Aim:

Build, co-construct a curriculum that is responsive to the needs of the children.

Why do we need a Recovery Curriculum?

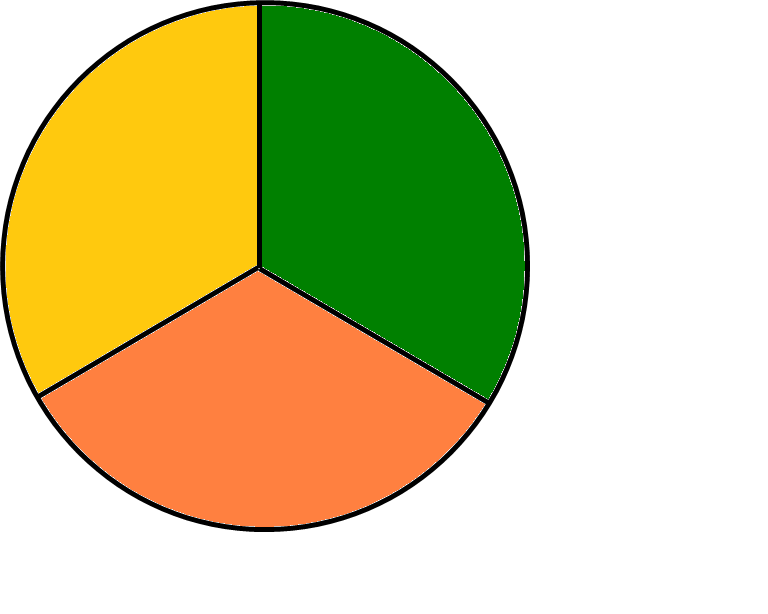
At Cicely we pride ourselves with the positive relationships we form with our children, not only in individual classes but throughout the school. Many of our children have been with us for a long period of time and already have these positive relationships well established but COVID-19 has potentially had an impact on them, their security, stability, safe place and routine have all stopped quickly. There may be a significant feeling of ‘loss’. The feeling of loss can cause Anxiety/Trauma/Bereavement and as we are aware these can all negatively impact on children’s mental health. This feeling of ‘loss’ has been highlighted in a recent study conducted by Barry Carpenter (Professor of Mental Health in Education).

We then need to consider the children who were new to the school this year. In many cases they were just beginning to feel like they were part of Cicely and beginning to understand positive relationships and a sense of belonging and this was again taken away so quickly.

The majority of children will not just be able to return and pick up where they left off educationally and as an educational setting we need to put in the right measures and curriculum in order to support our children and their successful return.

On top of this we need to consider the new children that will be starting our school, the way we work will be different yet we still need to build these positive relationships that make Cicely, Cicely.

How our Recovery curriculum will link with our whole school intentions:



**Independence**

- with improved self-regulation

- with improved independence

**Positive**

**Well-being**

- with improved positive physical and mental health

- as enriched individuals

**A bright Future**

- with life skills enabling them to access the world around them

- as responsible and respectful citizens

**Positive well-being:**

*With improved positive physical and mental health –* **Nurture, PSHE, PE, Science,** – we will provide the children with coping skills to live with a pandemic, reasons behind social/ anti-social distancing. New play behaviour will be nurtured throughout the nurture sessions. Science will enable us to help children understand the importance of personal hygiene and feeling unwell. PE/PSHE/Science will focus on Physical and Mental health – building and re-building friendships, addressing attachment and the feeling of loss and bereavement, lessons focused on how to recognise specific emotions and what strategies to employ to help us to deal with the different emotions at different times in different ways.

