



ENGLISH PRIORITIES FOR SEPTEMBER (IMMEDIATE ATTENTION REQUIRED)

- Presentation of written work in books
- Standard of Handwriting across all subjects
- Accelerated Reader STAR testing – baselining zones early
- Careful monitoring of reading practice in line with policy of 4x weekly
- Teaching of spellings and handwriting
- Developing concentration and communication skills (see below)
- Teaching of Speaking & Listening (see below – the teaching of oracy)
- Early identification of children requiring intervention

- Half termly lessons on growth mindset & positive thinking – Lessons to deliver were shared last term and will take place on Friday each week during DEAR time

English activities / ideas for September - The Teaching of Oracy

- **Setting ground rules for speaking and listening in class**, such as putting your hand up before speaking, waiting to be chosen, and not interrupting each other.
- **Presentations** on a specified subject, or a subject of their own choosing. These could be individual presentations or in pairs or small groups, in front of their class or the whole school in assembly. At the lower end of the school, this is often 'show and tell,' while older pupils might make a topic-based presentation.
- **Discussions** as a pair, small group or whole class, for example about beliefs, story plots, or predicting the outcomes of experiments.
- **Hot seating**: a drama technique where one child sits in the 'hot seat,' and the other children ask them questions to answer in character.
- **Exploring a text through performance** – not just re-enacting what actually happens in the book, but also acting out what characters might do or say in a particular situation.
- **Giving oral book reviews** to the rest of the class, and then taking questions.
- **Structured debates**, with one group of pupils for and another against a certain topic or question, such as, 'Is it right to bully a bully?'
- **School council meetings / Team meetings**
- **Group work**, where communication and listening to each other are essential.
- **Circle time**: class discussion, often weekly, where everyone sits in a circle and talks over issues affecting the class, such as too much talking during lessons, or bad behaviour in the playground. This encourages oracy skills like expressing opinions, turn-taking and respecting others' views.
- **P4C** – Philosophy for Children – respecting one another's opinions within circle time setting

Speaking and Listening Activities – age appropriate

These activities are a selection I have found which focus on developing oral communication, eye contact, concentration and attention. They could form part of a warm-up in a Literacy lesson or done through circle time. I have attached some web links to Pie Corbett T4W and Pictures to stimulate narrative discussion which I hope will prove useful. There is too much to include on this document, but their websites are packed full of great ideas.

EYFS

1	Using big book, say a variety of nursery rhymes together. Ask children if they are familiar or new to them. Talk about who was in the rhymes, encouraging children to answer in full sentences. Match picture cards to nursery rhymes, describing the pictures as they go.	9	Who's in the box? Pass around a box with a variety of familiar teddies in. Ask children to pick out a teddy and say a sentence about it. Can you think of a different sentence to one that has already been said?
2	Pass a shaker around the circle with rice in and ask children to describe the sound. Now pass a shaker with pennies in around the circle. Compare and talk about quiet and loud. Next pass a mirror around the circle and ask children to take it in turns to pull a happy or a sad face. Play sorting game: stand up if you have a sister/jump into the hoop if you have a headband on etc. Children take turns to say: "I have a sister. She is called..." etc	10	Have a bag full of items. Put them into the middle of the circle and talk about each one together. Go around the circle to make up a story involving the items. Do children listen to their friends and follow the story on? Can children speak in full sentences? Do children use imagination skills or rely on others for support?
3	What's in the box? – my family. Gather a collection of items used by different family members. Have picture cards to match them to. Children pull an item from the box and say a sentence about it. Extend to "I think it belongs to the baby because..."	11	Have a bag with pictures of people who help us. Pass around the circle and ask children to take out an image and say a sentence about them. What job do they have? How do they help people? What is their uniform like? Where do they work? Have a box of items related to each of the people who help us – work to match up the figures and their equipment.

4	Give each talk partner a book to read/look at together. Allow time for listening in to conversations/assessment. After sufficient time draw them back together to discuss characters, events and opinions of the stories.	12	Have a tuff spot with a minibeast world set up on it using wood chippings, stones, plants etc. Place minibeast figures around the scene and ask children to describe where given creatures are. Encourage use of positional language.
5	Sing Tommy Thumb and Wind the Bobbin Up together to begin. Ask children to close their eyes and hide a selection of items around the room that make a sound. Ask children to listen carefully and describe where they think the sound is coming from. Encourage use of positional language.	13	Show children a variety of household items. Discuss what they are and where in the house you would find them. Ask children to tell you what each item is used for. Place picture cards in the correct pictures of rooms. Sing "Here We Go Round the Mulberry Bush" together.
6	Chinese Whispers – talk about the importance of speaking clearly and slowly as the message is passed around the circle. Play Bug in a Rug if time – one child leaves the classroom and another child hides under the rug. Mix the circle up and ask the child to come back in and guess who is missing. Encourage children to speak in full sentences. Ask friends to give clues if the child can not guess, but without giving the game away.	14	Little Red Riding Hood – tell the story with children finding the next picture as we go on. Ask children to talk about events in the story, characters and point out the beginning, middle and end. Three Little Pigs – tell the story with children finding the next picture as we go on. Ask children to talk about events in the story, characters and point out the beginning, middle and end.
7	Sort teddies – give each child a teddy and put a hoop in the middle of the circle. Go around the circle and ask children to say a sentence about their teddy. Ask children to put teddies in the hoop if they have a given characteristic.	15	Have a box with a selection of pictures in: sun, moon, boy, girl, fox, owl, bed, school etc. Ask children to talk about pictures and think about how we could group them? Sort items into hoops labelled "day" and "night"
8	Give each talk partner a book to read/look at together. Allow time for listening in to conversations/assessment. After sufficient time draw them back together to discuss characters, events and opinions of the stories.	16	Give talk partners a selection of daily routine pictures to order and talk about together. Chance to walk around and listen to talk between pairs. Order a large daily sequence on the board. Did you order it the same or differently? In what order to you get ready for school? How do you get to school? What do you have for breakfast?

<p>1</p>	<p>Talking Stick</p> <p>The children take it in turns to say something. Turn taking in these games could be supported with the use of a 'talking stick: The children can only say something when they are holding the 'talking stick' (any object could be used as a 'talking stick'). My name is ... and I like ... (could be a given category e.g., fruit or any from any category) My name is Happy Helen (the group members think of a word with the same sound as their own name) My favourite animal is ... (could be any category) My favourite animal is ... because ... Find out 1 thing about the person sitting next to them and report back to the group. When reporting back to the groups, the children take it in turns to talk. This can be made easier by specifying a topic for things to find out e.g. favourite foods.</p>	<p>9</p>	<p>Roll a Ball</p> <p>Some children may find that a ball e.g., that makes a noise/lights up when you roll it / has iridescent ribbon inside stimulating and this in turn can support their attention to the game. This can either be played individually with a child or in a small group. In this game, the group members must look at the person they are rolling the ball to.</p> <ul style="list-style-type: none"> • Rolling the ball to each other saying, "I'm rolling the ball to ... " • When the child receives the ball, the child has to say, "My name is ... and I like ... " • When the child receives the ball, the child has to name an animal, name a food item, name a mode of transport etc. • The adult gives the child an instruction e.g. "Roll the ball to someone wearing blue:
<p>2</p>	<p>Pass the Whisper</p> <p>The adult whispers a message to the first group member. The group members then whisper the message in turn to each other with the last group member reporting back. The group members could whisper an animal sound to pass around the group, with the last group member having to identify the animal. This can be altered by passing instructions around the group instead of a message. The last group member could carry out the instructions to see if the instructions were correctly passed on e.g., draw a star.</p>	<p>10</p>	<p>Simon Says</p> <p>Players take turns to give an instruction. If the player starts the sentence by saying "Simon says ... "" the group must follow the instruction. If "Simon says " is not used at the start of the sentence, the group shouldn't follow the instructions. This can be played with instructions of varying difficulty.</p>
<p>3</p>	<p>Listening Stories and Song</p> <p>Give each group member an object or picture relating to a word in a story. When they hear their word said while listening to the story, they have to stand up. In a similar way, this can be played with songs and nursery rhymes - for example in 'Old MacDonald: hand out animals from the song, when their animal is named the child stands up.</p>	<p>11</p>	<p>Listening Walk</p> <p>Take the group on a listening walk. Walk around the school/playground/park and listen out for sounds. The group can then report back on what they have heard. Tick sheets could also be used. Alternatively, ask the group to close their eyes and listen for one minute while inside. They can then tell each other the sounds they have heard e.g., shoes shuffling, traffic noise, clock ticking.</p>

