Kingshurst Primary School

Early Years

Recovery Curriculum 2021

Early Years Lead: Marion Dempsey

Recovery Curriculum Research

SMILE – A wellbeing approach linked to the NHS 5 ways of Wellbeing
https://www.forest-oak.solihull.sch.uk/smile/
https://www.forest-oak.solihull.sch.uk/smile-wellbeing-support-links-ideas/

Adapted from the NHS 'Five Ways to Mental Wellbeing'

SMILE

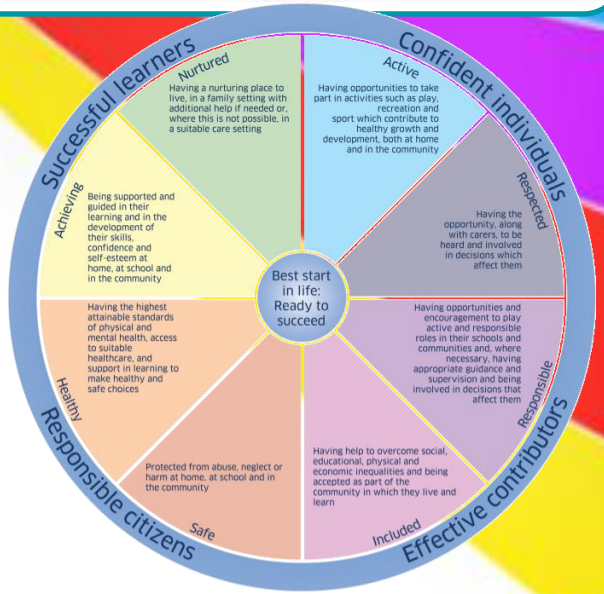
est. Forest Oak School 2014

- Connect → Socialise
- Be active → Move
- Take notice, be mindful → Interest
- Keep learning → Learn
- Give to others → Engage



Wellbeing considerations to support recovery
Relationships, Community, Transparent Learning, Metacognition, Space / Time
https://www.evidenceforlearning.net/recoverycurriculum/

https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/



https://czone.eastsussex.gov.uk/media/4599/leuven-scale.pdf
https://www.coventry.gov.uk/info/62/coventry_send_support_service/3634/early_years_recovery_curriculum/4
https://www.nace.co.uk/blogpost/1761881/355302/Beyond-the-recovery-curriculum--opportunities-in-the-early-years-foundation-stage
https://spark.adobe.com/page/mKk2WxfWvlsdd/
https://spark.adobe.com/page/vhHCu3dgTBkRS/
https://spark.adobe.com/page/0EhqlXq63tYgZ/

Spring 2 - 8th March to April 1st 2021

Unique Child	Positive Relationships	Enabling Environments	Learning and Development
✓ Experiences during lockdown ✓ Sensory experiences ✓ Supporting resilience and wellbeing ✓ Time to adjust ✓ Emotional literacy ✓ Feeling safe	✓ Effective communication ✓ Time ✓ Flexibility ✓ Consistency ✓ Reassurance ✓ Socialising and making / rediscovering relationships	✓ Timetables ✓ Who is teaching me today ✓ Continuous provision ✓ Choices ✓ Promoting, scaffolding learning through play	✓ See next page ✓ Where are the children at? ✓ What do they need? ✓ What are their interests? ✓ Appropriate assessment

Areas of Learning	Prime Areas			Specific Areas			
	CaL	PSED	PD	LD	MD	UW	EAD
Recovery Needs	Transition back to school before and on return, Flexibility / Time to adjust to routines and timetable, Socialise, Relationships and behaviours			Phonic /Reading skills, Number knowledge 1-10, Shape, Space and Measures		Forest School / Science Continuous Provision and Planned opportunities	
Teaching Themes / Provision	• Daily routines • Circle Time • Magical Me • In the moment teaching and learning in play	• Children's experiences / interests • Jigsaw • PSHE Book Spine • Family	• Yoga • Multi-skills PE • Physical Play Outdoors • Forest School • Health • Dough Disco	• Reading stories and rhymes • Writing • Literacy Spine linked books • Squiggle while you wiggle	• Numbers 1-5 -5-10 • Shape, space and Measure • Maths spine linked books	• Spring, growing, • Role Play, • Music, • Family • Science Time **Awe & Wonder – Live chicks**	
Interventions	Language Link Blast SALT	Nurture	Daily Movement opportunities	RWI Pinny Time 1-1 Tutoring Name Writing	Maths Support	Forest School Continuous Provision and Planned opportunities	

