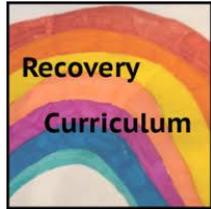


Transition back into school during COVID-19 - Week 1 Whole school plan

Jo.gray@oneeducation.co.uk

Produced in collaboration with Ben Morgan, Chapel Street, Manchester



- 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

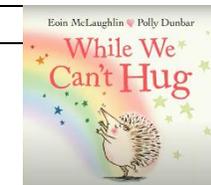
Use of outdoors as much as possible, Link all learning to engaging texts , reintroduction to other curriculum areas where relevant

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| Week 1 | | | |
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| <p>Text: While We Can't Hug By Eoin McLaughlin Illustrator: Polly Dunbar</p> <p>Outcomes:</p> <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 |
| <p>To understand what has stayed the same within our school and community</p> | <p>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</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) select and use appropriate registers for effective communication.</p> | <p>Introduction: Introduce 'While we can't hug' to children. (Possibly whole school via video conference) have children discuss why they think this is forming the basis of our work for the week. Ask children why they think this book is important. https://www.youtube.com/watch?v=2PnnFrPaRgY The book is also available to buy as a paperback book.</p> <p>PSHE: (Possibly to be developed over two or three lessons)</p> <p>-discuss how they feel to be back at school (For EYFS/Y1 children this may be extended as exploration of classroom and school rules will be essential) - explore what has changed in the school and at home. What has changed in the world. The new rules. What they can and can't do at the moment and why. - talking about we felt at first during the pandemic and how we feel now. - if children need to, they may want to contribute confidentially by writing a note or telling a key</p> | <p>It is important that the children understand that the world has changed and that their lives have changed. It is vital that the children know that they are not the only ones living in this situation.</p> <p>It is imperative that we give children the opportunity to discuss their feelings surrounding the current pandemic.</p> <p>We need to help children to remember rules whilst in school, structure of the day and general systems and procedures such as behaviour policies. Children need to have time to understand changes they have noticed around the school and how we can follow social distancing. They also need to understand why this is important.</p> <p>Children have had a long time at home with their immediate families and interactions will have been limited. Children need to develop skills needed for collaborative learning, team work and communication. The three prime areas in EYFS: CLL, PSED, PD are crucial to all children as they return.</p> <p>Children need to understand that there are other ways that we can show we care without breaking</p> |
| <p>To understand what has changed within our school and community</p> | | | |
| <p>To understand what has changed within our families and lives.</p> | | | |
| <p>To understand what has changed in the world.</p> | | | |



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| | | <p>person if do not want to say in front of class (if able) <u>Remind children of basic skills for S&L (this is to carry on throughout all activities with additional support for EAL children)</u></p> | <p>social distancing. The children can share how they have done this whilst not being at school. Children will be encouraged to show someone they might not know, that they care and that everything will be ok.</p> |
| <p>To understand how to keep ourselves and others safe around school. (including new rules)</p> | | <p>PSHE: Creating a safe charter for each classroom. This could then feed into a whole school charter- having Y6 run a virtual assembly). Have class charter as part of a new display within each room to remind children of the rules. If there are several groups in one classroom over a week/two weeks the class charter could be completed over two weeks or completed using online video calling.</p> | <p>With the support of the text, children will learn different ways of making someone feel better without contact. Children will be given the opportunity to be creative, innovative and expressive as they adjust into a new way of learning again. This week may be repeated if children are on a rota whilst returning to school. When at home children will be given a selection of learning activities to help support and embed the learning from the list of possible activities.</p> |
| <p>To understand our similarities and differences.</p> | <p>Reading Develop pleasure in listening to stories Participate in discussions about the story Recall basic facts from story Clarify the meaning of vocabulary (where appropriate) Infer events and feelings from story (relative to year group) Summarise story (relative to year group)</p> | <p>Reading: Discuss the story – look at the vocabulary and meaning of words. Retell the story (the amount of time spent on this will be longer in EYFS/KS1) What are the similarities and differences of the animals in story? What other animals could we have used in the story? Discuss similarities and differences with each other. (You may also want to discuss that COVID19 doesn't discriminate and that it affects everyone – regardless of similarities and differences)</p> | <p>Some of the possible activities will also be used in classrooms.</p> |

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| | | <p>Infer how the animals felt at different points in the story and plot it on an axis of emotion (KS2) Refer to basic skills in reading</p> | <p>Please note: As the first week progresses you may be able to identify those children who may need more than QfT to help them transition back into school. Children may need support with SEMH; the areas in which are identified in Barry Carpenter’s Recovery Curriculum. It is essential that this is picked up on and acted upon as soon as possible.</p> <p>Children may also need additional support with EAL, SEND, or the attainment gap between themselves and their peers. Academic outcomes and ensuring that the gaps whilst children have been off school are extremely important, however, as Maslow’s hierarchy of needs indicate, children’s social, emotional and mental health are important and are needed in order to learn more effectively.</p> |
| <p>To understand what makes a good friend.</p> | <p>Reading Develop pleasure in listening to stories Participate in discussions about the story Recall basic facts from story Clarify the meaning of vocabulary (where appropriate) Infer events and feelings from story (relative to year group) Summarise story (relative to year group)</p> | <p>Reading Discuss how the text shows ways we can be a good friend - discuss what it means to be a friend. Write down/draw the best qualities of a friend.(age dependent) What qualities do you have that are shown as a good friend? (Suggestion that this could form part of classroom display?) Refer to basic skills in reading</p> | |
| <p>To understand how we can show we care without physical contact.</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)</p> <p>Maths and Phonics will start in week two and will be sent as additional planning.</p> | <p>Writing: What does a hug show us? Discuss how a hug makes us feel (cared for, happy, secure, less worried). Explore how we could show this during COVID19 Look at WAGOLLS of postcards/letters (age dependent) for features Write and send a letter/postcard to someone in the school to show that we care (children do not know who they are writing it to) Refer to basic skills in writing *As children are still settling in this will not be used as a gap assessment. We need to allow a few weeks before doing so.</p> | |