	<p>These games can be made harder by not handing out objects/pictures or by giving additional words to listen out for. This game can also be played by asking the children to listen out for a special word throughout the lesson or activity and stand up when they hear the word. - for example, “When you hear the word ‘marshmallow’ I want you to stand up:’</p>		
4	<p>Everybody Do This</p> <p>This can be sung by the teacher e.g. “Everybody do this, do this, do this, everybody do this, just like me’: The teacher then completes an action for example clapping their hands. This is then copied by the group. The group members can take turns in thinking up an action to complete. This game can be made easier by using a picture with actions on to support the verbal instruction given or to use as support in thinking of an instruction. The difficulty can be increased by giving more complex instructions e.g. “Touch your nose and then touch the floor’.</p>	12	<p>Matching Voices</p> <p>Record the voices of people familiar to the group members e.g. teachers, friends, etc. saying “hello” or “good morning” Play the recordings to the group with the group guessing who the voice belongs to. This can be supported by having pictures of the people on the recording with the children matching the pictures to the voices. This can be made easier by having the people on the recording saying a longer sentence, e.g. “Hello, it is Thursday today and the sun is out:’ This can be made more difficult by having the people on the recording disguise their voices.</p>
5	<p>Winking Witch</p> <p>This is a good game to play to focus on eye contact. Be aware that some children may find eye contact difficult, for these children adaptations may need to be made. Everyone sits in a circle facing each other and a player is chosen to be the ‘witch’ or ‘fairy’: The ‘witch’ or ‘fairy’ casts a spell on another child by winking or blinking at them. The child pretends to fall asleep. The rest of the group try to identify the person winking/blinking.</p>	13	<p>Pass the Look</p> <p>For this game eye contact is essential, therefore it may not be appropriate to play with children who find eye contact difficult. One group member begins by looking into the eyes of the person next to them. In order to receive ‘the look’ eye contact is needed. ‘The look’ is passed around the group. This can also be played with a pair of silly glasses or a hat - to get the glasses or the hat, eye contact must first be made. This game can be made harder by passing ‘the look’ across the group.</p>
6	<p>The Suitcase Game</p> <p>This is a round-the-table memory game. In a group, go around in turn and say what you are putting in the suitcase. Each person has to say all the other items as well as their own new one. If you get it</p>	14	<p>The Tray Game</p> <p>Place 12 items on a tray and ask pupils to look at it for 20 seconds. Cover the tray with a cloth or other barrier and give pupils 30 seconds to write down everything they can remember. For a</p>

	wrong, you're out! To keep things fresh, decide on a theme of the objects – it doesn't always have to be travel-based.		variation of this game, elect a pupil, or group of pupils, to look away (or leave the room). Remove one or several items from the tray and have them guess what has changed.
7	Brain Yoga Take your left hand, make a fist, and extend your thumb; holding this, do the same with your right, only extend your little pinky. Now change them so it's left pinky and right thumb. The co-ordination involved will strengthen neural connections, which will help develop the memory!	15	The Concentration Game Get a deck of card and lay out all 52 cards in four rows of 13 (you can include the jokers in six rows of nine cards each, if you prefer). Players take turns choosing two cards, placing them face up. If they are of the same suit and colour (for example, six of diamonds and six of hearts) that player wins the pair and plays again. If the cards are not of the same suit and colour, the player has to return the cards to the board face down and play passes to the player on the left. The game ends when a player picks the last pair. The winner is the person with the most pairs. Players may end up in a tie for first place, depending on the size of the group.
8	Matching Pairs This is another game that can be played with a deck of cards. Cards are laid face down on a surface and two cards are flipped face up for each turn. The object of the game is to turn over pairs of matching cards (you can choose how a 'match' is made, whether it be cards of the same suit, or the same number – maybe even incorporate two decks and play for exact matches). If a player succeeds in matching a pair, they have another turn and continue until they fail to match two cards. Flip the cards back over after a turn has ended. The object of the game is to find the most matches in a row – with the ultimate being matching the whole deck – so players must watch carefully as others take a turn.	16	There are some good activities available on Twinkl including conversation starters, attention and listening games and social story cards.

<p>1</p>	<p>Awesome Adverts</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Play some radio adverts which you have selected for children. 2. Discuss how they make the product sound appealing and exciting. How do they overcome the fact that they cannot use images? 3. In a small group, children choose something to advertise on the radio. 4. Ask them to plan what they will say and how they will make it sound exciting. 5. Rehearse and record their adverts. 6. Share their adverts with the class and discuss what they did well and how each advert could be improved. 7. Children could produce a TV advert, adding music and jingles. 	<p>6</p>	<p>Do You Remember?</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Organise the children into small groups of 3 or 4. 2. Each group chooses a topic which you have covered recently or have particularly enjoyed e.g. Romans, Space, 3. Each group then takes it in turns to tell another group something they remember about their chosen topic. 4. Can they beat the other group by remembering more information! 5. As a challenge, they could try remembering information about a topic which the other group chooses for them.
<p>2</p>	<p>Paint it!</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Describe something the children see every day e.g. a house, a tree, a car and ask children to use paints or crayons to create a picture from your description. 2. Ask children to sit back to back with a partner and choose another everyday object to describe. Remind them to use enough detail for their partner to paint it accurately, thinking about shapes, positioning, sizes and colours. 3. Look at how the pictures turned out and discuss how they could improve their description. 4. Swap roles and repeat the activity. 5. Challenge the children to choose something more complicated and try this again. 	<p>7</p>	<p>Share a story</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Make sure everyone is comfortable. 2. Retell your favourite story making sure you use your voice to show feelings. 3. Be concise – think about what is most important in the story and don't add too much extra information or people will get bored! 4. Discuss what made your retelling interesting and engaging. 5. Now children retell their own favourite stories in pairs. 6. Listen to other people's stories and discuss what works well when telling stories.

<p>3</p>	<p>What happens next?</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Show children a short video clip of a story (see the links below for suggestions). Try to choose something they aren't likely to know well. 2. Decide where to stop the film and then ask children to discuss in groups what they think will happen next. Remind them to give reasons for their predictions, thinking about the clues in the film they have seen so far. 3. Repeat this several times throughout the film, each time discussing whether their predictions were accurate and what will happen next. 4. Discuss how we make predictions using the little pieces of information we've gathered from the story so far, such as what we know about characters and settings. 5. Children could do a similar activity using a picture cut up. Give them some of the picture but not all of it and ask them to fill in the gaps. They could do use art materials or describe it verbally (or both). <p>The Piano: https://www.youtube.com/watch?v=0uHCMt3wm04 Lily/Snowman: https://www.youtube.com/watch?v=qehqv13PJwI# Megacity: https://www.youtube.com/watch?v=-7kRkBXcKak Tamara: https://www.youtube.com/watch?v=B4frsp-rR6c Origins: https://www.youtube.com/watch?v=NimvfRfxdkc</p>	<p>8</p>	<p>Word Tennis</p> <p>Background This activity helps your children to develop and use a broad vocabulary.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Show children a picture and ask them to tell you some words it makes them think of. 2. Explain that they are going to work in pairs to 'bat' words to each other on different topics. 3. Give each pair of children a picture card and they take it in turns to say a word related to it. If a child hesitates for too long, the other child wins that point. 4. If you wish, you could use tennis scoring for this and when pairs have played a point, children play with a different partner. 5. Now children retell their own favourite stories in pairs
<p>4</p>	<p>The Exquisite Corpse is similar in style to the old game of consequences. In the game, each player adds on a new word, folds over a piece of paper to hide the word and passes the paper on. The simple formula of adjective, noun, verb, preposition, adjective, noun will produce something approximating a sentence which can then be tweaked. www.talk4writing.com/resources/planning</p>	<p>9</p>	