*As enriched individuals –*  **Nurture, PSHE, PE, English, Maths** - Working on improving positive physical and mental health. Learning how to manage and control different emotional situations, learning how different emotional situations feel and how they can impact our lives, learning how to keep our physical and mental health healthy. English and Maths developing essential skills to access the world around them

**Independence**

*With improved self-regulation -*  **Nurture, PSHE, PE, English, Maths, Science, Computing** - Nurture and PSHE will support children to develop/learn skills to support their self-regulation. PE will support children learning to work in competitive situations against themselves to improve their own skills but also in competitive situations against others and learning how to develop skills to learn with loss/failure in children’s eyes. English and Maths – self-regulation – developing skills to support improving reading/maths skills, being able to deal with the different emotions when they can/cannot do something.

*With improved independence –* **Nurture, PSHE, PE, English, Maths, Science, Computing** - Independence skills will be developed through Nurture, PSHE, PE, developing skills and developing ways to deal and cope with different emotions, English and Maths will support independence skills – techniques to read and maths techniques to help solve real life problems, link mathematical situations to real life situations, computing – develop skills to support independence/ linking with others, accessing the world around them/ Science – developing the ability to hypothesize, test and analyse results

**A bright future**

*With life skills enabling them to access the world around them –***Nurture, PSHE, PE, English, Maths, Science, Computing** - Nurture and PSHE sessions will develop life skills, understanding themselves and others, developing skills and strategies to appropriately work through a range of emotions. PE will support developing physical and mental health, English and Maths will support accessing jobs and the world around them, Science will develop skills to question and test theories, Computing will support children accessing the world around them, communicating with others, developing skills that can support future jobs.

*As responsible and respectful citizens –* **Nurture, PSHE, PE, English, Maths, Science, Computing** – Nurture and PSHE will focus on children’s ability to understand their own emotions/feelings/how they can manage these appropriately and successfully and in turn understanding the emotions/feelings of others. PE will enable children to develop their competitive skills not only personal competitiveness but against others. English, Maths, Science and Computing will develop children’s skills to work hard, engage in learning, take appropriate steps to improve individual learning and be responsible for their achievements.

**What our curriculum will offer when the children return in September: (Autumn 1)**

**English** – will be taught in class – differentiated (English Coordinator to designate the content that should be covered/focus on reading potentially with writing focuses throughout the term?) JAH potentially go into classrooms to support children 1-1 providing interventions.

**Maths** – will be taught in class – differentiated (Maths coordinator to ensure that all children are baselined – Opportunities to re-baseline provided so that children feel secure and confident and can work towards new achievable goals – boosting self-esteem in pupils

**PSHE** – At least 1 session per week to be taught- circle time/work based/discussion based dependent on cohort of children, we will continue to follow the PSHE scheme of work (PSHE coordinator to create ‘go to’ resources for all staff to be able to dip into to discuss/teach/provide support for loss, anxiety, bereavement, this will enable us to continue with our flexibility and adaptability to address topics as they arise.

**Nurture** – **Daily Nurturing** sessions in each classroom (Nurture coordinator to provide a focus of Boxall profile targets to work towards and provide activities to help to work towards these targets) *(See planning below)*

**PE** – At least 1 skills sessions per week (PE coordinator to plan a timetable for skills to be taught in each class during the half term, skills sessions to be designated so that equipment can either be kept in class for the half term or so that there is ample time to clean equipment for another class to use – e.g. at least a day between another class using the equipment so that staff are not taken away from class time with children to clean equipment this can be done when the children have left at the end of the day – work with curriculum coordinator in order to develop a timetable together when classes can have PE but also access other lessons) also a team building/playground games/be active sessions overview to be provided to each class to identify activities they can choose from, for the next session to support positive mental health (there may be a potential to provide 2 skills sessions and a mental health session – discussions to be had with curriculum coordinator)

**Computing** – Coordinator to provide a sequence of planned activities to develop knowledge and key skills – children may have used technology throughout and the continuity for some children may be important to encourage engagement/participation – linking to the community and metacognition lever in the 5 lever step recovery curriculum

**Science** - Coordinator to provide a sequence of planned activities to develop knowledge and key skills

**Art** – Coordinator to provide a sequence of planned activities to develop knowledge and key skills – based on supporting mental health, calming strategies

**DT** – Coordinator to complete a sequence of planned activities to develop knowledge and key skills this will be based on healthy eating during this term – DT teacher will go to each classroom – the food/equipment that will be required will be carefully planned and safety will be adhered to.

