



**Parent  
Information  
pack for  
returning in  
September 2021**

**Key Information:**

**Contacting school:**

Main office – 0121 647-1708

School email address - [enquiry@hifield.bham.sch.uk](mailto:enquiry@hifield.bham.sch.uk)

**Calendar dates for Autumn Term 2021**

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**Thursday 2<sup>nd</sup> September** - Teacher training day

**Friday 3<sup>rd</sup> September** - Teacher Training Day

**Monday 6<sup>th</sup> September** - Back to school for children (Y1-6)

**Monday 6<sup>th</sup> September – 10<sup>th</sup>** - Reception children part time (mornings or afternoons as shared previously)

**Friday 22<sup>nd</sup> October** – Break up for half term

**Monday 1<sup>st</sup> November** – Back to school (Term 1.2)

**Friday 17<sup>th</sup> December** - Break up for Christmas

**Tuesday 4<sup>th</sup> January** - Teacher training day

**Wednesday 5<sup>th</sup> January** - Back to school (Term 2.1)

All children will continue to have lunch in school, unless there is a medical need, as this has worked extremely well across the last year. Home dinners will continue on Fridays only.

**Procedures for dropping off and collecting children**

All children from Reception – Year 6 will start and finish school at the same time. There is a 10 minute window that the gates will be open for each drop off and collection. The following times are for the duration of the academic year, unless Covid restrictions are put back in place. All children will need to be in school by the usual time of 8:50.

<b>DROP OFF AND COLLECTION TIMES</b>		
MONDAY – FRIDAY Doors open and children can be dropped off between the following times	MONDAY - THURSDAY Afternoon collection	FRIDAY Afternoon collection
<b>08:40 – 08:50</b>	<b>15:15</b>	Friday home dinners <b>12:00</b> Friday school dinners / packed lunch <b>13:00</b>

**Gates to use for dropping children off and picking them up:**

Highfield Road Gate	Harts Road Gate
<b>Reception</b>	<b>Year 1</b>
<b>Year 3</b>	<b>Year 2</b>
<b>Year 5</b>	<b>Year 4</b>
<b>Nurture</b>	<b>Year 6</b>

In September, we will go back to using just 2 entrances to school – Harts Road and Highfield Road. The Ponderosa entrance will only be used for children who arrive late to school. Children arriving after the gates have closed (8:50) will receive a late mark and will need to sign in using the inventory system in the main office. Children that have not been collected by 15:30 (12:10 or 13:10 on Fridays) will be taken to the front office and will need to be collected from there.

<b>Collection Points</b>	
<b>Reception</b>	<b>From Reception outdoor area</b>
<b>Year 1</b>	<b>Main playground</b>
<b>Year 2</b>	<b>Main playground</b>
<b>Year 3</b>	<b>Area by Y3 classrooms</b>
<b>Year 4</b>	<b>Main playground</b>
<b>Year 5</b>	<b>Space by Reception classes</b>
<b>Year 6</b>	<b>Main playground</b>
<b>Nurture Group</b>	<b>Parent shelter</b>

If your child is in Y5 or Y6 and you wish for them to walk home alone, you will need to provide consent by completing the form available at the main office. Until we have consent, children will not be allowed to walk home alone.

Please remember that anyone who is picking up a child from school needs to be aged 16 or over. If someone different is picking up your child, you need to inform the main office. If we are unsure of who a person is that is collecting your child, we will contact you to seek confirmation.

### School Uniform:

All children need to wear school uniform when attending school unless it is a non-uniform day. The Highfield school uniform is outlined below:

Highfield School sweatshirt/cardigan or jumper in the school colours

White polo shirt or white school shirt

Grey or black trousers, skirt or pinafore dress

Grey or black tights or white socks

Black school shoes

In summer, green summer dresses can be worn

## **This is our School Uniform**

Children can choose to wear...



Grey skirt



pinafore dress



grey trousers



black shoes



white polo-shirt



White shirt



emerald green sweatshirt



cardigan

### PE Kit:

Children will wear their PE kit for the entire day that their PE lessons happen so please ensure that your child wears the correct kit on the correct day.