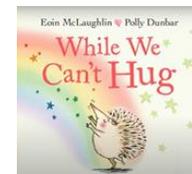
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Possible activities to link to While we can't hug

(Some of these activities will be more relevant for specific age groups but can be adapted to suit needs of your children).



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| <p>English</p> <p>Writing a postcard or letter to another child within school to promote kindness and comfort</p> <p>Children work in small groups to create a song how they should conduct themselves around the school</p> <p>Create a poster show they should conduct themselves around the school</p> <p>Create a poem about their feelings surrounding COVID when we first went into lockdown to now</p> <p>Writing about their feelings surrounding COVID when we first went into lockdown to now</p> <p>Hot seating the teacher, one from another class or a volunteer from the classroom</p> <p>Create a freeze frame or short play to recount the text</p> <p>Re-write the text with different animals and ways to show they care</p> <p>Create their own book with drawings, to pass to children in the school</p> <p>Write the sequel to While we Can't Hug once it is safe to hug again (and then share The Hug By Eoin Mclaughlin Illustrator: Polly Dunbar with children)</p> | <p>PSHCE</p> <p>Talking about the impact COVID has had on the world and themselves. What changes have been made to their lives?</p> <p>How do they feel?</p> <p>How can we make someone feel comforted?</p> <p>How can we support someone who has been affected severely?</p> <p>Classroom safe charter</p> <p>How they are feeling on the inside? What are they showing on the outside?</p> <p>Discussing our similarities and differences.</p> <p>Which activities have you done whilst off? What did you do in lockdown within the house? What did you do outside to keep active? Discussing the importance of physical activity for out mental health.</p> <p>Keeping moments forever.</p> <p>How we look back on moments that make us happy and feel comforted through difficult times.</p> <p>Mindfulness: Which colours are comforting and promote happiness?</p> <p>What actions can we display that comforts others?</p> <p>How can we make someone smile and laugh?</p> |
| <p>Reading</p> <p>Discussing and thinking about what makes the animals the same and what makes them different</p> <p>Discussing and thinking about what makes us the same and what makes them different</p> <p>Discuss vocabulary meaning (if needed)</p> <p>Share stories and books about friendship and caring for each other</p> <p>Small world: retelling the story with puppets (that they make)</p> <p>Share The Hug by (written before While We can't Hug)</p> <p>Sequence the story</p> <p>Role on the wall – character feelings/appearance</p> | |
| <p>PE</p> <p>Creating a dance routine of hope and comfort. What movement and actions can we create? What music are we going to choose?*</p> <p>Creating a game that we can play whilst social distancing using the equipment we have/are allowed.</p> <p>How can we adapt games that we already know of so we abide to social distancing?</p> <p>Yoga/Tai Chi – moving like the animals do (link to mindfulness)</p> | |

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| <p>Music</p> <p>*Create music that illustrates your thoughts and feelings towards COVID19 and of hope/comfort.</p> <p>Sing the song that you planned and wrote about school routines and rules</p> | |
| <p>IT</p> <p>Comic book design of While we can't hug</p> <p>Create a Stock motion</p> <p>Filming of songs/dances/speeches</p> <p>Photograph collages based on exploring feelings about COVID19 or about friendship and kindness</p> <p>Take videos/photos of keeping safe in classroom.</p> <p>Creating a video for guidance around keeping safe in school– dependent on if allowed to move around the school!</p> <p>Video conference – school/year groups to explore story further and discuss work the class have produce</p> | <p>Parental involvement:</p> <p>Send home the link to the book so it can be shared at home</p> <p>Select potential activities from Possible Activities to be completed at home.</p> <p>Suggestions:</p> <p>Comic book retelling of While we can't hug</p> <p>write a postcard/letter to show you care for a family member</p> <p>Create a poster to show rules for social distancing</p> <p>Create a collage about friendship and kindness</p> <p>Create a game that can be played on the playground and at home</p> <p>Photograph the work produced in school and share online for parents to see and comment on.</p> <p>Community involvement:</p> <p>Send letters and postcards to members of the wider school staff and the community.</p> |
| <p>Art</p> <p>Creating:</p> <ul style="list-style-type: none"> - sculptures to tell the story - sculptures the represent comforting others - a collage of comfort - Photography (link to IT) <ul style="list-style-type: none"> - rainbow 'stain glass windows' - observational drawings of different feelings and what they look like? - screen printing with words or quotes of comfort - Junk model sculptures linked to story (link to DT) - Make main characters (puppets) and retell story(Link to DT) | |
| <p>Science</p> <p>Discuss the reasons why we need to social distance, can't hug and need to wash our hands from a scientific point of view (age appropriate)</p> <p>Look at hygiene and hand washing by using glitter on hands and the correct way to wash hands.</p> <p>Look at doing an experiment with bread re: clean/dirty hands</p> <p>Demonstrate germs to children by using soap and pepper experiment</p> | |