](#) About simple acts of kindness - 3 mins

[THE SEED // Inspirational Short Film](#) The Seed – a time lapsed view of growth. How can we relate to a plant? - 1 min

[CGI Animated Short Film HD "Alike " by Daniel Martínez Lara & Rafa Cano Méndez | CGMeetup](#) - Parents and children/following your passions - 7 mins

[CGI Animated Short Film: "Material Girl" by Jenna Spurlock | CGMeetup](#) - animated short on Materialism - a girl who realises the outside doesn't matter - 3 mins

[CGI Animated Short Film: "Scrambled" by Polder Animation | CGMeetup](#) - Rubix cube animated short about a girl figuring things out - 6 mins

[COVID-19 FILM: A Message of Hope \(Inspirational Video\)](#) A Message of Hope related to Covid-19 - 4 mins

[The Sky is Clearing - An Inspirational Film | Coronavirus Pandemic](#) The positives of Covid-19 humanity & communities/presence - 4 mins

[Why Mindfulness Is a Superpower: An Animation](#) Why Mindfulness is a Superpower -

["Life" - A Silent, Smart & Simple Short Film!](#) About how Simple Life can be/common sense - 2 mins

[Too Quick To Judge \(Touching Short-Film\)](#) Judging others (about a girl that is deaf - real actors) - 4 mins

[The Present - OFFICIAL](#) The Present – Animated short about a boy with physical disability/judgement - 4 mins

[Color Your World With Kindness](#) Acts of Kindness - 2 mins

[Hair Love | Oscar®-Winning Short Film \(Full\) | Sony Pictures Animation](#) Hair – African-American dad coming to terms with wife's illness & looking after a daughter's hair - 7 mins

[GLUED](#) Glued – About a mum dealing with her son's video game habit - 4 mins

[Scarlett - animated short \(Scarlett Contra el Cancer\)](#) About a girl who lost her leg to bone cancer/amputation - 3 mins

["A Folded Wish" | CGI Animated Short Film \(2020\)](#) Crane – girl makes origami cranes in hope to recover from illness - 8 mins

[Taking Flight](#) Taking Flight – relationship between grandson and grandpa adventure -5 mins

<https://www.youtube.com/watch?v=7V7MOk0FZrg> - About competition/one upmanship -4 mins

[CGI Animated Short Film: "Bruised" by Rok won Hwang, Samantha Tu | CGMeetup](#) Bruised – about physical harm and the kindness of teacher -

[Piper Disney Pixar Oscar winning Short Movie](#) Piper – about finding your fears - 3 mins

[Animated Short Film HD " WATCH YOUR FEELINGS "](#) Short animated about watching your feelings/love & hate - 3 mins

[A JOY Story: JOY and Lucky Carp](#) Short animated film about joy - 4 mins

["Mouse For Sale" by Wouter Bongaerts | Disney Favorite](#) Short animated film – Big Eared Mouse for Sale – 4 mins

[CGI Animated Short Film: "Ice Pepper" by ESMA | CGMeetup](#) Ice Pepper – about the fate of antarctica – 6 mins

[The Last Knit](#) - About addiction or obsessions - 6 mins

[CGI Animated Short Film: "Substance" by Jamaal Bradley | CGMeetup](#) Drugs and the effect on the child - 5 mins

[CGI Animated Short Film: "The Box" / La Boîte by ESMA | CGMeetup](#) a story about a man & a mouse - 7 mins

[CGI Animated Short Film HD "Farewell" by ESMA | CGMeetup](#) About saying farewell, letting things go - 7 mins