*The following guidance, which links to the early years principles in practice [EYFS,] are suggestions for consideration as we move towards September and the transition into a new class as well as an understanding of the different pedagogical contexts children have experienced in the preceding year.*

*Early years’ providers will be considering the needs of the children in their groups and the guidance parents have been given, and may have followed, during the spring and summer. Every cohort and child will be different and plans will need to be adapted based on observations and discussions. This resource hopes to guide providers to focus on the prime aspects of learning, in the first instance, as children return to settings after a break. Further generic reading is suggested at the end of this list of considerations. These think pieces suggest a need to focus on PSE and emotional literacy, expression in its many forms, characteristics of learning and self-belief, rebuilding relationships, and a move from a familiar to an unfamiliar shared world. The SMILE approach to well-being, used by many across Solihull, feels fitting to shape our guidance. Many of us have also re-read Spike Milligan’s ‘Smiling is infectious’ poem during the lockdown period .*

‘For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.’ [DfE](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support) 2020

|  |  |  |
| --- | --- | --- |
| **SMILE**  | **Suggested experiences/ considerations**  | **Resources links**[**Recovery Curriculum – SMILE well-being approach**](https://www.forest-oak.solihull.sch.uk/smile/) |
| **S**ocialise*connect* | Build relationshipsPersonal efficacyCharacter, strengths and interests- yours and other peoplesBelonging- social networksLinks between emotions and behaviours AttachmentHaving a voice and getting my needs heardChat, play, listen | Leuven Scales of well-being and involvement<http://www.solgrid.org.uk/eyc/resources/leaders-and-managers/>Responding to emotionsJigsaw <https://www.jigsawpshe.com/> Coping with challenging behaviour during challenging times[*https://www.communityplaythings.co.uk/learning-library/articles/challenging-behaviour-during-challenging-times?source=pal239*](https://www.communityplaythings.co.uk/learning-library/articles/challenging-behaviour-during-challenging-times?source=pal239)Helping children cope with change[*https://www.early-education.org.uk/helping-children-cope-change*](https://www.early-education.org.uk/helping-children-cope-change)Children under three years: the time of their lives - Marion Dowling<https://www.early-education.org.uk/sites/default/files/90th-article%202-Dowling.pdf> |
| **M**ove*be active* | Characteristic of effective learning- active doingPhysical energy and expressionDanceOutdoor opportunities | 100 languages poem Reggio Emilia- ways to express your feelings and ideas<https://reggioemilia2015.weebly.com/the-100-languages.html><https://www.theottoolbox.com/monthly-movement-activities/> <https://socialsolihull.org.uk/localoffer/education/children-and-young-peoples-send-service/early-years-send-team-2/early-years-advice-sheets/> sing and dance -<https://www.bbc.co.uk/cbeebies/radio>Why go outside? Big movers<https://www.early-education.org.uk/sites/default/files/Going%20out%20to%20play%20and%20learn%20%283%29.pdf> <https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-under-five-years/> <https://www.muddyfaces.co.uk/download/Den_Building_MuddyFaces.pdf> and <https://muddyfaces.co.uk/information_category/lockdown-2020/#1510250672566-3c498166-ed6a045d-e99583ac-e7a1>  |
| **I**nterest*mindful* | ConcentrationEngagementUse all sensesPlay  | Links to resources on Solgrid – Early years <http://www.solgrid.org.uk/eyc/resources/learning-and-development/>Characteristics of Effective Learning <https://famly.co/blog/management/nancy-stewart-interview-the-characteristics-of-effective-learning-famly/> Ed Vere, resident illustrator at Book Trust – The power of pictures <https://www.booktrust.org.uk/news-and-features/features/2020/june/ed-vere-on-the-power-of-pictures/> |
| **L**earn  *keep learning* | Using skills and knowledgeBuilding on children’s interestActivate, explain, practice, reflect, reviewTrying something new / challenges | Child Centred Learning-“…*the most important single factor influencing learning is what the learner already knows*.” (Ausobel 1978,)Start with the child, rather than the curriculum. <https://clpe.org.uk/aboutus/news/back-school-support-september-clpewordsfortheworld>*CLPE have created a FREE, 2 week long, whole school unit of work that you can use from Early Years through to Year 6 to encourage a sense of community across the entire schooland help your school look forward to the future in a positive way. The notes will use the book* [*Here We Are: Notes for Living on Planet Earth* by Oliver Jeffers (HarperCollins)](https://www.oliverjeffers.com/here-we-are/) *because it is perfect for children of all ages and the unit will help schools engage their whole community with literacy learning.* Inspiring Illustrations – the impact of picture books <https://clpe.org.uk/sites/default/files/Inspiringillustrations.pdf>Outdoor curriculum<https://muddyfaces.co.uk/information_category/curriculum-outdoors/> |
| **E**ngage *give to others* | Community of careProfessional loveBehaviour for expression and learningBe kind and include others | Practical tools and guidance to help keep children safe - physically and emotionally - at this time of uncertainty<https://www.coramlifeeducation.org.uk/>5 weekly units - one for each of the SCARF values.Safety, caring, achievement, resilience, friendship <https://www.coramlifeeducation.org.uk/back-to-school-with-scarf>Solihull Approach<http://solihullapproachparenting.com/wp-content/uploads/delightful-downloads/2016/06/Lets-Play-Updated.pdf>Citizenship/British values<https://foundationyears.org.uk/wp-content/uploads/2017/08/Fundamental-British-Values-in-the-Early-Years-2017.pdf><https://www.early-education.org.uk/cultural-capital> **Cultural capital** (from Ofsted handbook)143. Some children arrive at an early years settings with different experiences from others, in their learning and play. What a setting does, through its EYFS curriculum and interactions with practitioners, potentially makes all the difference for children. It is the role of the setting to help children experience the awe and wonder of the world in which they live, through the seven areas of learning.  |