**Music** – Coordinator to complete a sequence of planned activities – carefully adhering to Government guidelines with regards to singing. Music teacher will go to each classroom- musical equipment that will be required will be carefully planned and safety will be adhered to.

The above curriculum offer for children in September links to point 10 of the NEU’s 10 point plan for children and young people. Point 10 states that ‘students well-being must be placed at the centre of how we adapt education to meet the needs of children and young people.’ Our curriculum has been carefully planned to enhance the nurturing activities that we provide the children and a strong emphasis on developing the children’s physical and mental health. The well-being of the children, as it always has been, is at the centre of our Curriculum.

**As Part of our curriculum we will:**

Ensure that all activities will follow Health and Safety guidelines e.g. hand washing before and after an activity and positioning of tables. This will be discussed at the start of the term with all members of staff before setting up classrooms to accommodate the numbers of children per class. This will be embedded into our curriculum and children will develop the knowledge and understanding of why.

**During Autumn 1 We must:**

* Have regular team meetings to discuss the curriculum being offered to the children and discuss and reflect on our teaching and practices and assess what is best for the children and if their needs are being fulfilled with the curriculum being offered. Do we need to change and adapt what is being offered? This curriculum is following a pandemic that has not been seen before and our practices are adapting and will continue to adapt to the needs of our children.

**Autumn 2 onwards (Government guidelines dependent) Subjects which can be streamed and phased in.**

**English** – Streamed – reading ability based (dependent on Government guidelines and children moving freely to different classes and the potential impacts this could have)

**RE** – We will begin to reintroduce themed weeks for RE during Autumn 2 – Teams assembly to say what we have done in each class or a display board in the main school to be created as to what each class has done possibly? RE coordinator to design a way that we can share our learning if assemblies are still not agreed to in the Government guidelines

**French** – We will begin to have a French themed day during Autumn 2 and individual lessons will begin to be incorporated into the timetables in each classroom. French coordinator to design a way that we can share our learning or complete the challenge that we have previously done and how this can be shared and displayed in school.

**Topics** – including history and Geography will not be phased in until Spring 1.

Topic Overview

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year Group |  | Autumn | Spring | Summer |
|  | Theme | All about me | Wonderful Weather | Sun, Sea, Sand |
| 1, 2, 3 |  | \*Nurture \*PSHE \*PE \*Science \*Music \*DT \*Computing \*Art | \*Geography \*DT \*Science | \*History \*Science \*Geography \*DT |
|  | Theme | All about me | Travel and Transport | Prehistoric World |
| 3/4 |  | \*Nurture \*PSHE \*PE \*Science \*Music \*DT \*Computing \*Art | \*History \*Science \*Geography \*Art | \*History \*Science \*Art \*DT |
|  | Theme | All about me | The Romans | Under the Sea |
| 4/5 |  | \*Nurture \*PSHE \*PE \*Science \*Music \*DT \*Computing \*Art | \*History \*DT \*Art \*Geography | \*Science \*DT \*Geography \*Art \*Music |
|  | Theme | All about me | Space | Titanic |
| 5/6 |  | \*Nurture \*PSHE \*PE \*Science \*Music \*DT \*Computing \*Art | \*Science \*DT \*Art \*History \*Music | \*History \*Art \*Science \*Geography |

**Nurture – Example of what subject leaders will need to produce for Teachers to follow/teach in their classrooms**

**Progression of skills- based on the Boxall Profile**

A-E – These are the most basic skills and they need to be dealt with first – As a whole school we need to focus on these key skills. All new children entering the school have an individual target ‘B’ to specifically focus on. All other children will have had a Boxall completed and a target for them will be based between A-E. Even though children have their individual targets that they need to focus on – all targets should be aimed at to build the solid foundation

**Wall of Development** – Demonstrating the importance of building and securing the building blocks of development

Z

Y

X

W

V

U

T

S

R

Q

G

H

I

J

F

E

D

C

B

A

Working on the basic skills (developmental strands) has a knock on effect on the Diagnostic Profile, it acts like a see saw if you begin to balance one side it helps to balance out the other.