Reception Medium Term Plan

Areas of Learning	Prime Areas			Specific Areas			
	CaL	PSED	PD	LD	MD	UW	EAD
Week 1 8.3.21	•Daily Snack chat •Play Partnering •Discussion opportunities through PSHE, play partnering etc. •Daily Routines	Welcome back What would you like to do now you are back at school Socialising / Rules and routines, boundaries **Jigsaw Focus: Dreams and Goals**	•Daily Wake and shake / Brain Gym •Outdoor provision •Weekly Dough Disco / Squiggle while you wiggle •Health and hygiene routines: snack, washing hands, blowing nose, dressing for Forest School, outdoor wet play	Daily Phonics Phonic Assessment Shared Reading Reading Spine	Daily Maths session *Growing 678 recap* Number 5 & 6 *Building 9 and 10* Pattern	Continuous provision and supporting links to other areas of learning: opportunities to explore media and Materials, Being imaginative, Links to People and communities through PSHE covid recovery, access to technology resources, The world resources and Forest School. Science experiments OPAL – Observation, Play, Assessment and Learning Awe & Wonder – Live chicks!	
Week 2 15.3		**Jigsaw Focus: Dreams and Goals**		Daily Phonics Shared Reading Reading Spine	Daily Maths session *Growing 678 recap* Number 7 & 8 *Building 9 and 10* 3D Shape		
Week 3 22.3		**Jigsaw Focus: Dreams and Goals**		Daily Phonics Shared Reading Reading Spine	Daily Maths session *Building 9 and 10* Number 9 and 10 Comparing 9 and 10		
Week 4 29.3		**Jigsaw Focus: Dreams and Goals**		Daily Phonics Shared Reading Reading Spine	Daily Maths session *Building 9 and 10* Number bonds to 10		

Nursery Medium Term Plan – Recovery Focus Prime Areas

Areas of Learning	Prime Areas			Specific Areas			
	CaL	PSED	PD	LD	MD	UW	EAD
Week 1 8.3.21	•Daily Snack chat •Play Partnering •Discussion opportunities through PSHE, play partnering etc. •Daily Routines •Story time – linked into RWI Phase 1	Welcome back What would you like to do now you are back at school Socialising / Rules and routines, boundaries **Jigsaw Focus: Dreams and Goals**	•Daily Wake and shake / Brain Gym •Outdoor provision •Weekly Dough Disco / Squiggle while you wiggle •Health and hygiene routines: snack, washing hands, blowing nose, outdoor wet play	Shared Reading Phase 1 phonics	Daily Maths links Routines – how many children in nursery, days of the week, Numbers 1,2,3 recap Sorting and comparing numbers 1.2.3 Pattern Size Number 4 recap Number 5 recap	**Continuous provision and supporting links to other areas of learning: opportunities to explore media and Materials, Being imaginative, Links to People and communities through PSHE covid recovery, access to technology resources, The world resources Science experiments** **OPAL – Observation, Play, Assessment and Learning** **Awe & Wonder – Live chicks**	
Week 2 15.3		**Jigsaw Focus: Dreams and Goals**		Shared Reading Phase 1 phonics			
Week 3 22.3		**Jigsaw Focus: Dreams and Goals**		Shared Reading Phase 1 phonic			
Week 4 29.3		**Jigsaw Focus: Dreams and Goals**		Shared Reading Phase 1 phonics			