**The Meadows – Our Environment Topic theme**

**Following the Recovery Curriculum**

<https://www.evidenceforlearning.net/recoverycurriculum/?utm_source=LearningShared+podcast+mailing+list&utm_campaign=60d94b583d-EMAIL_CAMPAIGN_2020_05_06_11_11_COPY_03&utm_medium=email&utm_term=0_1b60211303-60d94b583d-396563579>

Class.........

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| **Recovery Curriculum Lever** | **Learning Objectives** | **Activities** | **Outcomes** |
| **Lever 1: Relationships** – we can’t expect our students 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 the discomfort of returning. | To help pupils get used to following routines and safe behaviour, interacting with others within the rules |  Play – social interaction activities Make your own hug - Read ‘Many ways to share a hug’ | Pupils will have learnt how to interact with each other whilst applying the new infection controls, such as trying to limit touching each other, hand washing routines before and after activities, cleaning shared equipment. |
| To help pupils rebuild social relationships | Simple Acts of kindness activities – making & using a kindness fortune teller. | Pupils will have consolidated their understanding about how to build positive relationships with each other. |
| **Lever 2: Community** – we must recognise that curriculum will have been based in the community for a long period of 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 | To help pupils share and reflect on their experiences, to help them consolidate their thinking and be ready to move forward. |  Making a Covid-time capsule.Before and after lockdown activities.My life in lockdown – Life in a box activity | Pupils will be able to understand and describe how they feel about Covid-19, they will be able to compare their experiences of lockdown with the experiences that others have had and start to recognise and understand that whilst we may have had different responses and experiences, many of those responses and experiences will also be the same. |
| **Lever 3: Transparent Curriculum** – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss. | To help pupils develop their understanding of lost learning and how they may have to relearn previous learning. | Everybody worries....ebookKids SWOT analysis; 3 things I can manage without help& 3 things I might need help with; I have, I can, I am sheet | Pupils will recognise that worry is a natural reaction to current events. Pupils will recognise that that they may have lost some of their prior learning, and that is would be normal  |
| **Lever 4: Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners. | To help pupils ‘learning how to learn’. | In small groups, pupils design a scavenger hunt for another group in their class to follow | Pupils will have thought about what they want the other group to focus on and how they can engender that focus with an activity, for example mini bugs. |
| Redevelop speaking and listening skills | MFL games, Listen and draw, blindfold walk,  | Pupils will have redeveloped their active listening skills, enabling them to more effectively restart their learning. |
| Redevelop skills with following instructions | design & make projects, e.g follow instructions to make a solar powered robot, musical instrument or piece of art work. | Pupils will have redeveloped their learning skills with following instructions. |
| **Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue**. 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. | Develop a grounded sense of self and belonging. | Mindfulness – sounds around us.Sound bathMake a happiness box | Pupils will have developed some understanding of anxiety management and learning how to be ‘in the moment’ (mindfulness).Pupils will have further developed their sense of self, understanding their wants and needs, and understanding what makes them happy, sad, anxious etc. |
| To help pupils rebuild a sense of meaning a direction to their learning. | My life goals, Life timeline, | Pupils will have further developed their understanding of their future and how they can shape that future. |
| **Resources:**<https://www.partnershipforchildren.org.uk/><https://mindup.org.uk/circiculum-overview/><https://www.cdec.org.uk/use-our-resources/resource-boxes/>Make a Covid Time Capsule: <https://www.cumbria.gov.uk/coronavirus/getting%20back%20to%20school/Embedded%20documents/Welcoming%20pupils%20back/Covid-19%20Time%20Capsule.pdf>Many ways to share a hug: <https://www.cumbria.gov.uk/coronavirus/getting%20back%20to%20school/Embedded%20documents/Reengaging%20pupils%20with%20learning/Ways%20to%20share%20a%20hug.pdf>I have, I can, I am sheet: <https://www.cumbria.gov.uk/coronavirus/getting%20back%20to%20school/Embedded%20documents/list%20of%20transition%20resources/I%20have%20I%20am%20I%20can%20sheet.pdf>Happiness box:<https://www.evidenceforlearning.net/wp-content/uploads/2020/05/Rationale-for-the-Happiness-Box-Bev-Cockbill-Recovery-Curriculum-LearningShared-Ep-7.pdf>Everybody worries....ebook<https://en.calameo.com/read/000777721945cfe5bb9cc?authid=Xu9pcOzU3TQx>Beyond words – online ebook: Good and bad days during lockdown:<https://www.partnershipforchildren.org.uk/><https://mindup.org.uk/circiculum-overview/><https://www.cdec.org.uk/use-our-resources/resource-boxes/>Make a Covid Time Capsule: <https://www.cumbria.gov.uk/coronavirus/getting%20back%20to%20school/Embedded%20documents/Welcoming%20pupils%20back/Covid-19%20Time%20Capsule.pdf>Many ways to share a hug: <https://www.cumbria.gov.uk/coronavirus/getting%20back%20to%20school/Embedded%20documents/Reengaging%20pupils%20with%20learning/Ways%20to%20share%20a%20hug.pdf>I have, I can, I am sheet: <https://www.cumbria.gov.uk/coronavirus/getting%20back%20to%20school/Embedded%20documents/list%20of%20transition%20resources/I%20have%20I%20am%20I%20can%20sheet.pdf>Happiness box:<https://www.evidenceforlearning.net/wp-content/uploads/2020/05/Rationale-for-the-Happiness-Box-Bev-Cockbill-Recovery-Curriculum-LearningShared-Ep-7.pdf>Everybody worries....ebook<https://en.calameo.com/read/000777721945cfe5bb9cc?authid=Xu9pcOzU3TQx> |