**Expectations:** Each class will provide the children with daily nurturing sessions. Reestablishing friendships/positive relationships with other children and staff for the children returning to school is essential to overcome and provide support dealing with the ‘loss’ and ‘anxiety’ they may have felt during their time away from school. It is also essential to develop positive relationships with children who are new to the school and encouraging friendships to develop and be created in the classroom.

Activities will all follow Health and Safety guidelines e.g. hand washing before and after an activity and positioning of tables

ALL planning of Nurture activities to be completed on planning template and directly link to each child’s EHC small targets from their Social and Emotional area. Example of planning below

|  |  |  |  |
| --- | --- | --- | --- |
| Boxall Statement | Resources, strategies and activities to be used | **Links to School Intentions** | Links to EHC’s |
| A  Gives purposeful attention | - Staff to use hand gestures and non-verbal communication  -Attract child’s attention by using their name before giving the instruction  -Use of visual timetable to ensure all children are aware of the structure of the day  -To complete short tasks that are achievable to the child i.e. name writing, jigsaws  -Use of stickers, reward charts and Head teachers praise to encourage the children  - Play memory games with the children  - encourage eye contact before giving short, precise instructions  - large puppets and finger puppets  - language games – Appendix 4 | With improved positive, physical and mental health | SEMH  C & I  C & L  S/P |
| As enriched individuals |
| With life skills enabling them to access the world around them |
| As responsible and respectful citizens |
| With improved self-regulation |
| With improved independence |
| B  Participates  constructively | - use full length mirror -Encourage the children to sit in front of the mirror and look at themselves, encourage the child to express different emotions and understand their own emotions  - Puppets – ask the children to act out different stories to encourage the use of different language  - Group games/active games – encouraging team work/turn taking  - Board games – mouse trap, jenga, frustration, snakes and ladders, twister  - out of school trips – farms, zoos, shops etc | With improved positive, physical and mental health | SEMH  C & I  C & L  S/P |
| As enriched individuals |
| With life skills enabling them to access the world around them |
| As responsible and respectful citizens |
| With improved self-regulation |
| With improved independence |
| C  Connects up experiences | - Use the whiteboard to provide additional opportunities for follow up work  - Encourage self-rewarding independent activities e.g. building lego models, painting a picture etc  - Produce a healthy eating display. Link this to cooking activity by producing foods which are particularly healthy-involve children in choosing display  - Choose a child each day to share with the class what they have enjoyed doing during the day  - Listening skills activities  - cooking | With improved positive, physical and mental health | SEMH  C & I  C & L  S/P |
| As enriched individuals |
| With life skills enabling them to access the world around them |
| As responsible and respectful citizens |
| With improved self-regulation |
| With improved independence |
| D  Shows insightful involvement | - Read stories which will explore a range of feelings e.g. Owl babies, brand new baby etc –  - Circle time based on the feelings of animals and characters we read about in stories leading onto ‘Why are we special’  - Discuss the blob tree with the children exploring feelings  - Use practical activities to explore feelings play, drama, painting etc  - Feelings wall to be discussed at breakfast time – children identify their feeling  - Why our friends think we are special – encourage children to talk positively about each other | With improved positive, physical and mental health | SEMH  C & I  C & L  S/P |
| As enriched individuals |
| With life skills enabling them to access the world around them |
| As responsible and respectful citizens |
| With improved self-regulation |
| With improved independence |
| E  Engages cognitively  with peers | - Play traditional playground games, parachute games – Appendix E1, board games, e.g. connect 4, snakes and ladders, jenga  - Provide continuous opportunities for imaginary play, dressing up, home corner  - Use games/play opportunities which are matched to developmental age, e.g. sand/water play, EYFS activities  - Ask the children to carry messages around school/special helper of the day  - Language games with the children e.g. Sally Spider, Jack in the Box Appendix 4)  - shared activities – doll house, garage, farms, road layouts | With improved positive, physical and mental health | SEMH  C & I  C & L  S/P |
| As enriched individuals |
| With life skills enabling them to access the world around them |
| As responsible and respectful citizens |
| With improved self-regulation |
| With improved independence |