<p>5</p>	<p><u>Slogan's Run</u></p> <p>Place any object in the class on a stool or chair on the carpet. Ask the children to come up with any slogan's they can think of to sell that product. Invite them to come up one at a time and share them. Example: a ruler = 'Roger's Rulers, made to measure'</p> <p>A shoe = 'Flash trainer's, when you need that little bit extra...'</p> <p>Discuss other features that the children could use to help them, e.g. alliteration.</p>	<p>10</p>	<p><u>One-by-one – Radio Adverts</u></p> <p>Give the children an object and ask them to sell the product to the rest of the class BUT each person in the group can only say one word at a time. Model with another adult or pre-prepared child with the following.</p> <p>Each word said by a different individual: Are your feet angry with you? Are your trainers letting you down? Flash trainers will change your life by giving your feet the luxury they deserve.</p>
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Websites to generate ideas for class / paired talk and discussion

www.onceuponapicture.co.uk

www.talk4writing.com

www.teachingideas.co.uk/subjects/speaking-and-listening

www.topmarks.co.uk

Morning starter activity ideas:

1. In pairs, describe your journey to school. Then, describe your journey to school but be in the role of a fairytale character eg Snow White or the Gingerbread Man. Your partner has to guess who you are!
2. Verbal Tennis. Teacher gives the children an age appropriate category e.g animals, metals. In pairs the children take it in turns to say a word from that category with 'limited' hesitation.
3. Look at a powerful photograph or image. Ask questions and discuss.
4. Watch a video clip and ask questions and discuss, 'freeze frame', ask children what will happen next, compose, describe, sequence

Quick 5-minute activities to encourage talking:

The answer is 44, what was the question?

How many marbles can you fit in a milk bottle?

My watch has stopped at 9.15 am. Why? What has happened?

Alphabet lists- girls/boys names, fruit, animals, etc.

Use this week's spellings in a letter to a friendly giant.

Design a hat for your favourite book character.

How many different words can you think of for small, big, nice, nasty, said, etc.

Pictures of expressions, crying, excited, sad, happy etc and ask what these people are feeling and why??

Could be a good way of discussing death; someone's gold fish/cat/snowman has died/melted how does that person feel?
What can we do to make them feel better.

Name as many towns and cities in Britain as you can. (could extend this to other countries)

Make a list of all the things you can that are the colour red, green orange, blue, etc.

This could be used for everyday objects...could have a story box covered shoe box) with random objects in ...e.g/ a key. where does it fit? who owned it? where was it found? How did they lose it? how did you find it? Etc

MATHS PRIORITIES FOR SEPTEMBER (IMMEDIATE ATTENTION REQUIRED)



- **Presentation of work in maths books including:**
 - One digit in each box
 - Correct formation of digits
 - Use of rulers
 - Showing their working out and thinking processes




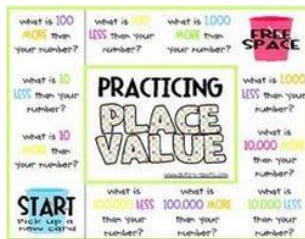


- **Send out KIRFs to parents and make sure children are aware of these.**
 - Find time to practise these facts regularly and make sure that children have access to a copy.

- **Prioritise arithmetic skills – speed of recall**
 - Weekly arithmetic to be used as a diagnostic for ensuring that children can answer key arithmetic questions from their year groups expectations
 - Interventions need to be placed rapidly and focus on securing basic number facts
 - Include a mental starter in every lesson that practises key questions to help with the arithmetic
 - Use time in the day for counting eg. When lining up, walking across the yard etc.
 - Ensure all children in Key Stage 2 are set up with a TTRS account. Monitor their use of this and find ways to keep your children engaged. The pupil heat map is a great tool for showing which multiplication facts the children need to practise.
 - Make use of Seesaw to share apps or websites used in class which can be used at home to support learning

- **Spend time training children to use physical equipment eg counters, dienes, cubes, tens frames. They will be out of the habit and need to relearn how to use them to represent the calculation.**

- **Look for cross-curricular opportunities to use maths skills eg. Drawing charts in science and measuring in PE**

As well as following the structure and progression of skills in Power Maths, I have also attached a selection of ideas for 'non work sheet based maths activities which encourage group work, discussion and practical activities to practise key skills. There should be time in the curriculum to incorporate additional activities alongside the Power maths lessons.

Area of maths	Key stage 1	Lower key stage 2	Upper key stage 2
<p>Number and place value</p> <p>NB: please refer to the place value as hundreds, tens and ones- not units. This is because each digit is a unit and can cause confusion.</p>	<div>  <p>Board games (what is the number 1 more/1 less & 10 more/ 10 less) Or create a larger number line to practise</p> </div> <div>  <p>Partition numbers practically.</p> </div> <div>  <p>Describe your number by giving number facts using guess who</p> </div> <p>Use links to make different numbers. The colours are worth different amounts. Or you could use links to show the place value of numbers by each colour representing either H/T/O</p> <p>Use cubes to make different towers. Each cube is 2- what is your tower worth? What if each cube is worth 10? Etc.</p> <p>Estimating cars in car park/concrete slabs outside and counting them.</p>	<div>  <p>Board games for numbers <<</p> </div> <p>Maths links to make and show different numbers.</p> <p>Matching games or dominoes to show figure/image and word for numbers</p> <p>Outside using the playground markings practise counting up and down in different steps.</p> <p>Splat on the board (using cheap bug slappers and on the board display different numbers) My number is bigger than 760 but smaller than 810- which number is it?</p> <p>Use receipts and discuss the place value of each number. Can you round it? Look at car number plates- how many different numbers can you make with the digits from the number plate? Which is quicker? http://nrich.maths.org/1817/note</p>	<p>Snap/dominoes or loop cards to match Roman numerals with the digit card.</p> <p>http://nrich.maths.org/5911 Game- to work with negative numbers</p> <p>Compare temperatures on earth and at sea and calculate the difference between negative/positive numbers</p> <div>  <p>Place value buckets- throw a bean bag into each bucket (worth a different amount) what number have you made?</p> </div> <p>Roll and round- roll a dice with different numbers and round the number.</p> <p>Splat on the board (using cheap bug slappers and on the board display different numbers) I have rounded a number to the nearest 10, my answer is 760- which number did I round?</p> <p>Use receipts- round my number to the nearest £1/£10/£100</p> <div>  <p>Find different images with decimals like petrol pumps and children to show the value of each digit</p> </div>

Addition

NB: only addition calculations should be referred to as sums. This is because 'the sum of two numbers' is to add them together.

Use maths links or cubes to make different numbers e.g. yellow is 4, red is 3- how many ways can you make 20?



Create an addition machine.



Explore how many ways to make X by adding. Can the chn create the sum to show what they have done? E.g. $4+4+3=11$



Snakes and ladders adding game.

Can be differentiated. Use practical resources to help work out answer.

Race to a specific number with a partner.



Add the 2 numbers on the dice, if you are correct, move that amount of spaces.

Use cards e.g. 2,4,6,8- how can you make an addition calculation with them? Ordering cards (using all 4 operations) for the chn to create a loop

<http://nrich.maths.org/8058>



Match up the calculations with the answer using padlocks and keys. This can be used for any operation.

Use real menus to buy items and work out the cost of them. Extend by giving the chn a budget to work in. Can they work out the change?

Fraction addition and subtraction
<http://nrich.maths.org/5419>

Addition using dice and adding 3 digit numbers

<http://nrich.maths.org/6606>

+		
	3	7
	8	13

Identify missing numbers in an addition square

Create board games which suit the level required e.g. 4 digits add 4 digits.

Give each letter of the alphabet a number and a target for the chn to make a word with e.g. how many words can you make with less than £200 or which word is worth £x amount?

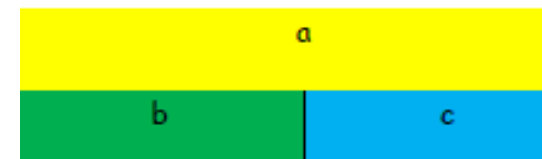
Plan a trip of a life time to a specific location. Your budget is X amount.

Replace each letter with a number to make the algorithm correct

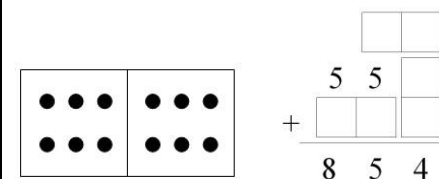
<http://nrich.maths.org/1023>

Addition Sudoku

<http://nrich.maths.org/6310>



Use the image above to work out the different numbers e.g. $a=205$, $b=119$ so what is c ?