White t-shirt or polo shirt (ideally with the school logo)

Plain black shorts, leggings or jogging bottoms

Plain black or white trainers

Plain black long-sleeved tracksuit/hooded top for colder days

**Breakfast Club**

Breakfast club provision is from 8:00am. Please contact the school office on 0121 647 1708 or [enquiry@hifield.bham.sch.uk](mailto:enquiry@hifield.bham.sch.uk) if you would like your child to attend and to find out information about prices.

**Friday club**

Friday club remains open on Friday afternoons for all children who are eligible. Please ensure that you have completed the application form (available from the main office) and have provided proof of your eligibility.

**Afterschool clubs**

After school clubs will begin again in the new academic year. More information will be shared in September.

### **Registers**

Registers are completed at **08:50**. Any children arriving after 08:50 will need a late mark/late card. The back gate will close at 08:50 and children arriving after this time, will come through the front entrance and therefore will have signed in on the inventory.

### **Attendance**

We are aiming for 97%+ attendance for all of our pupils as this is what we, and the local authority, consider is necessary for all pupils to reach their full potential. Now that circumstances have changed, it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on their education and wellbeing.

***The government has advised that school attendance is again compulsory, it is your legal responsibility to ensure your child attends school regularly.***

This means that the usual rules on school attendance apply, including:

- parents' duty to send their child/children to school regularly where they are of compulsory school age;
- Parents' duty to contact school if their child is unable to attend school with the reason why
- schools' responsibilities to record attendance and follow up absence
- the option for local authorities to again consider the use of legal sanctions, including penalty notices and prosecution in court.

Highfield Junior and Infant School is committed to improving pupil attendance and urge parents to contact Mr Azad on the school number or in person to discuss any concerns you may have in order to minimise absences as much as possible. Your support in these matters is always appreciated.

### **Holidays and travel abroad**

You should plan your holidays and essential travel within school holidays as usual. Avoid seeking permission to take your children out of school during term time. You should make sure any travel is in line with [national travel guidance](#).

Keep in mind that you and your children may need to self-isolate when you return from a trip overseas. Any self-isolation should also fall within the school holidays.

### **Essential school items**

1. A named water bottle should come with your child to school each day and can be accessed at any time throughout the day, including during learning time. This should contain water only (no squash or flavoured water). It will come home each evening to be washed ahead of the next day.
2. Your child must bring their book bag to school every day. Children may be asked to read to an adult any day during the week so they must have their book bag every single day, containing: school planner, levelled book, class library book (Rec-Year 6)

### **Lunchtime arrangements**

Children from Reception – Year 2 get universal free school meals. If your child is moving to Year 3, they will only get a free meal if you are entitled to free school meals. School meals choices can only be changed in readiness for the start of a new half term. Please see the office for any school meal preference changes. Healthy snacks for break times can be brought in for Years 3-6. All EYFS and KS1 children are provided with fruit daily and should not bring snacks into school.

### **Updated Covid-19 information for schools Headlines:**

- Attendance is mandatory
- There is no need for primary age pupils to test over the summer period, unless they have symptoms
- From Step 4, schools will no longer trace close contacts - close contacts will still be identified via NHS Test and Trace
- From Step 4, your child does not need to remain in a consistent group ('bubble')
- From Step 4, face coverings will no longer be advised for pupils, staff and visitors, either in classrooms or in communal areas, unless there is an outbreak in school
- Assemblies and larger group activities can resume, unless there is an outbreak in school

### **Positive rapid lateral flow test results**

Anyone with a positive Lateral Flow Test (home fast result test) result will need to:

- Self-isolate in line with the [stay at home guidance](#)
- [Book a further test](#) (a lab-based polymerase chain reaction (PCR) test) to confirm the result • Whilst awaiting the PCR result, the individual should continue to self-isolate.
- If the PCR test is taken within the 2 days following the positive LFD result, and is negative, it overrides the self-test LFD test and your child can return to school, as long as they don't have COVID-19 symptoms.

