

**Opportunities
to shine**

Community

**Building
Relationships**

Mental Health and Wellbeing

**Managing feelings
and behaviours**

Curriculum

Supporting our children to build positive relationships with others

Many of our children will require support to rebuild their strong relationships they once had in school. They may need to re-learn how to interact in class, take turns and share, problem solve, seek help from an adult when it's needed and know which adults help and keep them safe when they need them.

- Parents and children have been invited into school during the summer break, allowing families to see the new learning environment and to meet the staff.
- Children to be introduced slowly to their new school environment allowing staff to really get to know each individual child and to ensure children are beginning to form good relationships with others.
- Children and staff work together to create rules within our class bubble to ensure everyone feels happy and safe in school.
- Plan for extra story times and circle times to allow children time to talk and reflect on experiences. Ensure stories and activities allow us to talk to the children about their emotions and how they might be feeling.
- Plan in lots of time for staff to interact with children through their play. This is when children are most at ease and is the perfect opportunity for staff to model good relationships with the children.
- Plan and deliver an "All About Me" topic with plenty of opportunities for the children to talk about themselves and their families and the other relationships they have that are important.
- As part of our RE topic we will learn about ourselves and friendships – playing games which help us to learn each other's names to help secure relationships.
- Teach non-contact games which involve sharing, being kind and using language for communication – link to RSE and kindness and good manners.

Supporting our children to enjoy and achieve

We wish for all of our children to experience once again the many moments of success and achievement in school. This learning will be within our children's abilities and sits alongside an understanding that potential trauma experienced by our children during the school closures may impact on our children's ability to learn in the near future. Despite this, we will build in new learning opportunities that will look like familiar structured sessions that the children are used to (such as phonics, maths, guided reading etc.) so that our children can rejuvenate with the feeling of success and the desire to engage and achieve.

- Staff to sit with the children and help them to think of their own solutions to any problems they might encounter throughout the day.
- Staff will provide different ways of modelling language skills through play and high quality interactions.
- The curriculum will also include new skills the children will need for the present day, such as social distancing, hygiene and behaviour measures.
- There will be a huge emphasis in the first term on enhancing learning behaviours which may have been missed during time out of nursery.
- Encourage reading for pleasure through regular story times.
- Celebrate successes daily – pointing out good examples and praising children regularly for making good choices – building self esteem.
- We will read stories to the children every day with a focus on developing listening skills, story structure, recall and enjoyment with the aim of fostering a lifelong love of reading.

Supporting our children to manage their feelings and behaviours

We also believe many of our children will experience emotions and feelings that they may not have had in the past. Our recovery curriculum will support pupils to relearn the positive behaviour they may have forgotten outside the school environment and we will equip our children with self-regulation strategies to help them feel safe and calm.

- Ensure routines are established as soon as possible – using a staggered transition this year is allowing for the children to really understand the new routines of school.
- Use a visual timetable to help children to understand the routine of the day.
- The classroom environment needs to feel safe to the children – create calm areas where they can escape the hustle and bustle of noisy play if they wish.
- Encourage children to engage in activities that help them self-regulate for example, exercise, deep breathing, and mindfulness.
- Use music to talk about and express feelings - play different types of music and encourage the children to show how the music is making them feel through mark making. What would you do if the music was happy? What would you do if the music made you feel sleepy, sad, angry?
- Plan for mindfulness activities each day – this can be done outdoors to get a sense of nature.

Supporting our children to let their light shine

We know that our children are all individual and unique and we want them to remember that they all have talents and strengths. We want them to be confident and resilient learners who will have opportunities to learn in a variety of ways, believing in themselves and aspiring to be the best that they can be.

We will make sure that their voice is heard and they feel safe and valued in a caring and nurturing environment.

- Our “All About Me” topic gives many opportunities for children to learn about themselves and what makes them special and unique. We look at favourite things and likes and dislikes, what we look like and similarities and differences between each other.
- Children talk about what they want to be when they grow up.
- Through maths we look at favourite colours, foods, toys, movies, etc and recognise that we all like different things.
- Create welcoming spaces for play – including calm spaces for those who need it.
- Create a space for daily prayer and gratitude.
- Continue to use the school’s restorative approach with the children, promoting kindness and independence when solving problems.
- Physical development will remain a priority with a recognition of the importance of physical wellbeing relating to overall wellbeing, mental health and learning behaviours.

Community

We recognise that the past months have been very difficult for all in our local community and school family.

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.

- Children to bring “All About Me” booklets to school to inform staff about their home life, their family and their likes and dislikes etc.
- Ensure the children know about their school community outside of their bubble – show photographs from the school blog of other classes and share the teachers’ welcome videos as a way of introducing the children to the rest of the staff.
- Children to be given virtual buddies and introduce themselves through PowerPoints and possibly arrange a Zoom chat.
- Plan in circle time sessions to talk about home life and anything the children would like to share about their time during Lockdown. Encourage talk about feelings and emotions and explain that it is normal to have these feelings.
- Continue to use the school website to communicate with parents – weekly blog updates and half termly newsletters.
- Consider virtual liturgies and assemblies that can be shown to parents online.