Use

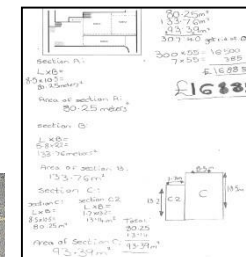
dominoes to complete calculations.

Placing numbers to make a total of 100

<http://nrich.maths.org/1130/note>



Using dominoes to create sums for different numbers. The chn could also investigate how many dominoes can be used to show a particular number and explain their reasoning.



Work out the cost to re-tarmac the whole playground. Chn to use a range of maths skills to work out the answer.

Subtraction

To create your own QR codes visit <http://www.qrcodegenerator.com/> the chn use an iPad to scan them.

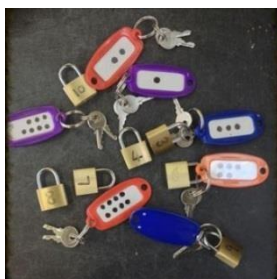
How many? <http://nrich.maths.org/6927>

Placing numbers so that the difference between each is number is below it <http://nrich.maths.org/6227>



The chn could also race a partner.

Match up calculations with numbers and explain how they know. Unlock padlocks. Have an answer and a calculation the chn need to match up (can be used for any operation)



Who can collect the most pieces? Work out the answer first (use practical resources to support

finding the answer)

Race to £0. The chn all start with the same amount and have to race to get to £0 by choosing items from a menu or receipts.

Value of shapes- add two of the shapes and then subtract from the total.

<http://nrich.maths.org/1056/note>

Adapt top trump cards for the chn to use their subtraction skills. See me- I have an editable version.

$$\begin{array}{r} 77\Box \\ - \Box\Box 1 \\ \hline 81 \end{array}$$

To use and apply skills to chn are to complete the missing digits. This can be used for each operation.

Subtraction involving negative numbers: <http://nrich.maths.org/53/note>

Lighthouse problem: <http://nrich.maths.org/5929>

Use of QR code trails- see lower key stage 2 for examples.

Give the chn receipts which do not tell the change. The chn are to work out how much change the customer should get.

Accra	Fri 3:39 PM		81 °F
Addis Ababa	Fri 6:39 PM		66 °F
Adelaide	Sat 1:09 AM		54 °F



Chn to start with a particular amount of Lego block and record calculations relating to the game.



Start with an amount of cups/pins. Create subtraction calculations to show how many fell.



Peg the correct answer. Use practical resources to help.

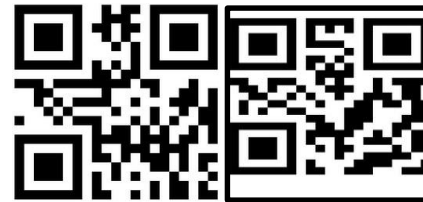
Use a target number for the chn to create their own calculations to reach it.

Subtraction bingo/loop cards/ board games

Word problems- not presented on a worksheet. You could have a trail for the chn to follow e.g. solve the question and the answer leads them to the next one. You could use this by using QR codes...scan me:

Start

46



Use updates temperatures of the world for the chn to calculate the difference between the two- link to topic and have the chn place the temperatures on a map too.

Multiplication & division



Problem pictures for arrays: How many in each row? Find arrays around us e.g. chocolate/cakes

Pick out a Lego piece and show the array using a multiplication calc.



Chn to peg the calculations that would give the target number (number can be changed for correct challenge) Chn to explain how they completed it.

Playing countdown (use all operations)
<http://nrich.maths.org/6499>

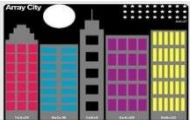

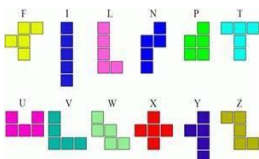

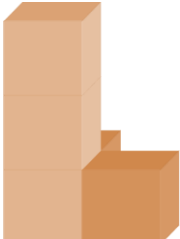
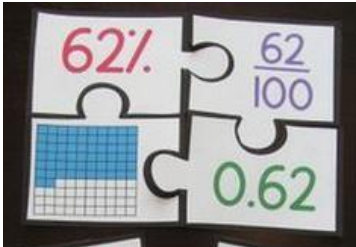
Multiply the addition square
<http://nrich.maths.org/2922>

Finding new quantities: A recipe for 6 people needs 400ml of milk. Adapt it for 9 people.

Scaling money e.g. £1=\$3 what is \$6? Etc.

Using any number you wish, the chn are to match the pegs (with a calc on) to the answer. Use practical resources to help check answers.



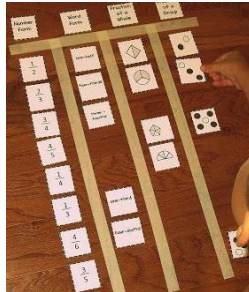
	<p>Array city: Chn can also show the inverse for each calculation.</p>  <p>Use practical resources e.g. numicon/cubes but also do this practically using teddies and sweets or hoops and beanbags.</p> <p>Choose two cards and multiply them together. Can you work out the inverse? Can you show it as repeated addition?</p>  <p>Array jigsaws</p> <p>Find your partners/group e.g. picture of an array will find the calculation, answer and the inverse.</p>	<p>Use the shapes. How can you fit them together to make a 6 x 10 rectangle? Are there any other shapes you can make with them?</p>  <p>Find multiples of different numbers.</p> <p>The answer is X- how many calculations can you come up with using X and ÷</p> <p>Adapt board games to show different calculations on them. Could play 4 in a row with a partner.</p>  <p>Sometimes/always/never based on X and ÷ e.g. When you divide by two the answer is always even (sometimes)</p> <p>Word problems- you could place these around the school so one answer leads to the next question.</p>	<p>Investigations e.g. if I multiply an even number by an even number the answer is always even?</p> <p>Word problems- you could place these around the school so one answer leads to the next question.</p> <p>Place cards in the correct place to complete the calculation. Have these cards selected so that the chn have to use each one. E.g. * X * =110 The chn could select from 11, 8, 6, 4, 10 and in the above case would select 11 and 10.</p> <p>Group word problems with answers and calculations.</p>
<p>Fractions</p> <p>https://www.ncetm.org.uk/resources/43609</p>	 <p>This is half the tower, can you make it whole? Differentiate to look at a range of fractions e.g. quarters.</p>	<p>Make multilink necklaces by giving the chn rules e.g. 1 in every 4 needs to be green. What are the other proportions that you have used?</p>	 <p>Jigsaw match up.</p>

Use link to see how to use bar models and other videos for adding/multiplying and representing fractions.

Nrich has lots of great using and applying activities too:

<http://nrich.maths.org/public/leg.php?code=19>

NB: ratio (which is different to fractions) is first mentioned in Y4



Fraction match up: this can be added to the working wall.

How many ways to make a whole? Half?

The gingerbread man buttons need to be $\frac{1}{4}$ red $\frac{1}{4}$ blue and $\frac{1}{2}$ red...



What can you tell me about the counters?

In the playground, using chalk, split shapes into $\frac{1}{2}$ $\frac{1}{4}$ and $\frac{1}{3}$. Then using different diagrams on the playground what fraction of numbers on the hopscotch are even? Etc.

Find fractions of an amount. Use hoops to do this and beanbags- introduce the language denominator. This tells us how many hoops we need to share our number into the fraction.

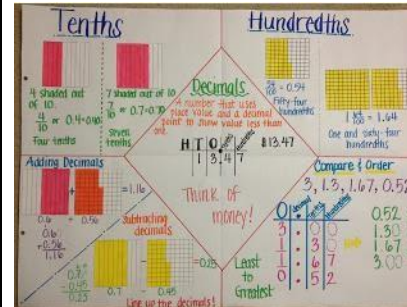
Fractions round the school- what fraction does the door open? The clock turn? Etc.



You can fix the amount of skittles each group

gets for differentiation. Y4 keep to $\frac{1}{4}$ $\frac{1}{2}$ and $\frac{3}{4}$ so the chn can practise converting between decimals. Use the \leftrightarrow signs to order fractions and explain reasoning

Use decimal sliding cards to multiply and divide by the power of 10. Use charts like the one below to also support what hundredths and tenths are:



Equivalent fraction dominoes

Compare and order fractions with the same denominator by creating a linear number line and also match up the image of that fraction.



