



## SENDAT OUTREACH WEEKLY NEWSLETTER: EDITION 1

Welcome! We will be sharing a weekly newsletter containing ideas and links to support teachers and families of pupils with complex SEND during the Covid-19 crisis.

You do not have to be on caseload to access these materials, and a member of the team will be happy to speak with you if you would like further advice or information



### Working at home, how to improve concentration

These suggestions are not about keeping your child busy, they are designed to increase their stamina and concentration. Learning can seem endless to young children and they respond well to variety, movement and knowing how far they have got through their task.

#### **Preparation**

Make sure you set out a space that is uncluttered.

Do a timetable for each study session, including warm up activity/work task/reward. Sometimes an activity break is needed in the middle. Ensure your child knows that they are working towards a reward, use a timer or stick a marker on the kitchen clock so they can see how they are doing. It is fine for your child to negotiate a reward but you choose the activity break and warm up or it may always be the same thing! This approach works very well for all of you working at home not just the child with SEND. As you do each section your child ticks or crosses out, give praise, high fives or whatever works for them.

Be sure to include some things where you are not involved to give both your child and yourself a break from each other.

Activity breaks must be just that, active, no screens or paper. They can have a learning focus but can also be just huge fun. If you start an activity break and it is valuable and going well, extend the time or carry it over for the reward section of your session.

### **How to start**

Do I understand the task? Do I need help to get started? Who can help me? How to sit .....feet flat on floor, back straight, hold page with left hand/write with right.

Simple relaxation techniques

- 1) Breathing to the count of 3, breathe in 1,2,3 breathe out slowly, hand on tummy.
- 2) Palm rub with opposite thumb
- 3) Short kinaesthetic/activity break

Try HITT (you can find lots online about this and you can all join in and get fit!)

Run on spot for count of 15, 10 finger to nose/ear cross overs, 10 star jumps, 10 elbow to knee bends, 10 head/shoulders/knees and toes quickly, 10 squat bends left hand to right foot right hand to left foot alternating, 10 bent knee push ups. Should take 3 mins max. No equipment or PE kit needed.

4) Stories read by famous people to sit and enjoy after doing a 'work' task <https://www.storylineonline.net/>

5) Onwards please look at the other files your Senco/teacher has sent you and choose what your child and very importantly you will enjoy together.

Above all have fun together, if an activity is not working for you stop and do something else.



## We're Going on a Bear Hunt

### **Book of the week. 'We're Going on a Bear Hunt' (Michael Rosen)**

Put a teddy in your window, ask friends to do the same and go looking for them on your daily exercise!

Make a map of the families bear hunt

Recreate a bear hunt in your outdoor space using instruments, costume and props to recreate the story! A washing up bowl for the splashy water, some tissue paper (or the real thing!) for squelchy oozy mud, perhaps you already have long wavy grass? What could you use for snow? Ask the children to help decide. Have fun creating the bear hunt and acting it out; involve other members of the family. Stepping and balancing: Set up your own adventure course outside in the garden, for example, stepping over the canes / riding in the wheelbarrow / tip-toeing around the pots.

A lovely opportunity for some gross motor skills fun and sensory play. You could take photographs and sequence the story. If your child can write, they could write captions.

#### Fine and Gross motor skills: Bear Hunt theme

Throwing and pulling: Catch the teddy bear, by tying a rope onto a hoop and throwing the hoop out to land over the teddy, pull the rope back to bring teddy back towards you.

Set out a small world adventure course and "walk" through it using your fingers, a side plate of mud, a tray of leaves, a bowl of shallow water, etc...can they "run" back!

Maths: how many in the family? How many legs can we see? How many times do they say... How many steps does it take to reach the bear (act out and take big, dramatic steps, or smaller quicker tiptoes). Selection of bears ordered by size, family in book ordered by size, where would you fit? Measure for fun and record the results. Time the bear hunt recreation.

Discussion about the book: Who do you think the people are on the front cover?

Talk about feelings: choose different pictures to talk about how the children the dog and the adult might be feeling about their adventure. How do you think the bear is feeling?

Talk about sound words: Swishy swashy! Splash splosh! Squelch squelch! Stumble trip! Hoooo woooo! Tiptoe tiptoe! New Words: oozy, gloomy, goggly

Places to talk about (and look up on the internet or in books): The seaside, Forests and woods (during the day and the night), walking through the long grass (paddling n a river, walking through mud and snow storms, caves).

Do you have other favourite books?

Ask your child or go wild, see how much fun you can have with learning and play!

