

Relationships
with myself and others

Community
engage with others

Curriculum
revisiting key skills in reading,
writing, maths

Metacognition
thinking about learning -
revisiting learning behaviours,

Space to rediscover and grow
Purposeful projects learning
new skills

2020

Our Recovery Curriculum

INTENT:

At Tilstock, we believe in a curriculum that adapts and responds to the needs of our children.

Due to recent events, we will be implementing for this period and into next term a “Recovery Curriculum” which acknowledges that there may have been big losses to children as they have stayed at home and that these losses can contribute to children’s mental health with anxiety, trauma and bereavement playing a large role. Our children, parents and community will perhaps have experienced these aspects all at once and in a sudden and unplanned fashion which can leave children feeling vulnerable.

Equally, our children and parents may feel like they have lost learning time and we must show them how we are addressing these gaps, consulting and co-constructing with our school community. Additionally, children may have been exposed to adults who are anxious and may not be acting in their normal way or maintaining the normal routines which they are used to. We therefore need to reskill and rebuild their confidence as individuals and as learners, to be, to rediscover self, and to find their voice on learning.

We have therefore sought guidance from the Professor of Mental Health in Education, Barry Carpenter and thought carefully about how this might look like for our children at Tilstock in this next phase of school.

Whilst we will continue to provide a broad, balanced and ambitious curriculum, we will also ensure that our carefully adapted time-tables, Worship, Rest Easy sessions, Forest school provision, STEM and PHSE lessons will enhance and support our children through this time.

To help us support children with this, our recovery curriculum will focus on five areas:

Relationships, Community, Curriculum, Metacognition, Space to Rediscover



Recovery
Curriculum Planning

Responding to the needs of our children

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Phase / level	Barry Carpenter	Actions at Tilstock - Implementation
<p>Relationships</p> <p>We can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.</p>		<ul style="list-style-type: none"> • Clear routines which are supported by visuals and clear communication which may include use of visual timetables and social stories so pupils know what is happening each day and at each part of the day. • The structure will be supportive and provide opportunities within this that enables and allows pupils to express themselves and express the experiences they have had whilst they were not at school. • Use of our Rest Easy programme to support pupils to engage with self-regulation strategies and tools which help me to feel safe and calm. • Use of circle time sessions to explore and express our emotions and open up discussions about emotions. • Use of PHSE sessions to support pupils to understand the world we live in with tools and strategies to help them process what is different and what we can do to help. • Time where adults can give sole attention to pupils re-building relationships, Games and activities where pupils can work together such as board games or outdoor PE games. • Safety work about who keeps us safe and who can keep us safe at school and at home and in the community. • Activities that link to children's interests to show we are interested in them.
<p>Community</p> <p>We must recognise that curriculum will have been based in the community for a long period of time. 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.</p>		<p>Ensuring our children have quality transition into the EYFS. Developing our parents as partners and ensuring that we keep communication between home and school a priority.</p> <ul style="list-style-type: none"> • Online home/school learning journals (Tapestry) • Home link projects for parents to be involved in • Online half-termly videos outlining the learning taking place in each class • Weekly Podcasts so that children can update their parents on the learning that has taken place
<p>Transparent curriculum</p> <p>All of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.</p>		<ul style="list-style-type: none"> • Targeted intervention in reading with Read Write Inc across the school, ensuring a structured catch-up programme for the lowest performing 20%. • Ensuring structure, consistency and fluency in Maths by following the adapted White Rose Maths schemes of learning from N-Yr6, along with 'Target your Maths' and 'Timestable Rockstars' to revisit key skills Yr1-6 • Analysis of summer term learning projects, using the timetable creatively to block subjects to cover units, where required • Sequential learning throughout the foundation subjects to ensure a natural progression, building on prior knowledge, with no over-lapping
<p>Metacognition</p> <p>In different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.</p>		<p>Focusing on skills for learning using the Principles of Action. These principles include:</p> <ul style="list-style-type: none"> • Daily reviews using key knowledge organisers and displays • Presenting new material in new small steps, • Questioning pupils regularly for understanding • Providing models, guiding student practice and scaffolding, • Promoting independence through responsibility • Weekly & monthly reviews using quizzes and pupil presentations
<p>Space – to be, to rediscover self, and to find their voice on learning - It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.</p>		<ul style="list-style-type: none"> • FOREST SCHOOL for every child every week. • Purposeful projects to capture children's engagement • Once weekly STEM 'Golden afternoon' to enable children some choice, control and opportunity over their learning • Reggio Emilia inspired practice in the EYFS teaches from the children's interests