The domino is now a fraction- can you order them?

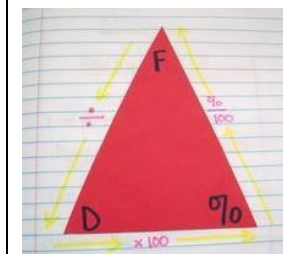
Fractions,

decimals and percentage loop cards. Find your group e.g. 0.25, 25% and $\frac{1}{4}$ - explain why you're a group.

Three bears proportion.

<http://nrich.maths.org/4783>

Take pictures of different sale offers e.g. 40% off original price. The chn are to work out the new price. Alternatively give the chn the old price and new price for them to calculate the offer.



Use clear images to show how to convert. Songs are also a useful way to reinforce:

<https://www.youtube.com/watch?v=9Bx-8aLZVbq>

Use fraction dice to generate questions to divide/multiply/add and subtract fractions.

Daddy bear is 12 cubes. Mummy bear is half the size of daddy bear and baby bear is $\frac{1}{4}$ of his size. How big are the others?

Fractions and using & applying:
<http://nrich.maths.org/5590/note>
<http://nrich.maths.org/1788/note>

Would you prefer half of £10 or $\frac{1}{4}$ of £12?
Why? How can you find the answers?

Fractions on quantities outside:
<http://findusoutside.blogspot.co.uk/2012/01/fractions-of-quantities.html>

How many ways can you show $\frac{1}{2}$, $\frac{3}{4}$ & $\frac{1}{4}$? E.g. colouring in shapes, folding paper, finding the fraction of an amount, filling up containers, sorting people into groups e.g. a group of 4 with 3 being boys and 1 being a girl etc.

Lego building fractions e.g. your tower must be $\frac{1}{4}$ red $\frac{1}{4}$ blue and $\frac{1}{2}$ red and you can only use 8 cubes.

Choose 2 dominoes with the same denominator and add them/subtract them.

Create a fraction wall to show equivalent fractions.



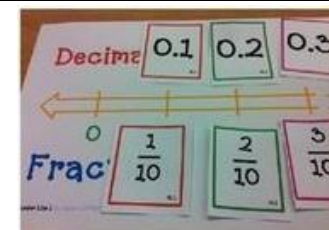
What will they have each?
<http://nrich.maths.org/2361/index>
 what if there where 3 people? 4?

Lots of matching fraction games in which the chn have to state why they are the same. One online example is <http://nrich.maths.org/8283/note> but this can be adapted.

Fractions outside using sticks:
<http://creativestארlearning.co.uk/mathsoutdoors/outdoor-maths-using-sticks-to-understand-fractions/> chn to represent equivalences. Extend by asking the chn to estimate the length of each. E.g. the whole is 100 so each $\frac{1}{2}$ is 50cm $\frac{1}{4}$ 24cm $\frac{1}{3} = ?$



Create fraction/percentage and decimal number lines to order but also match up equivalences. Use images too e.g.



100 square with 10 rows shaded would be $\frac{4}{10}$ and 0.4%

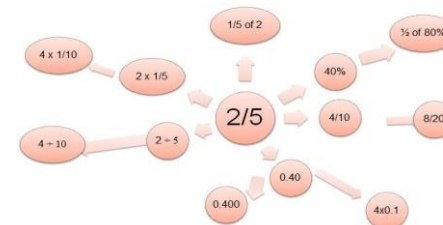
Link to Elmer's patches- what is the ratio and proportion for each colour?

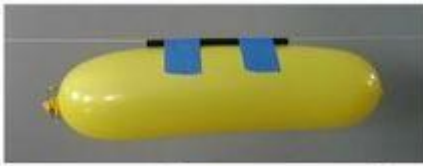






With your children create different problems linked to %, fractions and decimals to go around the clock- the answer being the number.

Use food labels and test a statement e.g. you should only have 60g of fat a day. Use 60 squares to help express the grams as a percentage.

How many ways can you express $\frac{2}{5}$?



		<p>Sing different songs to improve understanding of what a fraction is</p> <p>https://www.youtube.com/watch?v=POo_HL_MZk8k</p>	
<p>Statistics</p> <p>NB: there is no reference for Y1, however to extend shape work you can ask the chn how you have sorted shapes etc.</p>	<p>Use wrapping paper and for each motif select a coloured cube- place these cubes over each motif and then use the cubes to construct a bar chart using cubes.</p> <p>Outside, create a frequency table to show what you have found e.g. leaves, rubbish etc. Minibeast survey.</p> <p>Dominoes to match a tally with the number. Create block graphs with skittles/M&Ms. Construct does not always mean draw- use post it notes, Lego, playdough etc to construct.</p> <p>How can we sort our class? E.g. Venn diagram/bar chart etc. What criteria can we use?</p> <p>Here is my information- what's the title? How have I sorted the shapes? How have I sorted the numbers?</p> <p>Match the fish bowl/zoo enclosure/bag of sweets to the correct bar chart. How do you know? Give the chn a bar chart and ask them to create a tally chart to show the information or vice versa.</p> <p>Answer questions e.g. do longer bean pods hold ore beans than shorter ones? Then the chn have to figure out how to show their findings.</p>	<p>Test a hypothesis e.g. The larger the playground, the greater the perimeter?</p> <p>Fly rocket fly- Does a larger balloon travel furthest. How can you record your information? Could do this in Science.</p>  <p>Use different food labels and ask the chn to use the information given and present it in as many ways as they can.</p> <p>This is my information but it is wrong- you must update it correctly. Give the chn pictograms and bar charts (going up in different steps) to correct the data.</p> <p>Sorting shapes using complicated Venn and Carroll diagrams. Next step or extension: ask the chn what the criteria is for the diagram you have created.</p> <p>Y4- Sorting different chart/ graphs into continuous or discrete data.</p>	<p>Testing a hypothesis e.g. A Jamie Oliver salad is healthier than a shop bought one. Chn to conduct research and then select the best way to present it.</p> <p>What does the pie chart mean? Use the pie chart and present it in a different way. Explain your choices.</p> <p>Look at different time tables e.g. TV time table- what can you tell me about the info? E.g. how long the show is, what time the picture was taken.</p> <p>Using a piece of data (in any form you wish) and different statements, ask the chn to sort the statements into: sometimes, always and never, based on the data provided.</p> <p>Give the chn data (in any form) and explain that it is wrong so the children's job is to update the info given.</p> <p>Use playing cards to calculate the mean. You could introduce mode too .</p> <p>Here is the information- you have 30 seconds to tell your partner as much as you can. Then swap.</p> 

		<p>Link to topic e.g. line graphs to show average rainfall, bar chart to compare volcanoes in different countries etc.</p> <p>Which is the most common angle on our playground?</p>	<p>Link to a topic e.g. how far does an elephant travel each day? How can you record this?</p>
Geometry-Shape	<p>Looking at the image of Elmer- ask the chn how many ways they can place her patches so the same colour never touches.</p>  <p>Use a piece of art work and ask the chn what shapes they can see. What would these shapes be in they were 3-D?</p> <p>Finding shapes outside- collect data about them. Sort all the different 3D shapes you can find in the classroom</p> <p>Make a tower- using blocks which must have 3 cuboids, 2 cubes and a shape with a circular face...</p> <p>Use lollipop sticks to create different shapes.</p> <p>How many triangles can you see in my image? Squares? Etc.</p>	<p>Provide the chn with descriptions for them to have to make/construct the 3D solids e.g: I am thinking of a 3D shape it has a square base, it has 4 other faces which are triangles. Can you make the shape with the playdough? Make three different 3D shapes that have at least one square face.</p> <p>NCETM activity- making 3D solids using straws and playdough.</p> <p>Sometimes/always/never e.g. a hexagon has no lines of symmetry.</p> <p>Using a Kandinsky image ask the chn to use playdough to create a 3D version. The chn decide on their viewpoint of the image.</p>  <p>Will the nets make 3D shapes? How do you know? What could you use to check?</p>	<p>Use Kandinsky images and ask the chn to use different language e.g. perpendicular lines, reflex angles etc to describe the shapes in the image.</p> <p>Then give the chn a price list of different angles/shapes/lines for them to create their own Kandinsky image (with a budget)</p> <p>Fractions in nature: https://creativestarning.co.uk/maths-outdoors/leaf-fraction-walls/ Match properties with a definition: including reflex angles. Find different angles around the school.</p> <p>Cutting a cube http://nrich.maths.org/894</p> <p>How many ways can you create a net, using 6 squares, to create a cube? http://nrich.maths.org/974</p> <p>A range of 3D shape problems: http://nrich.maths.org/9347</p> 

Sit down bingo e.g. sit down if you have a shape with a curved edge. Match the shape with the description through snap or dominoes or even loop cards.

