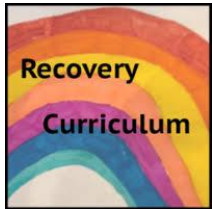


Transition back into school during COVID-19 – Unit 2: Week 1 (Week 2 of Whole school plan)

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- Lever 1: Relationships
- Lever 2: School community
- Lever 3: Transparent curriculum
- Lever 4: Metacognition
- Lever 5: Space

Inspiration taken from A Recovery Curriculum: Loss and Life for our children and schools post pandemic.

Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK
Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK

Positive, safe, nurturing, healthy relationships

Emotional wellbeing, mental and physical health (including Physical activity (team games, yoga, walking, gardening etc)

Play, oracy, speaking and listening

Character education: resilience, cooperation, confidence, perseverance, integrity, gratitude, self-discipline, caring etc

Basic skills in maths, reading and writing

Creative arts (drama, role play, singing, music, visual arts, sculpture etc)

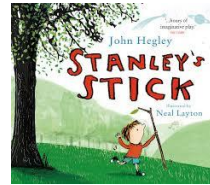

Reading for Pleasure

Use of outdoors as much as possible, Link all learning to engaging texts , reintroduction to other curriculum areas where relevant

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Unit 2 Week One Text: Stanley's Stick Supporting texts: Not a stick (EYFS/Y1) The Stick Book (KS2)		Positive, safe, nurturing, healthy relationships (1) Emotional wellbeing, mental and physical health (2) Play, oracy, speaking and listening (3) Creative arts (4) Physical activity (5) Basic skills in maths, reading and writing (6)		
<ul style="list-style-type: none"> Consider their pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn. Assess where pupils are in their learning, and agree what adjustments may be needed to the school curriculum over the coming weeks. 				
Learning targets	Basic Skills	Essential activities	Overview	
To collaborate across year groups. To reconnect as a school	Reading: To predict what may happen within a story To enjoy sharing a story	Introduction: Y5 to share Story with EYFS/Y1 Y6 to share story with Y2/3/4 Introduction: Y5 and 6 could ask where you think Stanley is going before reading the book to each class. Once read, children what they think about the book and what they would do if they found a stick.	Shared story experience – sharing joy in hearing a story can be powerful in terms of reading for enjoyment.	
To identify where we are from and where others are from.	Speaking and listening listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary speak audibly and fluently with an increasing command of Standard English	PSHE (Link to Geography): Using the Stockport station page, discussing and writing down where we are from and families are from. We are all similar but different from different places. Britain/World Map dotting where we were all born. Contribute to a whole school map to show various places. Discuss how you travelled to Manchester if you were not born here. (Or how you have travelled to other places for those born here).	Children to realise that we all come from different places and that there is life outside of Manchester. We should educate the children to locate places around Britain and also outside of Britain – attaching a person to those places.	
To develop creativity and imagination	participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s)	Speaking and Listening: Find their own stick (on school ground or from home if communicated with parents) Using imagination, note down why Stanley carries a stick. What does he use it for? What can the children think of to use for a stick? (Guided discussion by adult)	Opportunity to create and use imagination. Escaping reality – allowing the children to escape reality and create something from their mind to turn something simple into something amazing! 	

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<p>To develop mindfulness</p>	<p>Select and use appropriate registers for effective communication.</p>	<p>PSHE/Mindfulness:</p> <p>KS1/2: Using Not A Stick daily, children are given an image which they can add to. Share example with the children and ask children to complete their own. Same picture throughout the day - Can they improve or create something different from the morning? Children are given a different picture each day. Their ideas should be developed with creativity over time as children begin to use imagination. (Collective book at end of the week)</p>	<p>Mindfulness to start the morning and afternoon will help children as they begin to engage with others and process their feelings and emotions</p> 
<p>To work collaboratively</p>	<p>Writing: sit correctly at a table, holding a pencil comfortably and correctly form letters use capital letters and basic punctuation (relative to year groups) Write and construct sentences accurately (relative to year group) See basic skills sheets.</p>	<p>Writing:</p> <p>Children create 50 uses for a stick - collaborative project across years using video calls to other rooms. See website for ideas to share with children and also draw upon The Stick Book.</p> <p>Share work with parents on the learning platform. (Draw upon The Stick Book)</p>	<p>This will allow children to connect with their imagination and creativity. It will also help children to begin developing skills for learning collaboratively again.</p> 
<p>To use your imagination and creativity to create a model</p>	<p>Speaking and listening: as above</p>	<p>DT project:</p> <p>Design, then make, something your stick can become (or become part of) Y5/6 children may want to make something for the younger children.</p>	<p>Developing ability using inquiry-based skills and ability to develop critical thinking</p>
<p>To develop an understanding of feelings and emotions</p>	<p>Speaking and listening: as above</p>	<p>PSHE/Emotional Literacy:</p> <p>Creating a journey or storytelling stick. Children could explore the journey of their stick and embellish the stick with additional resources OR children explore their journey during COVID-19 by adding to a stick and exploring colours (dark at start of COVID-19,</p>	<p>The reason for this is to help children with developing an idea within their imagination but to develop their ability to think about the emotions that they have felt and experienced on their journey. What has that journey looked like throughout COVID for them? This</p>