Daily timetable

8:40	9:00	9:10	9:20	9:50	11:00	11:15	11:50	12:00	1:00	1:30	2:30	2:45	
Kinetic Letters	Rest Easy	Worship	Phonics	Literacy-pathways to write	Break 10:45	Story-time	Maths	Circle time	Lunch	PHSE / ELSA	Topic /Project work Golden time on a Friday	Circle time celebrate	Rest Easy

Curriculum Overview

Our School Christian Value: Courage will be covered across school at an age appropriate level:

- Rest Easy programme to help them communicate to us how they are feeling and so that they understand the impact of these feelings on them.
- Hygiene – hand washing, respiratory hygiene so that they understand the responsibility we all have to keep ourselves and others safe.
- Behaviour expectations and other measures in place in school to keep us safe so that they have an understanding of why things appear different.
- An exploration of what have been the positive experiences of the lockdown and what have they found tricky to help them reflect and understand similarities between themselves and others and to help them understand how the future may look.
- Physical wellbeing –to ensure that following periods spent indoors we reignite a love for sport and activity and how this can keep them physical and mentally healthy, including the Daily 15 so that children see activity as a fundamental part of their day.

Worship	PSHE	Literacy	Maths	PE	Wider Curriculum
<p>Lichfield Diocese has created <i>'Rainbow Worships: Supporting Well-being through Collective Worship and Spiritual Development – Post Covid Worship Plans'</i> which classes will be accessing in class worship time, as well as worship activities linked to our termly value of 'courage'.</p>	<p>Children will take part in a Rest Easy session at least once each day, but will have access to additional Rest Easy support as and when needed.</p> <p>We will use our school council alongside the 'go-givers' initiative to seek feedback and opinions from children and young people.</p> <p>Mental and physical activities to break up a period of concentration, designed to help pupils re-focus when they return to normal classroom activities.</p> <p>PSHE curriculum:</p> <p>Focus immediately on areas such as relationships, mental health and emotional well-being, but also consult pupils on what they need or want to cover beyond this.</p> <ul style="list-style-type: none"> • *transition • *friendships / relationships • *promoting well-being • *staying safe • *media • *bereavement, change & loss. 	<p>At the start of the term, children will complete a literacy unit based on an age-appropriate text, following the planning from 'Agents of Hope: Teaching Mental Health and Wellbeing After Lockdown'.</p> <p>They will also complete a unit of work based on Oliver Jeffers' book 'Here We Are', which aims to revise basic literacy skills whilst also:</p> <ul style="list-style-type: none"> • providing a framework for children to re-engage socially with each other and their wider community; • suggesting opportunities to engage positively with the outdoor environment; • stimulating thinking and talking about world events and the impact of these events on individuals and the wider world; • providing a safe forum to share thoughts, concerns, ideas and personal responses; • using art and writing to help children respond personally to experiences they have had. <p>We have embedded daily story-time opportunities into our timetable, with each class sharing a range of texts that link to English work, link to wider topic work, enhance understanding of culture and diversity, and promote wellbeing. This shared reading time will expose children to a range of high-quality texts and encourage reading for pleasure.</p>	<p>Our maths curriculum has been adapted to ensure that important calculation skills are reinforced and embedded, and to cover areas of the curriculum that were missed during the school closure.</p> <p>The focus will be on instilling confidence in the children before they move on, and ensuring that they have the foundations in place to build on.</p>	<p>Children will take part in the Daily 15 each day, as well as PE lessons each week and additional opportunities for outdoor learning and physical activities in the classroom, such as yoga and brain breaks, using resources such as Go Noodle.</p>	<p>We are returning to our programme of termly topics, and children will start their year with a Launch day to introduce this topic in an engaging way.</p> <p>Through these topics, subjects across the wider curriculum such as history, geography and art will begin to be taught with increased frequency as the term progresses.</p> <p>However, initially, there will be an increased focus on arts and practical subjects, and a creative approach to wider learning, to re-ignite enjoyment and engagement with learning.</p> <p>Our 'Friday Golden afternoons' and STEM sessions, ensures that at least weekly (Friday afternoon as a minimum) children have the opportunity to take part in something that is creative and child-led, and focuses on mindfulness and well-being.</p>