### **Close contact identification**

From Step 4, schools will no longer be expected to trace close contacts. This means classes or bubbles will not need to isolate in the case of a confirmed positive case within their class. As with positive cases in any other setting, NHS Test and Trace will work with the positive case to identify close contacts. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact. As parents or carers, you may be contacted to help with identifying close contacts.

*From 16 August 2021, children under the age of 18 years old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact of a positive COVID-19 case. Instead, children will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. We would encourage all individuals to take a PCR test if advised to do so.*

### **If you suspect your child has coronavirus or has a positive test**

DO NOT send your child to school if:

- They are showing one or more [coronavirus \(COVID-19\) symptoms](#)
- They have had a positive test result
- They are [required to quarantine](#)

You should follow public health advice on [when to self-isolate and what to do](#).

If you insist on your child attending school when they have symptoms, school can take the decision to refuse your child if, in their reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Their decision would need to be carefully considered in light of all the circumstances and current public health advice.

### **Assessments in primary schools**

The government are planning for a full programme of primary assessments to take place in the 2021 to 2022 academic year. This will include the introduction of the statutory Reception Baseline Assessment and Year 4 Multiplication Tables Check. They will confirm full details for 2021 to 2022 primary assessments in due course.



### **Support for children and parents**

Encourage your child to talk to you or their teacher if they are feeling anxious or stressed.

Online resources to help you support your child with mental health and wellbeing, include:

- [MindEd](#) - a free educational resource on children and young people's mental health
  - [Every Mind Matters](#) - an online tool and email journey to support everyone in taking action to look after their mental health and wellbeing
  - [Bereavement UK](#) and the [Childhood Bereavement Network](#) - information and resources to support bereaved pupils, schools and staff
  - the [DfE blog](#) - includes [mental health resources](#) for children, parents, carers and school staff
- Public Health England's (PHE) [advice and guidance for parents and professionals on supporting children and young people's mental health and wellbeing](#) includes actions you can take to support your child and emphasises the importance of taking 60 minutes of daily physical activity. Youth Sport Trust and [Sport England](#) have advice and support on helping children and young people stay physically active. NHS mental health services remain open and have digital tools to connect with people and provide ongoing support. Please use your local children and young people's mental health service when needed.

### **Support for children and young people**

Get free, confidential support at any time by:

- texting SHOUT to 85258
  - calling Childline on 0800 1111 • calling the Mix on 0808 808 4994
- Find help online through:
- [Young Minds](#) - information on coronavirus (COVID-19) and mental health
  - [Think Ninja](#) - a free app for 10 to 18 year olds to help build resilience and stay well
  - [Every Mind Matters](#) - building resilience and supporting good mental health in young people aged 10 to 16
- PHE has also launched new [e-learning which can help parents and carers](#) to support their children and young people in emergency or crisis situations.

Barnardo's [See, Hear, Respond service](#), provides support to children, young people and their families who are not currently seeing a social worker or other agency, and who are struggling to cope with the emotional impacts of COVID-19. Use the See, Hear, Respond self-referral webpage or Freephone 0800 151 7015.

### **Home learning:**

In the event of self-isolation, pupils will be expected to engage with home learning if they are well. All pupils now have the relevant log-in details needed for this (MS Teams) and school have a small number of devices (iPads) available to loan to those isolating who need them. Paper packs may also be used.

In line with our remote learning plan, the content of this home learning will match that being covered in school as much as possible. The class teacher needs to upload the day's work each morning for any children who have an X code. The remote learning plan can be found

here: [http://www.heathfld.bham.sch.uk/images/home\\_learning/REMOTE\\_LEARNING\\_Plan\\_Parents\\_HF\\_March\\_2021.pdf](http://www.heathfld.bham.sch.uk/images/home_learning/REMOTE_LEARNING_Plan_Parents_HF_March_2021.pdf)

Pupils who are absent due to self-isolation must regularly submit their work to their teacher for feedback and to ensure understanding.