**Example Planning**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning Objective** | | **Class Teaching** | | **Activities** | | | | **Plenary** | | **Resources** | | **Success Criteria** | |
| **Monday 09.20-09.45- Breakfast** | | | | | | **Boxall Links: A, B, C, D, E,** | | | | | | | |
| - To share with others what I did at the weekend and to share my feelings with others | | Children to sit at their tables - butter own toast when on their plate and cut it (some support may be required) Children then share their feelings and activities they have completed over the weekend – | | | | | | | | - breakfast items  - feelings/charts | | -Children will share their feelings and will be beginning to feel confident preparing their toast. | |
| **EHCP Link – Social, Emotional and Mental Health** | | | | | | | | | | | | | |
| ALK | SRJ | | RNE | | LHA | | RJW | | ECH | | WDF | | RHU |
| 1, 2, 3 | 2, 3 | | 1, 2 | | 1 | | 1, 2 | | 1, 3 | | 1, 2 | | 2, 3 |
| **Monday 2.00-2.40- Board Games** | | | | | | **Boxall Links: A, B, C, D, E,** | | | | | | | |
| - To participate in a board game activity with other children | | Split the class into 3 – each group will have a board game to join in with plus a member of staff. Staff role model playing/winning/losing in an acceptable way. | | | | | | | | - board games | | - Children will enjoy participating with the game | |
| **EHCP Link – Social, Emotional and Mental Health** | | | | | | | | | | | | | |
| ALK | SRJ | | RNE | | LHA | | RJW | | ECH | | WDF | | RHU |
| 1, 2, 3 | 2, 3 | | 1, 2, 3 | | 1, 2, | | 1, 2, 3 | | 1, 2, 3 | | 1, 2 | | 2, 3 |
| **Tuesday 2.00 – 2.40 - Play** | | | | | | **Boxall Links: A, B, C, D, E,** | | | | | | | |
| - To play with/alongside another child | | Children choose what they would like to play with – encourage all children to get involved with an activity – staff will join in with different groups - Split the class – Some children to use the lounge area (items from the lounge) then swap over | | | | | | | | -space  - toys | | - Children will enjoy the activity and engage with others | |
| **EHCP Link – Social, Emotional and Mental Health** | | | | | | | | | | | | | |
| ALK | SRJ | | RNE | | LHA | | RJW | | ECH | | WDF | | RHU |
| 1, 2, 3 | 1, 2, 3 | | 1, 2, 3 | | 1, 2, 3 | | 1, 2, 3 | | 1, 2, 3 | | 1, 2, 3 | | 1, 2, 3 |
| **Wednesday 2.00 – 2.40 - Jigsaws** | | | | | | **Boxall Links: A, B, C, D, E,** | | | | | | | |
| - To complete a jigsaw with another child or individually | | Children choose the jigsaw they would like to complete – take pictures when the children have finished | | | | | | | | - jigsaws | | - Children will enjoy completing a jigsaw | |
| **EHCP Link – Social, Emotional and Mental Health** | | | | | | | | | | | | | |
| ALK | SRJ | | RNE | | LHA | | RJW | | ECH | | WDF | | RHU |
| 1, 2, 3 | 1, 2, 3 | | 1, 2, 3 | | 1, 2, 3 | | 1, 2, 3 | | 1, 2, 3 | | 1, 2, 3 | | 1, 2, 3 |
| **Thursday 2.00 – 2.40 - Parachute** | | | | | | **Boxall Links: A, B, C, D, E,** | | | | | | | |
| - To join in with group activity parachute | | - Using the big parachute play different games with the children. Use the appendix to view different games that can be played with the parachute | | | | | | | | - Parachute  - Space | | - Children will enjoy positively throughout the activity | |
| **EHCP Link – Social, Emotional and Mental Health** | | | | | | | | | | | | | |
| ALK | SRJ | | RNE | | LHA | | RJW | | ECH | | WDF | | RHU |
| 1, 2, 3 | 1, 2, 3 | | 1, 2, 3 | | 1, 2, 3 | | 1, 2, 3 | | 1, 2, 3 | | 1, 2, 3 | | 1, 2, 3 |
| **Friday 12.30 – 1.00 Play** | | | | | | **Boxall Links: A, B, C, D, E,** | | | | | | | |
| - To play with/alongside another child | | Children choose what they would like to play with – encourage all children to get involved with an activity – staff will join in with different groups - Split the class – Some children to use the lounge area (items from the lounge) then swap over | | | | | | | | -space  - toys | | - Children will enjoy the activity and engage with others | |
| **EHCP Link – Social, Emotional and Mental Health** | | | | | | | | | | | | | |
| ALK | SRJ | | RNE | | LHA | | RJW | | ECH | | WDF | | RHU |
| 1, 2, 3 | 1, 2, 3 | | 1, 2, 3 | | 1, 2, 3 | | 1, 2, 3 | | 1, 2, 3 | | 1, 2, 3 | | 1, 2, 3 |

