

Covid recovery curriculum.

I've tried looking on line for a recovery curriculum for children coming out of a year of lockdowns caused by a global pandemic, but as someone said, no-one has ever done it before so there are no experts to tell us how to do it, only people trying to make a quick quid so I've had to create my own framework to work within. I hope it is good enough.

*How to be a happy human being.
A guide for children.*

Step 1: Know and understand yourself.

You are a mind in a body. You have complete control over both. What you can't control is the universe around you. That universe will give you thoughts and feelings. Be open to these, listen to these but remember you are always in complete control of your mind and body and so can do anything you choose to make things better. What you can choose to do is only limited by your imagination.

Step 2: Love yourself. Forgive yourself.

We all make mistakes but we can all learn and try to be better.

Step 3: Recognise you will not be here one day and so your time is precious.

This is not scary or sad. This is wonderful. This gives you the freedom to do exactly what you want to do without fear or regret.

Step 4: Be clear about how you want to be remembered.

How you treat others is all that matters.

Step 5: Try to make decisions which make that more likely to happen.

Remember you are in complete control of what you want to do. There is no power greater than your ability to choose. Good happy human beings do not say "I can't do that because.." They say "I can do that if.."

*I want to be remembered as a nice, kind happy teacher.
Let me know how you think I am doing.*

INTENT			IMPLEMENTATION	IMPACT
Step	Understanding to be developed.	Curriculum area	Activity/enquiry focus	Outcome
Step 1: Know and understand yourself.	You are a mind in a body. You have complete control over both. What you can choose to do or be is only limited by your imagination. What you can't control is the universe around you. That universe will give you thoughts and feelings. Be open to these, listen to these but remember you are always in complete control of your mind and body and so can do anything you chose to make things better.	Science RE PSHE PE ART WRITING DANCE MUSIC PLAY Cooking and Nutrition Reading History Geography	Who am I? What is a human being? Where am I? In time? in space? What feelings do I have? – vocab activities - diamond 9s, shades of meaning, etc Why do I have them? Good and bad - link causes to feelings. Recognise influence of our choices on our feelings. Recognition of influence of feelings on our choices Can I get different feelings? – recognise, accept, understand and control. What is important to me? Why? Who is important to me? Why are they important to me? What feelings do they bring me? Why? What happens if they are not there or I cannot see them? Feelings remain.	Children have confidence and comfort in who they are. Children view themselves as learners. Children collaborate with others.
Step 2: Love yourself. Forgive yourself.	We all make mistakes but we can all learn and try to be better.	ALL CURRICULUM AREAS	Praise spotting of mistakes as a sign of the highest skill- simply reading does not make you a good reader, spotting you have made a mistake does. THIS UNDERPINS ALL PROVISION. What happens if I make a mistake at playtime or at home?	Children have confidence and comfort in who they are. Children view themselves as learners. Children collaborate with others.
Step 3: Recognise you will not be here one day and so your time is precious.	This is not scary or sad. This is wonderful. This gives you the freedom to do exactly what you want to do without fear or regret.	RE Science History Reading	People who have lived and died.- Famous authors –Everyone from history! Who is important to me today? – circles again Why are they important to me? What happens if they are not there or I cannot see them? We hold them in our memories and this makes us happy. Wonderful human beings- create own posters of our wonderful human beings. Who are they? What is their story? What would you like to know? How do they think? How do they feel? What makes them happy? What makes them scared? Create class display.	Children have confidence and comfort in who they are. Children view themselves as learners. Children collaborate with others Parents are involved in children's learning.
Step 4: Be clear about how you want to be remembered.	How you treat others is all that matters.	History Geography RE Art Writing Music	Maya Angelou quote. Amazing human beings pt 2- What have they done? Was it easy for them? What problems did they face? How did they overcome them? Berlin rubble photo- We can be remembered badly if we are not careful.	Children have confidence and comfort in who they are. Children view themselves as learners. Children collaborate with others. Parents are involved in children's learning.
Step 5: Try to make decisions which make that more likely to happen.	Remember you are in complete control of what you want to do. There is no power greater than your ability to choose. Happy human beings do not say "I can't do that because.." They say "I can do that if.."	Maths Design technology Cooking and nutrition. Computing Science	Be clear of our goals. What do we want to achieve? This moment, today, within a year, by the end of our lives? How will we interact with the universe around us and those within it to achieve that? How easy or hard is this to achieve? What influence do we have? How effectively can we exert that influence? What can we do to increase that influence? What attributes, knowledge and skills do we need to learn to do it effectively?	Children have confidence and comfort in who they are. Children view themselves as learners. Children collaborate with others. Parents are involved in children's learning.