

## SPANISH RECOVERY CURRICULUM GUIDANCE: LANGUAGES FOR WELLBEING

Pupils might return to school with:	Suggested activities linking to SPANISH	Intent / Outcomes	Levers to reignite learning (Carpenter)
<b>Loss of Friendship</b> Suffering loneliness, social isolation and lack of belonging	<ul style="list-style-type: none"> <li>Activities which focus on communication and collaboration</li> <li>Contact your partner Spanish school and share children's experiences of lockdown</li> <li>Use call &amp; response with group/pair/individual contributions sharing role plays, reading aloud and listening to each other.</li> <li>Consider the classroom environment. Displays of previous successes, pupil engagement, growth mindset messages</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>Develop social interaction and teamwork skills</li> <li>Connect and collaborate with peers</li> <li>Connect with each other, and re-establish relationships</li> </ul>	<u>Relationships:</u> Use the relationships we build to cushion the discomfort of pupils returning
<b>Consequences of Loss</b> Anxiety, bereavement, stress or trauma; including emotional responses to issues around racial inequalities & the Black Lives Matter movement	<ul style="list-style-type: none"> <li>Sing (use the voice as a tool for expression)</li> <li>Write song lyrics in Spanish that reflect individual experiences and then apply them to musical song-writing (rap, spoken word, beat-boxing, vocal etc.)</li> <li>Listen with concentration and understanding to a wide range of Youtube songs and amusing short comprehensible video pieces</li> <li>Choose resources which present positive black role models and experiences, eg from South America, Cuba, North Africa</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>Express themselves, control emotions, and apply mindfulness techniques</li> <li>Have the chance to express themselves</li> <li>Connect with peers and teachers through discourse</li> <li>Help each other, and promote kindness</li> </ul>	<u>Space:</u> Create space for pupils to be, to rediscover self, and to find their voice on learning in this issue
<b>Loss of Opportunity</b> Lack of motivation and confidence	<ul style="list-style-type: none"> <li>Build on prior learning, take small steps</li> <li>Do NOT make the textbook your main teaching tool</li> <li>Present to each other and provide feedback</li> <li>Use of self-assessment to raise esteem</li> <li>Student led activities</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>Engage in lessons</li> <li>Develop confidence in exploring new techniques to express their work</li> <li>Share their home learning approaches</li> </ul>	<u>Metacognition:</u> Pupils will have been learning in different ways, and we need to reskill and rebuild their confidence as learners

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<p><b>Loss of Freedom</b> Inactivity</p>	<ul style="list-style-type: none"> <li>• Kinaesthetic learning, brain gym</li> <li>• Move to music according to tempo etc.</li> <li>• Dance to songs (in whatever way is appropriate) and connect to songs</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Control breathing and use of body</li> <li>• Develop awareness of pulse</li> <li>• Connect movement with music</li> <li>• Be physically active: move, stamp, dance</li> </ul>	<p><u>Community:</u> We must understand the needs of our community &amp; engage them in transitioning of learning back in school</p>
<p><b>Loss of Structure and Routine</b> Needing to be re-engaged with the learning process</p>	<ul style="list-style-type: none"> <li>• Adopt a lesson framework with a variety of activities                             <ul style="list-style-type: none"> <li>○ Warm-up activity</li> <li>○ Singing/movement activity</li> <li>○ Focused activity</li> <li>○ Mindful Listening activity</li> </ul> </li> <li>• Reaffirm the need to create units of work which are built over several lessons</li> <li>• Do NOT have a “catch-up” mindset</li> <li>• Identify the key structures, skills, vocab needed for progress and be explicit about outcomes in each year</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Regain a sense of routine</li> <li>• Understand the lesson structure and how learning builds upon each lesson</li> <li>• Develop their emotional response to mindful listening, live in the moment, &amp; rediscover self</li> <li>• Learn new skills, broken into manageable steps</li> </ul>	<p><u>Transparent Curriculum:</u> Pupils may feel like they have lost time in learning &amp; we must show them how we are addressing these gaps, consulting and co-constructing with our pupils</p>

For further information contact [Bernadette.clinton@learningtrust.co.uk](mailto:Bernadette.clinton@learningtrust.co.uk)



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