**Assessments of progress will be completed termly through the completion of the Boxall Profiles.**

Potential alternatives to the Curriculum if Government guidelines change and are required to develop a Rota based curriculum

Rota based timetable for children

**English** – will be taught in class – differentiated (English Coordinator to designate the content that should be covered/focus on reading potentially with writing focuses throughout the term?)

**Maths** – will be taught in class – differentiated (Maths Coordinator to develop an essential skills timetable following the Entrust scheme but specifically highlight the skills teachers need to focus on)

**PSHE** – At least 1 session per week to be taught- circle time/work based/discussion based dependent on cohort of children, we will continue to follow the PSHE scheme of work (PSHE coordinator to create ‘go to’ resources for all staff to be able to dip into to discuss/teach/provide support for loss, anxiety, bereavement, this will enable us to continue with our flexibility and adaptability to address topics as they arise

**Nurture** – sessions in each classroom (Nurture coordinator to provide a focus of Boxall profile targets to work towards and provide activities to help to work towards these targets) *(See planning)*

**PE** – At least 1 skills session per week (PE coordinator to plan a timetable for skills to be taught in each class during the half term, skills sessions to be designated so that equipment can be kept in a class for the half term then swapped, also a team building/playground games/be active sessions overview to be provided to each class to identify activities they can choose from, for the next session to support positive mental health)

**Computing** – Coordinator to provide a sequence of planned activities to develop knowledge and key skills – children may have used technology throughout and the continuity for some children may be important to encourage engagement/participation – linking to the community and metacognition lever in the 5 lever step recovery curriculum

**Science**  - Coordinator to provide a sequence of planned activities to develop knowledge and key skills – Based on testing theories, working together, finding an answer.

**Art** – Coordinator to provide a sequence of planned activities to develop knowledge and key skills – based on supporting mental health, calming strategies

Other subjects:

RE and French, - Themed day/weeks dependent on timetables/Rota’s of children accessing school

History and Geography – potential for reintegration over two terms to enable lessons to be taught whilst maintain the above Nurturing lessons

DT and Music – implications for ANS/ABA? Logistics of moving to different rooms to complete the activities and even them as staff moving around into different rooms.