



# Have courage and be kind!



A recovery curriculum to support our pupils at Arboretum!



## Implementation

- Can be implemented in a variety of different ways, this will be dependent on many factors.
- Could become a whole school topic for half a term.
- Could supplement a normal phase topic with time given over.
- Could support additional literacy and maths catch up activities in afternoon.
- Activities based around suggested core themes.
- This will also be dependent on social distancing rules.
- Themes can be scaled up and down to be age appropriate.

## Intent

- To provide our children with a supportive curriculum to welcome them back in to school life.
- To raise awareness and address this in a sensitive, safe environment.

## Impact

- Getting our pupils school ready.
- Allowing pupils to rediscover the Arboretum values.
- Giving our pupils the tools for personal growth and resilience to be successful in the next phase of their learning.



# Mission statement



## What's in a name?

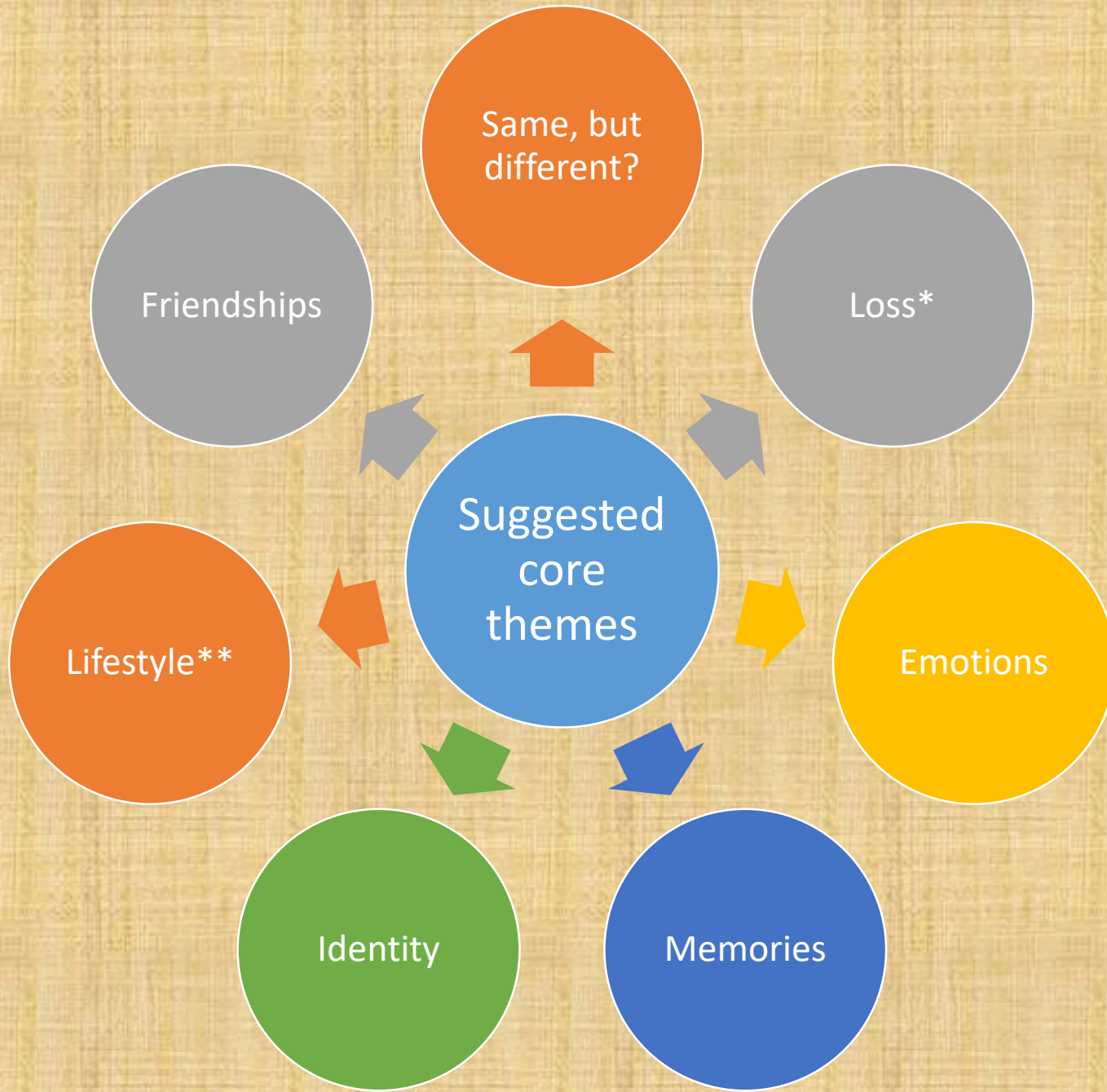
Although this is labelled as a 'recovery' curriculum, let's use this term **loosely**. 'Recovery' implies that through treatment, we will be able to cure a problem. Even with great compassion and sensitivity, we cannot begin to imagine what our colleagues, children and families in our community have been through.