Create pictures with shapes and describe the position of each shape to your partner who will try and complete the same shape picture as you.



You could do this indoors or outside: stand on a shape that has 4 equal sides.

Use large elastic outside to create shapes by reading the properties.

How many shapes can you make with 8 lollipop sticks?

Look at different sculptures to name 3D solids and show 2D shapes in different orientations.

What happens when you $\frac{1}{2}$ a square? $\frac{1}{4}$ a square? What shapes do you get?

Most common shape on the adventure trail...

Making a 3x3 cube
<http://nrich.maths.org/1154>

Making shapes using elastic bands and pegboards to suit a specific criteria.

Look at flags of the world: What shapes can you see in your flag? Are they regular or irregular? Can you describe their angles?

Does the flag have any lines of reflective symmetry? Can you find any parallel and/or perpendicular lines?

Find parallel/perpendicular lines on the playground. Sort shapes according to a given criteria.

Find symmetrical objects outside. Y4 to complete symmetrical figures.



Use sticks to create shapes with different angles. Place cubes in right angles.



Practise drawing 2D and 3D shapes on different paper e.g. isometric, squares, dotted.

Angle song:
https://www.youtube.com/watch?v=2MWYa kuD8_k

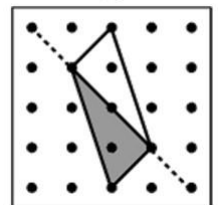
Create art work to practise:

Transformation-slide a shape. Rotation turn a shape and Reflection- flip a shape.

Show the chn an example of a transformation of a shape and ask how it has been transformed. Can you complete the rest of it?

Sort shapes based on the order of rotational symmetry.

Show the chn misconceptions and discuss what the errors are



Sing songs about circles for circumference/diameter and radius
<https://www.youtube.com/watch?v=z4SUypJZxo>

Missing angle loop cards. Sort nets into irregular and regular shapes.

Create own angry bird game and then measure the angles of paths.



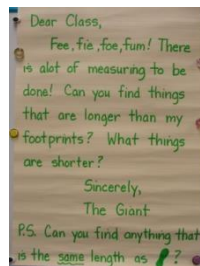
<p>Position and direction</p>	<p>Outside using chalk and P.E. equipment, in pairs, the chn create a route. Then with another pair they must direct them along the route. Use language required.</p> <p>Find things around the school that turn and describe its movement.</p> <div data-bbox="501 443 734 702" data-label="Image"> </div> <p>Set up a crime scene and chn to describe the position of each of the objects. Get the chn to create their own town on a simple coordinate grid and describe how to get from A to B.</p>	<div data-bbox="1064 97 1299 375" data-label="Image"> </div> <p>Set up large coordinate grids for the chn to create shapes on, describe the location of the points.</p> <p>Use battle ships to practise reading coordinates accurately.</p> <p>Follow routes of giant grids</p> <p>Give one child 2 shapes on a coordinate grid that have been translated. Ask partner to describe the translation and then redraw each of the shapes describing the first shape and then the translation that it has been moved by.</p>	<p>Mini orienteering outside</p> <p>Use a large 4 quadrant coordinate grid outside using chalk or inside using masking tape and use this to practise different transformations.</p> <p>Sing songs for the chn to learn the different transformations https://www.youtube.com/watch?v=NKtJd1hkI9k</p> <p>Match the definition with the transformation and an example (e.g. coordinate grid showing a shape that's been rotated)</p> <p>Look at compass bearings</p>
<p>Measure</p>	<p>Songs to reinforce units of time e.g. https://www.youtube.com/watch?v=gEStqle1Qrc</p> <p>Place different water in a range of places and the chn are to measure the temperature of them. Look at recipes and draw a thermometer to show how hot the oven needs to be.</p> <p>How do penguins stay warm investigation?</p>	<p>Grouping the language. Give the chn different words e.g. degree, pounds, pence, kilograms and ask them to sort them how they wish.</p> <p>Roll a dice which will show the time to 12 and 2 hours and the chn are to draw the time.</p> <div data-bbox="1254 1161 1547 1366" data-label="Image"> </div>	<div data-bbox="1572 979 1818 1295" data-label="Image"> </div> <p>Use real plans to find the perimeter and area of shapes/compound shapes. Discuss what the scale could be and try it out on the playground. Invite a builder in to show you the plans they use and how they use the plans to measure.</p>

Investigate the capacity of jugs/containers using different objects
e.g. cubes/water/balls. Then order the different containers based on its capacity.

Make different magic potions e.g. for the fairy godmother from Shrek. The chn must read recipes to create this or be given the challenge to create as many different possibilities to make something which fills 1000ml.

Compare the lengths of sticks, measure how many X is the same as the playground, how far does the car roll?

Link to fairytales e.g. You could also do this for weight e.g. my bag of gold is 1kg what is, heavier or lighter? Use < > and = to compare



How old is the tree using measuring?
http://www.education.com/activity/article/How_Old_Are_They/

Compare and order using natural materials/objects in the classroom



Loop cards/eye spy time involving time intervals. E.g. I have 3:05pm who has 35 minutes later?

Create a table and sort the times- would you round it to the quarter hour, half hour or hour?

Match analogue to digital both 12 and 24 hour times using egg cups.



Matching cards to show hour to min/cm to m etc. could do in the same format as the egg cups, Give the chn a table numbered 1 to 10 an throughout the day ask them to look at the time and record it.

10 practical ideas for perimeter and area
<http://www.scholastic.com/teachers/topteaching/2012/12/10-hands-strategiesteaching-area-and-perimeter>

Set the chn a challenge outside using chalk e.g. create a pen for X it must be a total perimeter of 50m. What are the different areas for the shapes you create?

Using scales on a map to find the true size. This could be in topic to show the journey of an explorer.

Come up with suitable scales e.g. draw a real life sized whale and then think about what you could do to it e.g. divide by X to fit in your books.

Here are the ingredients for a party for 100. We need it for 450- how much of each ingredient do we need?

Look at a car dashboard to see the miles and km- what does this show us. If 1 mile is 1.6km find... Look at distance people run on treadmills and convert. Change American distance road signs into miles/ vice versa.

Investigation- can shapes with same areas have different perimeters. What do you need to do to solve this problem?



Create compound shapes using tape for chn to measure perimeter and area.

Match the square with the right triangle to show the area. How do you know?

Do the tallest trees have the biggest leaves?

Have 5 minute intervals, on petals, around your classroom clock.



When teaching time, link to books e.g. the hungry caterpillar, the very busy spider, etc.

Use a stopwatch- what can you do in X? Make clocks to become familiar with 5 minute intervals



Have a classroom daily routine displayed with clocks and times.

Play time board games and match clocks to written times.

Place clocks around the school and the children are to complete their table to show the time displayed on each clock.



Use perimeter and area to create a new X (link to topic e.g. new space shuttle) each square costs £1 your budget is X amount.

Scaling: link to space and distance apart. Look at maps- can you show the distance between 2 places using the map and the scale? Show me outside using chalk or in the hall using masking tape.

Create own street and scale. Then another group must see if your scaling and measurements are accurate.



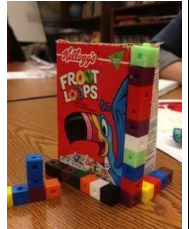
When measuring, convert between different units and record. Measure real things e.g. ingredients left in a bag of flour, objects in the playground, volume in a container.

Sometimes, always and never based on measure.

Add and subtract measures e.g. linking to perimeter. Start with a giant and explain that every 20 seconds he shrinks by 20cm. How

Use cubes to create volumes and areas of different amounts.

Measure the volume of real objects e.g. a fish tank. Estimate first, compare the volumes of the objects.



Look at an old recipe convert from imperial to metric and vice versa. Link to Charlie and the Chocolate Factory when Violet becomes a blueberry. Children can explore the size of their own 'blueberry' by making 'snow angels' (use sand pit or flour), working collaboratively to record circumference and diameter. How big does the door have to be so you can be rolled out?