### **What parents and carers need to know about schools – Step 4 update**

Although much of the key information is above, more information can be found here:

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/step-4-update-whatparents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges>

## *Summer of Play*

Play is important: it nurtures mental wellbeing, builds physical health, facilitates interactions and improves social skills. And play is learning, at every age.

Play develops engagement and connection in families – it is about parents and carers using what they know about their child already and getting to know them even better. Play doesn't need lots of resources, and it doesn't need to take lots of time. What it does need is *playfulness*!

Not every parent and carer will feel confident about play. We need to remember that we have all been playful as children – and parents can connect with playfulness again as they play with their child. They can be silly, curious, find the fun, and learn together at the same time.

Tapestry and **Learning with Parents** have collaborated to create some resources for educators to share with parents and carers. They follow 5 broad themes: Creativity, Physicality, Story, Number, and Experiment. For each theme there is a collection of accessible activities, accompanied by a supporting resource with ideas for children from Early Years to Year 6, including children with learning differences.

This summer, let's reclaim playfulness.



*A collaboration project between Tapestry and Learning with Parents.*

## Summer holiday activities

# Physical

## Copy Me

**Make a movement – can your child copy it?** You could swing your arms, touch your toes, wiggle your fingers or make shapes with your body. Make big movements and small ones. Your child could pretend to be your mirror as they copy the movements.



## Dance

**Get your bodies moving with some dance moves.** Play music on your phone, or tap out a beat on the table, or sing! How does the music make you feel? Wave your arms in the air, wiggle your hips, bend your knees, stamp your feet, clap your hands, spin round. Make up some dance moves and teach them to each other.



## Silly Races

**At the park or along the pavement, have a race.** Choose a finish line – maybe the post-box, or a tall tree. Will it be a running race? What about walking sideways or backwards, hopping, pushing, skipping. Can you go very slowly? Really fast? Ready, steady, GO!



## How Many Can You Do?

**Practice doing star jumps, squats, toe touches, lunges, arm raises, hops.** In the park, out for a walk, or at home, choose an action and see how many you and your child can do in... 10 seconds? 30 seconds? You could count out loud or use the timer on your phone.



## Indoor Obstacle Course

**Think of ways to go over, under, on top, around or through.** You could use cushions as stepping-stones, chairs for going over or under, a table could be a tunnel. If you have some tape/string you could place it in a straight line for tightrope balancing or use it to tie across the room around chair and table legs for climbing over and under, like a spider's web or laser beams. Try not to touch it!



#ReclaimPlayfulness

## Copy Me

**At earlier stages of development and for children with learning differences:**

Your child could try moving towards a sound, like the jangle of your keys.

Follow your child's lead and copy their movements, the sounds they make, and their facial expressions.

### Ideas for challenges:

Add more than one movement to copy at a time.

Give spoken instructions – try two or three in a row: 'touch your toes, spin round and sit down'.

Swap so you copy your child's movements.

## Why Get Physical?

Moving is good for all of us.

It keeps us healthy, supports memory and coordination, and improves our mental health.

You and your child can be playful, silly, and laugh a lot when you move together.

You can adapt the movements to suit your child's stage of development and learning needs. You know your child. Do they need to see you have a go first? How long will they stay focussed? Do they need a challenge? Are they ready to show YOU something new?

Here are some ways you can adapt a Physical activity.

## Silly Races

**At earlier stages of development and for children with learning differences:**

Enjoy moving together, travelling in different ways that suit your child's needs.

Adapt your own pace to fit with your child's.

If your child is in a pushchair or wheelchair, zig-zag along, or pull so they experience moving backwards.

### Ideas for challenges:

Run laps – run 4 times back and forth from your starting point to your finish line, or if you are at the park, how many times can you run round it?

Can you do it faster next time?

## How Many Can You Do?

**At earlier stages of development and for children with learning differences:**

Have fun counting movements with no time limit – count the number of times your child nods their head, or how many steps they take, or how many claps they do. Do the movements with them.

### Ideas for challenges:

Do it for longer – how many can you do in 1 minute?

Repeat it – can they beat their last score?