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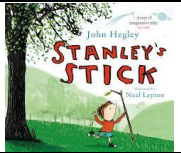
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		<p>bright when they went to a family member’s garden, brighter when back in school etc).</p> <p>Ask questions such as: During the darker days how did you make the best out of a bad situation? How could we make the most of a bad situation? What have we done differently?</p> <p>(This also links to mindfulness in nature - Could be completed during a walk or children could collect materials during a walk and then use these to tell the story when they return to their classroom.)</p>	<p>could be extended into mindfulness of imagining their stick has been on a journey. Imagine they are the stick and the journey has had different paths.</p> 
<p>To work collaboratively</p>	<p>Speaking and listening: as above</p>	<p>Collaborative DT project:</p> <p>Put all the sticks within the class together to create something! Video call across the school to showcase collaborative projects.</p>	<p>Developing collaboration by working as a team to put the sticks together to create something as a class.</p> 
	<p>Writing</p> <p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>correctly form letters</p> <p>use capital letters and basic punctuation (relative to year groups)</p> <p>Use commas correctly in poems (KS2)</p> <p>See basic Skills Sheet</p>	<p>Writing:</p> <p>Children write poems about sticks then rehearse and perform them. You may want to use 10 THINGS FOUND IN A Wizard's pocket as an example – changing it to Ten things my stick can do.</p> <p>EYFS/Y1 may write class poems and other year groups may do individually or in small groups.</p>	<p>Opportunity to practice basic writing skills along with speaking and listening skills through performance. (Links for collaboration, relationship with peers, creativity, oracy, play)</p>

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Possible Activities (in school and for at home)			
			
<p>DT: Den making or shelter building - if not enough sticks do smaller ones for a teddy/toy from home (challenge for older children - must be water tight)</p>	<p>PSHE: What type of character is Stanley? What do the activities he creates and the pictures in the book tell us about Stanley? What makes a friend? Why is friendship important? Given certain situations that would be seen as 'normal' how would we do them now? Eg fishing</p>	<p>Science: Going on a Bug hunt – finding creatures under and around sticks, logs and trees outside. Identifying bugs and learning about habitats and life cycles. This could be extended to create a bug hotel from sticks/logs etc</p>	<p>PSHE: Stick was once part of something tall. Look at the size of your stick. What could it have been used for or what could it be used for? Could it be used to support something bigger (using small sticks and ties as part of larger huts made of sticks). Just because something is small does not mean they can't make an impact</p>
<p>Critical thinking: Solving Codes (written out of sticks or with sticks).</p>	<p>Science/mindfulness: Gardening and nature – children can identify plants in school grounds and how to care for them. (Link to Leaf and Wangari planning)</p>	<p>Writing: EYFS/Y1: Retell/sequence the story of events Y2/KS2: Tell own journey of own stick e.g. Sarah's Stick</p>	<p>English: Fine motor: Mark making in the mud EYFS/KS1: Rhyming words</p>
<p>Maths: Comparing length counting/groupings sticks Bundles of sticks for multiplications</p>	<p>Art: Making paint brushes with sticks and leaves (or other resources that are limited due to sharing COVID19)</p>	<p>Music: Create music by playing sticks which helps children to tell a journey</p>	<p>PE: Create a game using sticks with their peers</p>
<p>EYFS/KS1: Use the sticks for some of the ways that children suggested within 50 ways to use a stick-essential activities (learning through play)</p>	<p>KS2: Debate over the invention they have created (use of their stick) and why they feel that their idea is best.</p>	<p>Reading: Can they make links between Stanley's Stick, Not a Stick and The Stick Book. Can they predict how the next book, Leaf, may connect with their learning.</p>	<p>Art: Children are given a basic image that is incomplete, they finish it with things from the outside. What animal can be created using sticks? A rocket going into space?</p>