



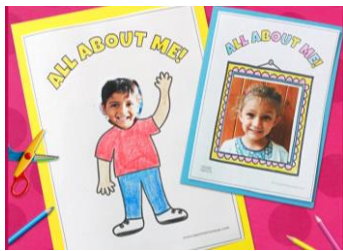
STEPHEN HAWKING SCHOOL

Getting ready to come back to school

While your child remains at home for some or all of the school week, or is at home for a short period due to self-isolation, there are some things that you can do each day with your child to help them to return to school happily.



Look together at any transition materials that your child's school have shared with you, such as a social story or photographs of the people, places and activities that will be key parts of your child's experience at school. Practise naming what you both see in the pictures.



Support your child to choose photographs to illustrate pages with the titles 'I am good at'; 'I like'; 'My family'; 'What helps me'. Stick these into an 'About Me' book to share with their teacher and peers when they go back to school.



Play schools with your child! Collects together some pencils, pens, crayons, paper, books etc. Set up a table and chairs and take turns being the teacher. If your child has siblings who can join in with this then even better!



Make a Happiness Box. Decorate it together and fill with things that you have both chosen make your child happy. You could also add photographs of people who make them happy. There is more information about this at the end of the handout. Take the box to school on your child's first day back and share with school staff. It might be helpful for your child to have access to the box if they are feeling unhappy during the school day.



'Owl Babies' by Martin Waddell

Read the story together or enjoy this beautiful animated version online
<https://www.stephenhawking.towerhamlets.sch.uk/page/?title=Outreach+Handouts&pid=94>

This can happen at the start of each of the following sessions.

Support your child to fill an empty cardboard box or a large bowl with things for the story. You can ask your child to provide for a week you could collect fallen leaves, feathers, stones, pine cones and twigs. Once things are added you could use these to add to the story and support your child to tell the story. You could also use things that children have, such as paper, to add to the story. You could also use things that children have, such as paper, to add to the story.

Take time to explore the materials with your child and encourage them to find them. Encourage words to go with the materials like "soft", "hard", "heavy", "light", "rough", "smooth", "heavy", "light".

Use your child's imagination to make a story and then use the materials to put the story down on each side to form poetry. Place or cover them with paper, other in the same order as the story and the picture your child chooses. Stick on paper or card wings, beaks and eyes, or use groups of eyes if you have them.

When you have finished you can put them in the bowl/box you made in the first session. Support your child to play with the story, or make putting them to bed, or saying the key line from the story "I am my Mother".

Cut out the stick puppets attached to this handout
<https://www.stephenhawking.towerhamlets.sch.uk/page/?title=Outreach+Handouts&pid=94>

Use sticks to make a story and then use the materials to put the story down on each side to form poetry. Place or cover them with paper, other in the same order as the story and the picture your child chooses. Stick on paper or card wings, beaks and eyes, or use groups of eyes if you have them.

Explore hand printing with your child using different coloured paints and papers.

Make a handprint owl like the one here.



Build time into each day to support your child to complete a multisensory story activity from those on the Stephen Hawking website

<https://www.stephenhawking.towerhamlets.sch.uk/page/?title=Outreach+Handouts&pid=94>

You could start with the story itself (or the online version on the handout) and choose a different activity each day to do together.

The 'Owl Babies' handout has been created with children who are getting ready to return to school in mind. Your child's school may have already sent you this handout. Try and create a space at home (it could be on the floor, at a table or on the sofa) for this and use the same space each day.

You could use the visual reminder about looking, listening and learning at the end of the handout to support your child.

Take photographs of your child doing the activities and show them to them, offering lots of praise for their good learning.

| Now | Next |
|-----|------|
| | |

Create a simple 'now, next' board to support your child to complete two activities each day (There is one you can use at the end of the handout).