Challenge your child to design a workout – give them a time length and what to include e.g., 2 minutes long with star jumps, squats and lunges. Then you have to do the workout!

## Indoor Obstacle Course

**At earlier stages of development and for children with learning differences:**

Help your child to be aware of their body – hold their hands and feet so you can move their arms and legs. Wiggle their fingers and toes with your hands. Does it tickle?

Find ways to change position – rolling, lie on the front or back. You can do it too!

### Ideas for challenges:

Do the obstacle course without touching the floor. Time how long it takes to complete – can they do it faster next time?

#ReclaimPlayfulness





# Experimenting

## Melting

**What's the best way to melt your ice blocks?** This could be a fun competition – who can free their toy from the ice block first? What happens if we pour salt onto the ice? How about we drop the ice in our warm bath (especially if the water is coloured). How about filling a water pistol with warm water and aiming for your block? With supervision we could even try heating the ice in a pan.



## Ice Creations

**Making ice can be lots of fun!** You can use an ice cube tray or make much bigger blocks by filling small plastic bags with water or even rubber gloves to make frozen hands! What happens if we add food colouring to our water before freezing? Can we hide little objects in the blocks? What about some leaves or petals? Are there other ways we can make our blocks look/smell/taste more interesting?



## Ink Separation

Use a felt tip pen to draw a line onto a strip of kitchen paper 1cm from the bottom. Tape the strip to a pencil so that you can dangle it into a glass of water, with the bottom just touching the water. As the water is absorbed watch how the ink climbs and separates. Try with different colours or ink types – which gives the most impressive results?



## Fizzy Potions

**These fun potions can be messy so they are good to do outside or in a tray to contain any spillages.** Add a spoonful of baking soda to the bottom of a container. Pour in some vinegar mixed with food colouring and see what happens next. Try changing the containers and the quantities of the ingredients until you get the perfect fizzing potion!



## Rainbow Water

**The more sugar that you add to a liquid, the denser it becomes.** If you add different quantities of sugar to four glasses of differently coloured warm water you can then try layering them in another glass to create magical rainbow water. Try showing off your trick to an adult who hasn't seen you add the sugar, and they will be amazed at your magic powers!



#ReclaimPlayfulness

## Get Ready

Doing experiments at home can feel a bit 'messy'. Think in advance about ways you can make this more manageable:

- If possible, use an outdoor space, especially when playing with water.
- If you must be inside is there a place where it would be sensible to keep things contained? Do you have a bath or shower area that might be suitable?
- You can use resources like baking trays to keep mess to a minimum. You might want to consider using aprons, or a plastic sheet which is wipeable and protects tabletops.

## Why Experiment?

Experimenting helps our children's curiosity to develop. This could be the start of a lifelong love of science – and we know how crucial our scientists have been over the last year.

Experimenting and playing can help children to understand scientific concepts and broaden their scientific vocabulary.

When a child experiments, they also learn in other areas, such as making predictions, persevering, analysing and problem solving.

## Different ways to experiment

Container play can be a great way to learn about capacity and is also perfect for making predictions:

- Which container might hold the most/least
- Can you find three containers that allow you to fill all the others without any overflow?

Experimenting doesn't always have to involve substances like water – how about being playful with shadows?

- We could make our own sundials.
- We could draw round different shadows.
- We can make funny shapes and characters using shadows from our hand shapes.

## Adaptations

You can adapt an activity to suit your child's stage of development and learning needs. You know your child. Do they need to see you have a go first? How long will they stay focussed? Do they need a challenge? Are they ready to show YOU something new?

Here are some ways you can adapt an experimenting activity.

At earlier stages of development and for children with learning differences:

- Focus on exploring the resources rather than aiming for a definite outcome - think about key words that are suitable for your child, e.g., cold/hot.
- Show your child what they can do by getting involved and playing with the substances too – model what you are expecting from them.

Ideas for challenges:

- Before you start experimenting, encourage your child to predict what might happen, and why do they think this?
- Can your child think of changes to the experiments that might lead to a different outcome?
- Could we film the results of our experiments and write down what happened? Can we come to a conclusion as to why?