A few questions to ask yourself:

What is your curriculum intent for the first week or two?

Personal, social and emotional support for children

Welcome the children back to our setting, re-establishing warm and secure relationships

Ensure the children feel safe and are well supported by adults to be able to transition from their established relationships and routines at home to those of the setting

Become familiar with new environments – learning to be in an out of home setting

Health, communication, resilience, calmness and mindfulness

Create a sense of belonging for the community

What have the children’s experiences been during the previous months? How will you adjust the learning experiences in the setting for children who have had different experiences and different ways of working?

…and longer term?

What will your action plan and time-lines be, and how will you amend it according to the needs of the children?

In the first month what will be the core skills for your group of children, thinking about their variable experiences of being at home?

Will there be a need to prioritise expressive and creative arts, following the children’s knowledge and interests, to support children’s communication and well-being?

Where are the overlaps in the curriculum? Where children are able to revisit and apply learning?

Will you be able to use out door learning experiences more?

Children may need more frequent breaks and may have different sleeping patterns so will lose concentration and be tired at different times. How will the children be supported to enable them to play, learn and rest at times to suit individual needs?

If required, what will continue as curriculum priorities for those shielding, in isolation, still at home? How will you communicate this and maintain feedback for those with varied access to ICT at home?

How will you support children when barriers to learning are evident or appear? Previous intervention strategies may not be appropriate at this time. [See 10 things to consider when supporting early years children who are at risk of disadvantage- Solgrid]

Life skills- how will schools capitalise on the skills children may have gained at home with their family? What aspects of life may need to be part of the curriculum, hand washing experiences, daily exercise, bereavement, caring for others, news- fact or fiction etc.?

**Further reading and resources:**

**Curriculum**

SMILE approach to well-being

[*https://www.forest-oak.solihull.sch.uk/smile/*](https://www.forest-oak.solihull.sch.uk/smile/)

A Recovery Curriculum

<https://www.evidenceforlearning.net/learningshared/recoverycurriculum9-amanda-mordey/>

Barry Carpenter – a think piece

[*https://barrycarpentereducation.com/2020/04/23/the-recovery-curriculum/*](https://barrycarpentereducation.com/2020/04/23/the-recovery-curriculum/)

Spike Milligan’s poem

[*https://www.kindspring.org/story/view.php?sid=6767*](https://www.kindspring.org/story/view.php?sid=6767)

Curriculum and pedagogy suggestions based on previous experiences

<https://chartered.college/2020/05/07/chartered-college-publishes-report-into-potential-implications-of-school-closures-and-global-approaches-to-education/>

 *..considerations* -reported that artwork, play and story-telling, as well as additional small group support and additional individual teaching time may have mitigated the negative effects on pupil outcomes after a traumatic incident.

2020 Transition recovery and learning [primary] from Kensington and Chelsea LA who supported settings during a previous local recovery and well-being incident

[*https://www.rbkc.gov.uk/kb5/rbkc/fis/advice.page?id=PEsJ34yWXvE&localofferchannel=0*](https://www.rbkc.gov.uk/kb5/rbkc/fis/advice.page?id=PEsJ34yWXvE&localofferchannel=0)

Compact guides – supporting the home learning environment

<https://my.chartered.college/resources/compact-guides/covid-19-compact-guides/>

**Observation and Assessment**

Observing children and their fascinations

<https://www.youtube.com/watch?v=DupP16PTErc> - Anna Ephgrave ‘In the Moment’

<https://www.youtube.com/watch?v=J1rIdpb8xhs> - Reggio Emilia approach :express yourself

<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/pubs/seitzbtj.pdf>

*To build on children’s observed interests and needs*

**Our World**

‘We are [here’](https://www.youtube.com/watch?v=HauZv7-BSBE) Oliver [Jeffers](https://www.youtube.com/watch?v=zpn6MCmoK0g) –. What is it like to be a human on planet earth? We all live here

Links to early years sustainable education-

[*https://www.foundationyears.org.uk/wp-content/uploads/2017/11/Pack-1.pdf*](https://www.foundationyears.org.uk/wp-content/uploads/2017/11/Pack-1.pdf)

**Contingency plans**

[*https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools*](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools)Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September.

*See Supporting Children To Learn Remotely –EYFS for ideas* <https://solgrid365.sharepoint.com/sites/council/Covid19SchoolReopening/Home.aspx>