Autumn Term Medium Term Planning 2020

	Bumblebees 	Squirrels 	Otters 	Badgers 
YEAR B - AUTUMN TERM	<p>Theme: All about me/Where I live</p> <p>Science: I can explore the natural world around me, making observations and drawing pictures of animals and plants. <i>Harvest and nocturnal animals (owl babies)</i></p> <p>History: I understand the past through settings, characters and events encountered in books read in class and storytelling. <i>My family tree. What was I like as a baby?</i></p> <p>Geography. Tilstock. I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class; I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter <i>How can I keep warm in the cold? What makes Tilstock special and how is it different to Whitchurch?</i></p> <p>Art – Pablo Picasso- I can create a self-portrait – <i>What do I look like? Colour mixing/painting myself, family and friends.</i> I can safely use and explore a variety of materials, tools and techniques, experimenting with colour.</p> <p>D&T: I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; I can share my creations, explaining the process I have used; Make use of props and materials when role playing characters in narratives and stories.. <i>Making puppets and masks to retell stories</i></p> <p>Being Imaginative: I can sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. <i>Create and perform a class play for parents</i></p>	<p>Theme: 1960s The first man on the moon</p> <p>Science: I identify & compare the suitability of a variety of everyday materials, for particular uses. I can describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>History: The moon landings- 1960s I know about changes within living memory. I know about events beyond living memory that are significant nationally or globally inventions from the 1950s to now- the first television etc</p> <p>Geography: Exploring Shropshire - maps, leaflets, urban and rural, Shropshire hills. I have simple locational knowledge about individual places and environments, especially in the local area. I show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. I am able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.</p> <p>Art: Creating mood in my painting- Starry night- Vincent Van Gough I can communicate something about myself in my paintings. I can create moods in my paintings. I can choose to use thick and thin brushes as appropriate. I can name the primary and secondary colours.</p> <p>DT: I can explore how products have been created. I can design products that have a clear purpose and an intended user with support. I can make simple diagrams to show my design. I can cut safely using tools, demonstrating a range of cutting and shaping techniques such as tearing, cutting and folding. I can demonstrate a range of joining techniques such as gluing and combining materials to strengthen.</p>	<p>Theme: The Industrial Revolution</p> <p>Science: I can identify how sounds are made, associating some of them with something vibrating. Identify common appliances that run on electricity and construct a simple electrical circuit, identifying and naming its basic parts.</p> <p>History I will complete a local history study. Ironbridge and the Industrial Revolution, The first railway, George Stephenson (1781-1848) Local History Study. Thomas Telford and George Stephenson. <u>Visits: Blists Hill (to include printing workshop) / Ironbridge</u></p> <p>Geography: The Shropshire/welsh hills- The Wrekin. Locate and name the main counties and cities in/around Shropshire. Describe and understand key aspects of Physical geography including Rivers and the water cycle. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, four-figure grid references. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>DT: Textiles - The Industrial Revolution- children will learn that there was a mass production of materials in factories across Britain –I can sew fabric together and use more than one type of stitch. I can use sewing to add detail and texture to a piece of work. I can cut materials accurately and safely by selecting appropriate tools. I can measure and mark out to the nearest millimeter. I can make products by working efficiently (e.g. by carefully selecting materials). I can choose suitable techniques to construct products. I can strengthen materials using suitable techniques.</p> <p>Art: Romanticism. The rise of Romanticism coincided with the Industrial Revolution in Britain, lasting from 1780-1840. 'Rain, Steam and Speed: The Great Western Railway' (1844), by artist JMW Turner shows a characteristically Romantic style.</p>	<p>Theme: Earth , Space & light</p> <p>Science: I can describe the movement of the Earth, the moon and the other planets, relative to the Sun in the solar system. I can describe the movement of the Moon relative to the Earth. I can describe the Sun, Earth and Moon as approximately spherical bodies. I use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>I recognise that light appears to travel in straight lines. I can use the idea that light travels in straight lines to explain that objects are seen because they give out light into the eye. I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>History: A non-European society that provides contrasts with British history focusing on the ancient civilisations. Ancient astronomy (Babylonian, Mayan, Greek, Indian, Egyptian, Persian, Chinese)</p> <p>Geography: The Earth and beyond - Describe and understand key aspects of Physical geography, Locational knowledge Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <p>Art – Painting and collage. To be able to paint a space themed picture in the style of artist Peter Thorpe, using an abstract art background and space feature in the foreground. I can justify materials I have chosen. I can combine pattern, tone and shape. I can create a range of moods in my paintings. I can express emotions accurately through my paintings and sketches.</p> <p>DT: To be able to create a n accurate model of the solar system in scale. I can cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape. I am developing a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding.</p>