#ReclaimPlayfulness



# Story

## Word Play

Have fun with the words you say. In the language(s) you use together, you could start rhyming words or think of words that start with the same sound. The sillier the better! Could we change words that they already know so that they sound strange? Try adding a made-up word into a story you tell - and make up a meaning.

the **biscrumdamous** monster  
(meaning: VERY slimy)

## Get Cosy

Grab some cushions or build a den with chairs and a sheet. Turn the lights down. Choose a book, pour a warm drink and cuddle up close. This story time will be extra special. The story itself is important but not as important as the engagement and interaction with your child.



## Put on a show

Tell a story by acting out the parts. A sheet could be a cape, wear someone else's hat or shoes to be a different character. Can you change your voice? Or you could use small toys to be the characters in your story. Make tickets out of bits of paper and give them to your family to watch.

## Stories on the move

Go for a walk. What can you see, hear and smell? Where has that butterfly been today? What are they building at that building site? Could it be the tallest building in the world? Maybe it will have a magic lift that floats up to the top and down again? What if this bus could take up anywhere in the world - where would you choose to go? What lives in that hole in the tree? Is it friendly or scary?



## Stories are all about me!

Make up stories where your child is the main character. Base it on things you do every day. "Jamal got up, cleaned his teeth and had breakfast. Then he went for a walk with his Mum, but he was still wearing his pyjamas!" Add in silly things like asking a giraffe for directions or catching a boat at the bus stop. Or what would happen if you woke up one day and you could fly? Where would you go? What would you see?



#ReclaimPlayfulness

## Get Ready

- If you don't have many books at home, you could make a visit to your local library and choose some stories together.
- Try to remove distractions - put your phones away and turn off the TV - and get in the story telling zone!
- Let your child take the lead - they may need you to start them off, then you can notice when they are getting more confident.
- But don't be too ready! Leave room for the unexpected to happen.

## Why Story?

Whatever stage or age your child is at, you can share stories. And stories are for grown-ups too!

You and your child can be playful, silly, funny, brave, terrifying, and AMAZING on your story adventures together.

The most important thing is to have fun. You will be creating memorable experiences that will help your child develop a life-long love of books and stories.



#ReclaimPlayfulness

## Story Adaptations

Here are some ways you can adapt a story activity for a younger child, an older child, and a child with learning differences:

- Make your story shorter or longer. You start, or your child starts - or both!
- You might use different kinds of words - your story may have a beginning, middle and end. Using words like after, then, next, but... will help your child with the order that happens in a story.
- Adding the senses - tell a story about Gran and smell her jumper; tell one about a spiky dinosaur and feel the spiky end of a fork.
- Tell a message story - this uses touch to help tell a simple story. You can find some online or tell your own.
- Will your child record their story - write it down, draw it, make a voice recording on your phone?

## Story Starters

Here are some fun ways to kick start your story telling:

- Tell stories about yourselves and the people you know. Look at photos you've taken or have some items that help you talk about a special person.
- Is your child really interested in something? Superheroes, football, a TV show? You could both pretend to be a character from the show, or choose a superpower, or BE an amazing footballer. Get into your role - what happens next?
- Start with an object - pick up a stone on a walk, or maybe you found one sock in the wash, or see an interesting shaped cloud out of the window. What if that was a magic stone? What if the lonely sock went on a search for its perfect sock partner? What if that elephant-shaped cloud was actually an elephant?
- Listen to the sounds around you. Maybe you hear a plane, or a dog barking - who is on the plane? Is the dog looking for someone?



## Door Numbers

**Go for a walk and look at the numbers on the buildings around you.** What numbers are on your door and next-door? Is there a pattern? Are all roads and buildings numbered the same? Are there any unusual numbers or numbers you can't find? Do all roads start at number 1? Design your own door number hunt and then go out to do it!

# Number

## My Favourite Number

**Talk about your favourite number and why you like it.** How many different ways can you make/show your favourite number? Can you draw your favourite number? Do you know any number facts using it? Can you clap your hands that number of times? Or take that many steps? What number does your favourite footballer wear?



