

**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.

Create charter/ rules as a whole class bubble and ensure that the children understand why we are following those rules – so that we all are happy and safe in school.

Let the children know that we are all working together to make our school safe - by making daily 'cleanliness' routine fun and engaging: tissues – catch it, bin it, kill it; catch cough in arm like a superhero; learn hands washing song to ensure a thorough clean of hands – display these in both the classroom and the toilet area.

Circle time to allow children time to talk and reflect on experiences.

Read stories that include themes of emotions/feelings/friendship – e.g The Colour Monster by Anna Llenas.

Encourage children to engage in activities that help them self-regulate e.g, exercise, mindfulness colouring, listen to calming music, silent reading (5-10mins).

Continue to use the school's restorative approach with the children, promoting kindness and independence when solving problems.

Catch the children being a good friend/being kind – reward – praise/sticker.

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.

Blog

Ensure planned Continuous Provision activities, cover missed out curriculum from EYFS e.g lifecycles of an animal.

Take time to mention previous teachers e.g. I will be telling Ms Wetherell and Mrs Smith all about your hard work – they will be so proud... etc

When assessing – reassure the children if they are unsure of a word or sound that they used to know.

Teacher to give work email and ensure that parents feel at ease to ask any questions.

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 planning covers all learners: visual, audio and kinaesthetic.

Continuous Provision – wide range of activities: fine motor skills, phonics, number, art, design, writing, problem solving, play, construction, physical activity, computers etc

Outdoor and Indoor Provision.

Scout Ed

Ensure planned Continuous Provision activities, cover missed out curriculum from EYFS e.g lifecycles of an animal.

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.

Continuous Provision – wide range of activities: fine motor skills, phonics, number, art, design, writing, problem solving, play, construction, physical activity, computers etc

Outdoor and Indoor Provision.

Circle time – whole class and small groups – to help those children who are a little shy.

Ensure opportunities to play are in the curriculum.

Listen to a variety of different genres of music.

Thorough assessment and tailored differentiated group sessions.

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.

Make time to talk to the children when planning activities.

Teacher to identify special people at home – as well as in school, in class) thus able to talk to the children about these people who are special to them.

Body percussion activities that engages the full body (action songs, STOMP performance)

Move to music according to pulse etc.

Dance to songs/ learn a routine e.g. Kidsbop and connect to the music

Make a card/ write a postcard for family.

Make a card/picture for residents of Croft House.

Blog – shows families what we have been doing.

Teacher to give work email and ensure that parents feel at ease to ask any questions.

Teacher to phone parents – after a few weeks in class – to say hello and check if their child is settled and any questions/concerns.