THE REST EASY METHOD

Mental health support for you & your family



The REST EASY method identifies different strategies to support pupils at different times should they choose to access it.

Rest Easy stands for:	Implementation at Tilstock
<ul style="list-style-type: none"> ● Recognise- that you have a feeling of anxiety or unease- ride the emotion wave and know that this will soon pass 	<p><i>In our PSHE sessions and in daily worship, children work on emotions and recognising emotions in others</i></p>
<ul style="list-style-type: none"> ● Emotions- understand what emotions you are feeling e.g. sad, angry, cross, confused 	<p><i>Each class has the use of Mood cards (emotions cards) to identify key emotions and using a set of questions to work through this.</i></p>
<ul style="list-style-type: none"> ● Stop- take a moment – why am I feeling this way? How are my emotions affecting others? 	<p><i>Within our behaviour policy, we firmly believe in restorative approaches and children’s work in PSHCE supports this well.</i></p>
<ul style="list-style-type: none"> ● Think- what can I do to help myself? How can I change what I feel or think? 	<p><i>In everyday school life, we help children to develop the skills necessary for independence and resilience, to enable them to deal with more difficult times in their lives. PSHE and class worship often provides the opportunity to discuss these challenges.</i></p>
<ul style="list-style-type: none"> ● Engage ● Awareness 	<p><i>Rest Easy Spaces are available in every classroom and outside, with a Rest Easy room also that children can access independently throughout the day.</i></p>
<ul style="list-style-type: none"> ● Support ● Yourself 	<p><i>Self-Regulation techniques such as breathing are taught to the children to help them regulate their own emotions. Our ‘Worry Monsters’ enable children to write down how they are feeling and reach out for adult support.</i></p> <p><i>Rest Easy ambassadors are also available to support these techniques.</i></p>

PETS AS
THERAPY
Read2Dogs



PAT Dog Reading Sessions

Our P.A.T dog Merlin comes in to listen to us read every week. The benefits of Merlin's visits are huge!

Research shows that young people can become nervous and stressed when reading to others in a group. However, when a PAT Dog enters the group, they often become less stressed, less self-conscious and more confident as the dogs are non-judgemental. Before long the young people are starting to look forward to the reading experience as they are going to read to their new friend, the PAT Dog. PAT Dogs provide comfort, encourage positive social behaviours, enhance self-esteem, motivate speech and inspire young people to have fun. The teacher should remain in charge of the reading sessions at all times. The students will be selected by their teachers as those who would benefit most from this intervention; normally young people who lack confidence, or have difficulty with reading or attention deficit. The teacher chooses and provides appropriate books. It is suggested that the sessions for each young person should be no longer than 15 minutes.

The PAT Dog is taken into a classroom and kept at all times on a lead and under the control of the PAT Volunteer, who initially introduce themselves and their PAT Dog – his name, breed, age and what they enjoy, and a little about them being a special visitor. The students are also told how much the dog enjoys hearing stories. Teachers are in charge and in attendance constantly. The PAT Volunteer holds their PAT Dog on a lead, but the student(s) should be allowed to sit (perhaps on cushions) close, so they can interact with the dog.

Forest School sessions

At Tilstock all our children take part in a Forest School session once a week. We are really lucky that Mrs Finch is an accredited Forest School leader.

Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.

Forest School has a developmental ethos shared by thousands of trained practitioners around the world, who are constantly developing their learning styles and skills to support new and imaginative learners. Its roots reach back to the open-air culture, friluftsliv, or free air life, seen as a way of life in Scandinavia where Forest School began. It arrived in the UK in 1993 and has grown from strength to strength since then.