This curriculum has not been created to provide a course of treatment so that our pupils are cured and ready to get back to 'normal'. It is better to consider this as a 'caring' curriculum, to promote **confidence** and **empower** our children to face both old and new challenges and to ease them back in to school life.

It could be considered as a 'nurturing' curriculum, which puts the children at the very heart of our profession, to give them life skills that enable them to cope and grow beyond what they have experienced.

Instead of promoting 'forgetting', it is about 'remembering' and 'treasuring' and channelling what they have been through to become more independent and stronger in themselves.

Although it is labelled as a 'recovery' curriculum for consistency with government and academic literature, **let's promote care and compassion with every fibre of our profession.**



Notes

Ideas inspired by different sources of reading i.e. PSHE Association, TES, different websites about recovery curriculums.

Overlap in subjects to allow for revisiting and developing a solid foundation.

\*Loss could be subsumed under emotions.

\*\*Lifestyle could be subsumed under identity.

Oracy activities could be used to support with any learning around these core themes to encourage discussion and articulation.

### Key questions/messages

What was the same about school and being at home during lockdown? What was different?  
What's the same about being at school now compared with being at home? What's different?  
Has anything changed?  
What are your hopes and fears about being back at school?  
What do we think we have forgotten?  
What have we learnt?  
How can this help us?  
It's okay to feel different.

### Activity ideas

- Create a lolly stick frame house and school. Fill it with things that were the same.
- Draw what was different by focusing on specific parts of the day e.g. during literacy. Which one do you like best and why?
- Create a hopes tree.
- Record fears and address them in a circle time.
- Create a split hopes and fears post it board.
- In pairs, children to find out how many things they experienced were the same or different as their partner.
- Create a past and a future hand.

Same, but  
different?



### Books to support

- Ruby's worry by Tom Percival
- The heart and the bottle by Oliver Jeffers
- Harry and the bucketful of dinosaurs go to school by Ian Whybrow
- The most magnificent thing by Ashley Spires

### Multimedia links

- <https://www.bbc.co.uk/newsround>
- Man in the mirror - song by Michael Jackson
- Eye of the tiger - song by Survivor
- Toy story - film, particularly clip when Andy grows up and moves on.
- Shallow - song by Lady Gaga

### Key questions/messages

Bereavement and sensitivity.

Lots of families have experienced death so we need to be sensitive about this. What does this mean?

What did we miss out on? Learning and opportunities - loss of school life.

Children to be given the chance to express any anger, sadness and feelings of loss in healthy way.

How will we make the most of everything?

What can we learn from this?

### Books to support

- The memory tree by Britta Teckentrup
- After the fall by Dan Santat
- The memory box - a book about grief by Joanna Rowland
- The cat mummy by Jacqueline Wilson

# Loss

### Activity ideas

- Re-create Edvard Munch's the scream and talk about meaning.
- Make a promise flower to explain how we will make use of every moment.
- Make a 'I missed... but I gained...' poster.
- Circle time to talk about being sensitive and supportive.
- If a child is experiencing grief, see bereavement policy.
- See 'emotions' theme for more activity ideas.



### Multimedia links

- Up! - film
- See you again - song by Wiz Khalifa
- The lion king - film
- Iron giant - film
- Big Hero 6 - film

### Key questions/messages

How did you feel during lockdown?  
What did you do when you felt this way?  
How do you feel now you're back at school?  
What could you do to help?  
What are you happy/excited/worried about?  
It's okay to feel...  
Remember everyone else might feel...  
You're going to experience lots of emotions.

