

**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
- 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.
- Catch the children being a good friend/being kind, reward children with praise or a sticker.
- Daily PSHE activities that develop and support social and emotional development.

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.

- Adults will be involved in children's play to help build relationships.
- Continuous Provision will include a wide range of activities: fine motor skills, phonics, number, art, design, writing, problem solving, play, construction, physical activity, computers etc.
- The opportunities provided in provision will be based around children's needs.
- Free flow access to outdoor provision.
- Children will be supported to recognise and talk about their feelings and emotions.

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.

- Circle time to allow children time to share and reflect on their experiences.
- Stories will be used with themes linked to feelings, friendship and all about me.
- Proud cloud in class to be given to any child who has done something positive e.g. shown kindness, shared, being a good friend. The cloud with the child's name and/or photograph will be displayed on the Class Charter display.

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.

- Vote for a Reception child to be on the pupil leadership team to lead the voice of children in Class 1.
- Weekly certificates to celebrate achievements.
- Stickers and rewards during lessons.
- Blog to celebrate pupils' achievements.
- Time each day to listen to children and hear about their worries/weekends or anything that they would like to share
- Create charter created 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.

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.

- 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. (Links to RE topic Myself)
- Blog updated regularly to show families what we have been doing.
- Teacher to give work email and ensure that parents feel at ease to ask any questions.
- Teacher to contact parents to talk on the phone if they have any concerns or vice versa.
- For any pupils who are on the SEND register it may be necessary to have a home school book for regular communication.