Then discuss the question "How much juice do you think they squeezed out of Violet?" Use balloons and water to create a model of how Violet swells up. Use string to measure the circumference of the different balloons filled with different amounts of water. Create a line graph to show the relationship between the circumference of the balloon and the amount of water in the balloon.

		<p>long will it take until he can shrink no more?</p> <p>How long until he gets to half his height? Etc.</p> <p>Look at how far long jumpers in the 2012 Olympic games jumped and work out the difference between each of them.</p>	
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SEMH PRIORITIES FOR SEPTEMBER

MINDFULNESS

MINDFUL BREATHING

https://www.instagram.com/p/BU-UjIYD4P2/?utm_source=ig_embed

- Students can stand or sit for this activity.
- Ask students to put both hands on their belly.
- Students should close their eyes, or look down to their hands.
- Guide students in taking three slow deep breaths in and out to see if they can feel their hands being moved.
- You may like to count “1, 2, 3” for each breath in and “1, 2, 3” for each breath out, pausing slightly at the end of each exhale.
- Encourage students to think about how the breath feels, answering the following questions silently, in their mind.
 - What is moving your hands? Is it the air filling your lungs?
 - Can you feel the air moving in through your nose?
 - Can you feel it moving out through your nose?
 - Does the air feel a little colder on the way in and warmer on the way out?
 - Can you hear your breath?
 - What does it sound like?

PINWHEEL BREATHING

Providing students with an object to focus on is a great way to encourage concentration during mindfulness lessons. Use pinwheels in conjunction with the mindful breathing exercise above, making the pinwheel spin with every exhale.



BELLY BUDDIES

- Ask students to bring in a small stuffed toy, or provide a class set of small, light-weight objects such as small bean bags or wooden blocks.
- Students lay on their backs and place the toy or object on top of their belly buttons.
- Take students through the guided breathing activity above, asking them to watch the object as it moves up and down with their breath.

SHARK FIN

- Place the side of your hand on your forehead, with your palm facing out to the side.
- Close your eyes.
- Slide your hand down your face, in front of your nose.
- Say “shhh” as you slide your hand down your face
- If you are sitting down, you do the 5 Ss while you move your hand: Sit up straight, sit still, sit silently, soft breathing, shut eyes.
- If you are standing do the same but you are standing straight, still, silently, using soft breathing and shut eyes while you move your hand down your face.

BREATHING COLOURS

- Ask students to think of a relaxing colour. It can be any colour they like, as long as it is one that makes them think of relaxation.
- Ask students to think of a colour that represents stress, sadness or anger. Whichever of those emotions is most relevant or suitable for your class group to explore.
- Students imagine breathing in the relaxing colour and visualise it filling their lungs.
- Students then imagine breathing out the stress, sadness or anger colour.

Your spoken instructions may be along these lines:

1. Imagine you are surrounded by the relaxing colour. No longer is the air clear, it is the relaxing colour.
2. You can still make out shapes, but your world is now a different colour.
3. Imagine that as you breathe in, you breathe in this colour too.
4. See the colour filling up your lungs.
5. Imagine as you breathe out, that your breath is the colour of stress.
6. See the stress colour mix into the relaxing colour around you. Watch the stress colour slowly disappear.
7. Breathe in your relaxing colour.
8. Breathe out the stress colour.

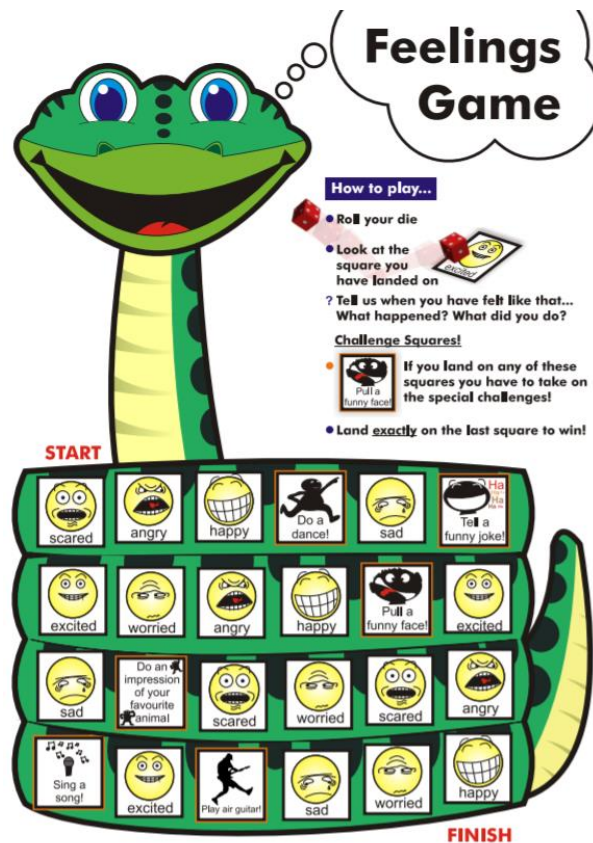
BREATHING HANDS

- Spread one hand out like a star.
- Use the index finger on your other hand to trace the outline of your star hand.
- Take a deep breath in as you move to the top of your thumb.
- Breathe out as you move down between your thumb and first finger.
- Take another breath in as you move to the top of your first finger.
- Breathe out as you move down between your first and second finger.
- Repeat until you have taken five slow, deep breaths.



MENTAL WELLBEING RESOURCES - www.actionforhappiness.org

FEELINGS GAME



MOOD JOURNAL


Mood Journal

Remember you can fill this journal in however you like. You may want to write in sentences or bullet points. You might just want to rate how you feel on a scale of 1-10, you could draw smiley faces to show how you felt, or use a traffic light system. Please feel free to use colour, stickers, or black and white. Some people find it helpful to try out a few different ways of journaling to work out what style is most helpful. If you want to do this on an app or on your phone calendar that's ok too.

😊 😐 ☹️

1 2 3 4 5 6 7 8 9 10

Monday
Tuesday
Wednesday
Thursday
Friday



ART THERAPY

WORRY WAND

AIM: Everywhere we turn, we are aware of coronavirus. Whether it's the advertisement on TV, people wearing masks or not being able to do our usual activities; we are reminded every day. This may cause worries, fear and anxiety. We may find ourselves acting and feeling differently. Our children will be going through the same thing; fear of the unknown, worrying if they would catch it and uncertainty of what's happening are a few examples. The purpose of this activity is to name and acknowledge the worry or fear. Naming and acknowledging, whether it's spoken through word or kept in the mind; it can be a powerful tool. Then it's about letting the worry or fear go. This can be done by creating and using a worry wand.

MATERIALS NEEDED: A straw/chop stick/skewer, paper, fabrics, glue, glitter – any art and crafts materials to make a unique and personalized wand.

YOUR MISSION: This can be done together or on your own. The idea is to create your very own wand and make it special to how you want it. Whilst you are making the wand think about what it is you are worried about. You may wish to talk about it, or you might want to keep it in your mind. Whatever you decide is the right way for you. After you have made your wand, use your imagination to magic your worry away. You may wish to create your very own spell!

MESSY FEELINGS

AIM: The aim of this activity is to express yourself with art materials and without thinking about it.

MATERIALS NEEDED: Any materials you can get your hands on

YOUR TASK: This task is simple; it's allowing your children to create anything they want with no guidelines. Forget about the mess (you might want old clothes on and newspaper down). This is about letting children have fun expressing themselves through art making in whichever way they want. This is a messy exploration of their messy feelings. Even adults find it hard to express themselves, can you imagine what it's like for our children? We are like containers for our children's emotions, if we can help contain their feelings and let them know it is ok to feel whichever way they feel, we are helping them.

MASKS

PURPOSE: Seeing people around us wear masks and wearing our own masks for protection for ourselves and others could provoke lots of different feelings for our children. Some children might even be scared.

STUFF TO GATHER: Preferably some thick card, paper will also do, crafty bits like glue, tissue paper, buttons, tin foil, plastic lids, usual art materials like colouring pencils, felt tips, crayons, anything you can get your hands on around the house, hole punch to create holes, string or similar to tie around the head

THE JOB: The idea of this, is to make fun and silly masks you and your children can wear around the house to play games and have fun with. Adults can cut out an oval shape, make eye incisions and holes for the strings to go through so it stays on your head. Then it's up to your children to decorate it any way they like. You may wish to use old things lying around the house or check out the recycling. It can be a bit of a scavenger hunt around the house and garden too.