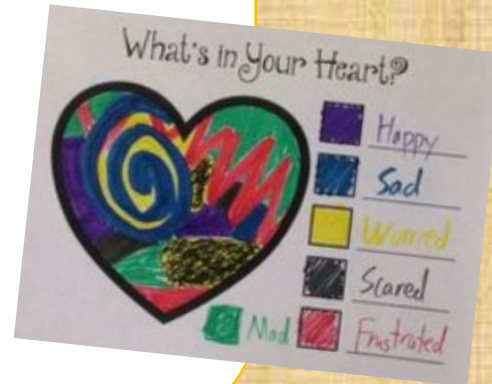
### Books to support

- Ruby's worry by Tom Percival
- The heart and the bottle by Oliver Jeffers
- Have you filled a bucket today? by Carol McCloud
- Feelings by Todd Parr
- The great big book of feelings by Mark Hoffman
- The worrysaurus by Rachel Bright
- When sadness is at your door by Eva Eland

# Emotions

### Activity ideas

- Create a multi-coloured feelings heart
- Take a pencil for a walk with emotional story telling.
- Create worry dolls/stones.
- Whole class shape breathing.
- Mindfulness.
- Journal writing.
- Cosmic yoga.
- Grounding activities with senses.
- Circle time.
- Plenary dice.
- Bucket fillers.



### Multimedia links

- Happy - song by Pharrel Williams
- Inside out - film
- Hakuna matata - song
- Go the distance - song
- It's a small world - song

### Key questions/messages

What amazing memories did you make over lockdown?

What do you think is important to remember?

What do you remember about being at school before lockdown?

What were your favourite/least favourite bits?

What memories would you like to make over the next year?

How can we remember our experiences?

Why is it important to remember?

What have we learnt?

### Books to support

- Storm by Sam Usher
- Way back home by Oliver Jeffers
- The bog baby by Jeanne Willis

# Memories

### Activity ideas

- Create a memory board/display for children to display work during lockdown.
- Create a memory mood board showing what memories children would like to make over the year.
- Children can make their own memory box that they can fill over the year.
- Create memory paper chains.
- Saturate the classroom with all of the fabulous things we do with the children! Photos, artefacts, displays etc.



### Multimedia links

- Time of your life - song by Randy Newman
- Don't stop believing - song by Journey
- We're all in this together - song from High School Musical
- Use songs/videos from previous years to evoke memory.

### Key questions/messages

What makes you special and unique?

What are you good at?

What are your favourite things?

What is your favourite lesson?

What do you dislike?

Who looks after you?

Where is your special place?

Whereas lots of things are the same, we are all different.

What kind of Arboretum star are you?

What can you do to achieve your best?

### Books to support

- What makes me a me? by Ben Faulks
- It's okay to be different by Todd Parr
- Elmer by David McKee
- The lion inside by Rachel Bright
- The koala that could by Rachel Bright
- The name jar by Yangsook Choi
- My strong mind by Niels Van Hove

# Identity

### Activity ideas

- Draw a self portrait.
- Create a collage of favourite things.
- What does it mean to be me? SF resources from a few years ago.
- What kind of person am I? Scenarios.
- Individual handprints/rainbow.
- 'Have a go' activities, celebrating different strengths e.g. cooking/gardening.
- Children to design themselves as an Arboretum star.

### Multimedia links

- Proud - song by Heather Small
- Beautiful - song Christina Aguilera
- Scars to your beautiful - song by Alessia Cara
- Unwritten - song by Natasha Bedingfield
- You're the voice - song by John Farnham



### Key questions/messages

How did you look after your body and mind during lockdown?

What did you do that was healthy/unhealthy?

Why is it so important for us to be healthy?

How many different healthy things can you name?

What are the effects of too much screen time?

What is a routine?

Why are they important?

What will our new routine be at school?

### Books to support

- Can't sleep little bear? by Martin Waddell
- Oliver's vegetables by Vivian Wood
- The busy body book by Lizzy Rockwell
- Unplugged by Steve Antony
- The three questions by John Muth

## Lifestyle

### Activity ideas

- Different scenarios - healthy or unhealthy? Why?
- Create a healthy plate using the food groups.
- Different science experiments showing importance of hygiene e.g. the bread experiment.
- Make fruit kebabs.
- Create a class boot camp.
- Meditation for children.
- Class debates about screen time.