You could choose the first activity (no longer than 5/10 minutes) from those on the playdough, fine motor or sensory play handouts on our website:

<https://www.stephenhawking.towerhamlets.sch.uk/page/?title=Outreach+Handouts&pid=94>

and one of your child's favourite activities, such as playing with a toy they love or 10 minutes of IPad time, for the second.



Thumb hands (palms in, pointing forward) circle out while travelling up and inwards.

to finish

Draw a simple picture on a piece of paper or a post-it note to put an activity in each box.

When your child has completed each activity, remove the picture and place it in a box or bowl and use the word and sign "finished".



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Oak National Academy

Online Classroom

Nearly 10,000 free video lessons, resources and activities, covering most subjects, from Reception to Year 11

Find Lessons



Take part with your child in some of the lessons on the Oak National Academy website specialist section. The lessons in the Early Development Learning sections are videos with a teacher who takes you through each lesson and shows you and your child what to do.

<https://classroom.thenational.academy/specialist/subjects/early-development-learning/access-points/early-development>

Set up a hunt around your home to find things your child needs for a day at school. This could include a coat; PA bag; water bottle; book bag; school jumper etc. When they have found all the items, support them to practise packing their bag for school.



Watch and sing together some songs about school. The CBeebies *Time for School* songs are great for this: 'Get Ready for School'

https://www.youtube.com/watch?time_continue=4&v=SwCD3BTxGQs&feature=emb_logo

and 'Let's Make Friends'

https://www.youtube.com/watch?v=OvtM_mwyX3Q

Watch and listen to the free *Twinkl* story 'In it Together' being read online.

<https://www.bing.com/videos/search?q=twinkl+back+to+school+in+it+together&qvpt=twinkl+back+to+school+in+it+together&view=detail&mid=0108B59CC398860035530108B59CC39886003553&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dtwinkl%2Bback%2Bto%2Bschool%2Bin%2Bit%2Btogether%26qvt%3Dtwinkl%2Bback%2Bto%2Bschool%2Bin%2Bit%2Btogether%26FORM%3DVDRE>

You can also print the book out:

<https://www.twinkl.co.uk/resource/in-it-together-ebook-t-e-2550284>





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Happiness Box

Step 1

Shoebboxes are good because they have a lid. The lid makes it special because you cannot see what is inside, until the need to open it. It is also private, unless you want to share. The objects inside instantly remind you of 'happy' times, which help calm



Step 2

Ownership of the box is pivotal. The undecorated box is fine, but decorating it is a positive start of the relationship with the box. Decoration: painted/covered with paper/drawings/stickers



Step 3

Let the choice of objects be theirs. What makes you happy does not mean it will make them happy. Objects can range from: toy/material/family scarf/putty/photos - *pet/favourite person/home / themselves/holiday/mirror/Hairbrush/sensory object/mindfulness activities - colouring/postcards to colour & send/bubbles/card game/reminder notes - who or where to go to when feeling wobbly /book/ notes on how well they are doing*



Step 4

The box is ready to use. Introduce the box when you think it is a positive time to be received. Teach when to use the box, talk about times when feeling wobbly or wanting to screech/scream/run! Ensure the box is always accessible



Step 5

'Happiness' is a lovely term for a child/young person or student to understand, however, there is a deeper message you want them to learn. It is a box, which helps calm, helps to self-regulate and build their emotional resilience.



From Barry Carpenter's 'Rationale for the Happiness Box'

<https://www.evidenceforlearning.net/wp-content/uploads/2020/05/Rationale-for-the-Happiness-Box-Bev-Cockbill-Recovery-Curriculum-LearningShared-Ep-7.pdf>



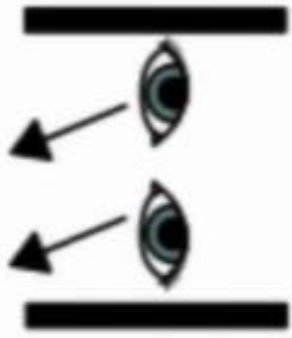
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| | |
|--|-------------|
| | Now |
| | Next |



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look



listen



learn