HAPPINESS BOARD

AIM: It's important to keep positive through these times. Spending some time each day to remember the things we are grateful for and the things that make us happy helps. By creating a happiness board, it can be a visual aid to help us remember this.





MATERIALS: Newspaper/magazine cuttings, computer images printed out, glue, cardboard or large bit of paper, paints, pencils, craft materials etc.

HOW TO CREATE IT: Think about what makes you happy, what you are grateful for and things you look forward to doing. You might want to find things in magazines and newspaper or look at things on the computer and print them out. Cut them out and stick them on your board, or if you're feeling imaginative, draw it yourself. Then you can specialise it to your hearts content. Use your magical creative brain to make a board full of happiness and fun.

OTHER IDEAS

This is an intervention which can be used to allow children to express their moods and emotions. It also helps them to understand what practical interventions they could take when they find themselves in one of the 'zones'. This is a daily intervention, which can be personalised, used for the children showing most need of social, emotional or mental health concerns.

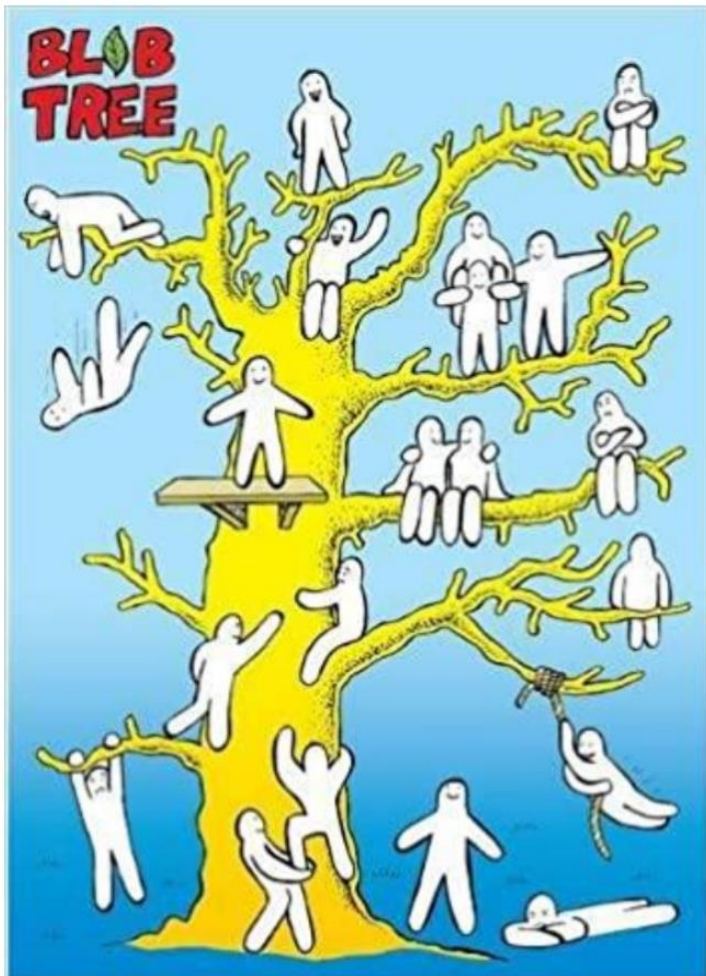
ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space



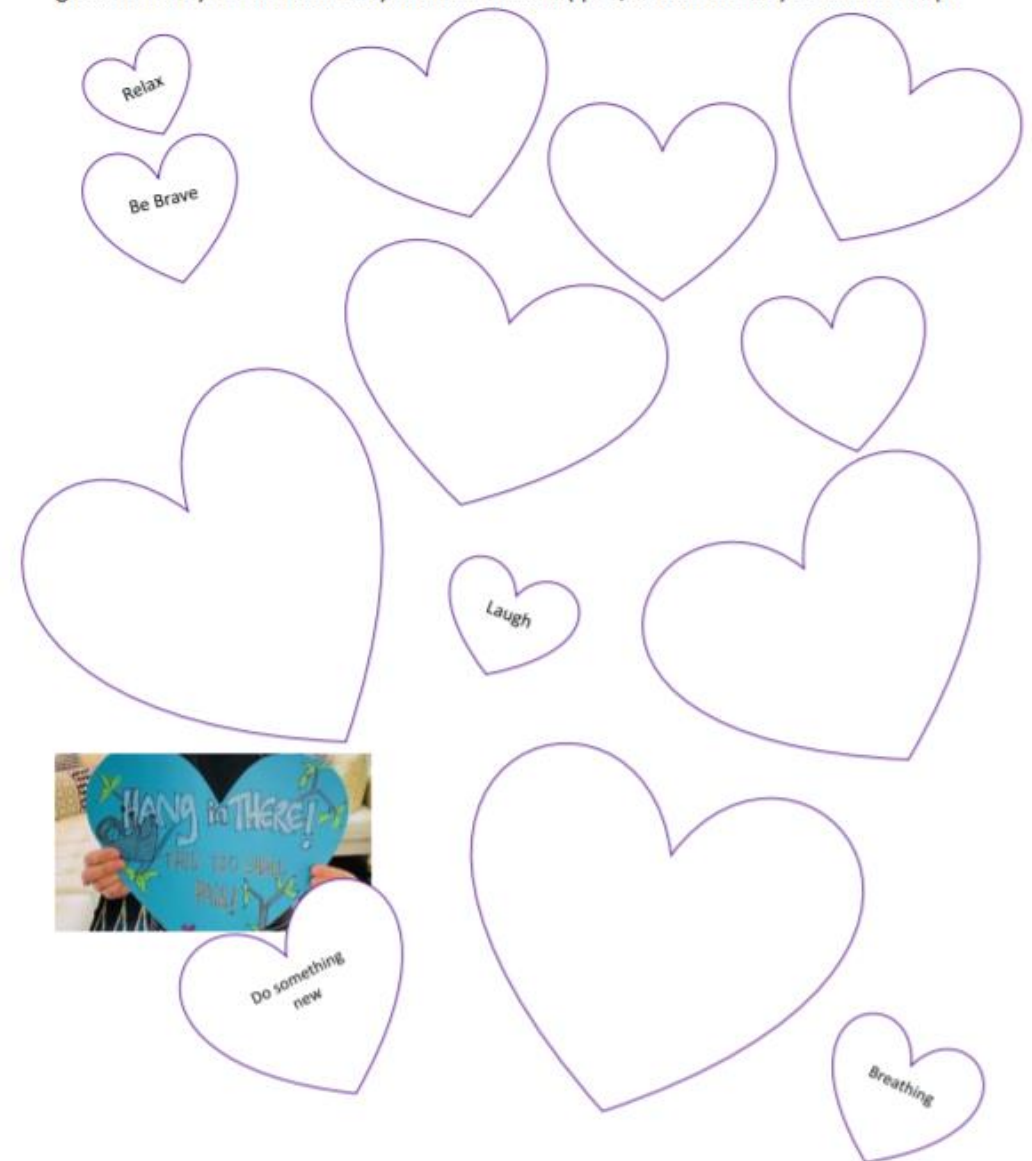
THE BLOB TREE

This is a tool that can be used to help pupils articulate their feelings and help facilitate their social and emotional development. It consists of many blob figures on or around a tree. The tree represents a setting, such as a school or group, and the blobs represent different emotions and feelings. Teachers can use this as a self-reflection tool for their children by getting them to observe the blob characters on the tree and select which one expresses how they currently feel.



BE KIND TO YOURSELF

Write down some ideas about how you can be kind to yourself. Some ideas have been given to start you off. How can you make these happen, or who would you need to help?



UNCERTAINTY

For many people, the uncertainty about coronavirus is the hardest thing to handle. We don't know what is going to happen next, or how bad things might get. This makes it easy to think of the worst things that might happen which can leave us feeling really frightened. While these possibilities can be scary to think about, they might not happen and there are things we can do to help relieve at least some of the worry. There are so many things we can't control, which can be tough to accept. You or your family getting ill can be scary to think about, but the best thing to do is concentrate on the things you CAN control.

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