### Multimedia links

- <https://www.nhs.uk/change4life>
- The present - animated short  
youtube.com/watch?v=WjqiU5FgsYc
- Cosmic yoga YouTube videos
- Joe Wicks fitness videos

### Key questions/messages

- What makes a good friend?
- Why is it important to be a good friend?
- How can we support each other?
- What are our ingredients for team work?
- How can we show that we are a good friend?
- What should we do if someone is not being a good friend?
- If you are feeling lonely, what could you do?
- What could you do if you see someone who is feeling lonely?
- What should we do if someone doesn't want to play with us?

### Activity ideas

- Make a team work potion and record the ingredients.
- Draw what a good friend looks like.
- Answer friendship scenarios.
- Role play.
- A debate that they can all bond over.
- See SMSC transition ideas document for lots of ideas.

# Friendships

### Books to support

- The squirrels who squabbled by Rachel Bright
- Perfectly Norman by Tom Percival
- Lost and found by Oliver Jeffers
- Leaf by Sandra Dieckmann
- Pumpkin soup by Helen Cooper
- The way home for wolf by Rachel Bright
- Thank you, Omu! by Oge Mora

### Multimedia links

- You raise me up - song by Westlife
- Can you feel it? - song by Michael Jackson
- Soar - animated short  
<https://www.youtube.com/watch?v=UUIaseGrkLc>
- Bridge - animated short  
[https://www.youtube.com/watch?v=X\\_AfRk9F9w](https://www.youtube.com/watch?v=X_AfRk9F9w)

### One sentence stories

Children take it in turns to say one sentence that forms a group story.

### I had the worst day ever!

With a partner, child says 'I had the worst day ever because... I was abducted by aliens!'

Partner 2 replies with 'Well I had an even worse day because...'

Children to use their imagination to outdo each other and make it as silly as possible!

### You can't cross my bridge!

In pairs, children to be a witch or a troll. The witch wants to cross the bridge but the troll has to stop her! Children to be as imaginative as possible. 'I have turned the water into ice so I can skate across!'

You can't cross my bridge because I have melted the ice and turned it in to fire!

### Just a minute

Children to speak solidly for one minute on a topic of their choosing without deviation or repetition!

## Oracy

Activities to support articulation through core themes.

### If I ruled the world...

Could be played in partners or small groups. One child to say 'If I ruled the world... we would eat pizza every day!'

The next child to reply 'I couldn't disagree more because...' and gives a reason and then say how they would rule the world. The game continues!

### Taboo

Image up on the board with 3 or 4 key words, could be anything such as an animal. One child stands up being unable to see the picture and the other children have to give clues without using any of the key words.

### Emotions

Could be in pairs, small groups or as a class. One child gets given a sentence to say an emotion that describes how to deliver the sentence. The other children have to guess which emotion the child is portraying.

### Shopping list memory game

Children sit in a circle and each child adds to a list of items that needs to be remembered!

Child 1 - I went shopping and I bought an apple.

Child 2 - I went shopping and I bought an apple and some beans. Etc.

### Alphabet game

Class decide on a theme e.g. fruit. Going around the class, children to say a fruit beginning with the next letter of the alphabet. Can children complete it?

### Secret message

Children sit in a circle. One child thinks of a secret message and whispers it to the next child. The next child whispers it to their neighbour and so on. The last child announces the message and the first child says if it is correct!

### 1-20

Class to try to and say numbers up to 20 without interrupting each other! Children have to wait for a natural gap to say the next number.

## Oracy

Activities to support articulation through core themes.

### Ball of string

Class sit in a circle. Question prompts up on board. Adult starts by giving their thoughts and rolls the ball of string to another child who gives their thoughts and so on. This gives every child a chance to speak and the children can see their collaborative effort afterwards.

### What's better?

Simple preference game. In partners, child to ask what's better, apples or chocolate? Partner to reply and explain why. Partner to then offer choice to child.

### Odd one out

4 pictures to be up on board. Could be similar, could be completely different. Children to discuss which one they think is the odd one out and why. The brilliance is that anything goes as long as they can justify!