## Size Comparison

**Find the biggest and smallest things you can and compare them.** How many of the smallest would you need to make something the same size as the biggest? Explain your ideas. Challenge each other to find as many things the same size as one of your objects.

## Big Numbers

**Collect as many of the same thing as you can and count them!** Can you organise these to make it easier to count? If you make a square on the ground, how many different things can you count inside the square? What about if you look at the really tiny things? What is the biggest number you know?



## I'm Thinking Of A Number

**Ask questions to find out what number the other person is thinking of.** Think of a number, tell the other person what range it is within (e.g. 0-20) and then they ask questions to work it out. E.g. Is it bigger than ten? Is it even? Is it six? What questions help you rule out the most numbers?



#ReclaimPlayfulness

## Why Number?

Numbers are an important part of the world around us.

Playing with numbers can be fun whatever your age, and spotting patterns is an important part of being human because it helps us learn and predict the future.

In all these number activities, the most important thing is to have fun together!

## Using objects and drawings to help your thinking:

Using objects to help your thinking in maths is called 'using concrete manipulatives' - this means things you can actually hold, touch and move.

- When children begin to think about numbers, we give them things to sort and count.
- As a child learns more about a concept, especially when they start working with bigger numbers, moving lots of objects around can be slow, so they will move onto drawn representations such as a chart.



#ReclaimPlayfulness

## Number Adaptations

You can adapt an activity to suit your child's stage of development and learning needs.

### At early stages of development and for children with learning differences:

- If you are not ready for counting yet, an important step is learning the meaning of one. Try putting one object into another object such as lining up some cups and putting one spoon into each cup.
- Focus on one skill at a time such as recognising the number written down, putting a finger on a different object for each number when counting, or saying the numbers in order.
- Don't look at too many different numbers in one session. See if you can spot a '5' on as many doors as possible before reading numbers on every door.
- Learning is memorable when we experience it through more than one sense. Try adding a scent to playdough you are counting or counting during snack time.

### Ideas for challenges:

- Explain your thinking when solving problems or spotting patterns - thinking about your own thinking can be really challenging!
- Think of more than one way of doing something.
- Use what you know to work out other things. Such as if you know how many things are in a square, how many things could be in the whole park?
- Make estimates (sensible guesses). When finding things of a particular length, you could collect your objects by estimating their length, and then measure or compare to check.



# Creativity



## Squiggles Drawing Game

**Use your creativity to turn a squiggle into something else.** Both players draw a squiggle on a piece of scrap paper, swap paper and then turn each other's squiggle into a picture. How many different squiggles can you turn into something new?

## Exploring Texture

**Collect a selection of things that have different textures.** You could find things which are furry, hard, shiny, smooth, bumpy, rough, or something else! What do they feel like? Can you represent any of those textures with drawing, modelling, or music? You could hit pans with a wooden spoon to represent "bumpy" or draw lines to represent "spiky".



## Playground Design

**Visit a playground and use it to inspire your own playground design.** When you visited, what did you like best? What could be better? What was missing? How could it be improved? Use your ideas to design a new playground. Then explain your ideas, draw a picture, or make a model.



## Big Art

**Use things around you to make an artwork.** Find things like leaves, sticks, and pebbles, or cutlery, clothing, and toys. How are you going to arrange your objects? Can you use them to make a pattern? Can you make a picture? Can you move them around to make something different?



## Playing with Sound

**Make different noises using your body and things at home.** Can you change how loud your noises are? Are any of them high or low pitched? Can you change how fast they are? Can you use your noises to make a pattern? Can you record your sounds?



#ReclaimPlayfulness

## Why Creativity?

Creativity can be fun and a good way of relaxing.

It is also an important part of problem-solving because it helps us think of new ideas.

And of course, we enjoy looking at and listening to the things other people have created!

## Creative process rather than perfect outcome:

Creativity is all about letting your mind be free to make connections and be imaginative. If children (or adults) get worried about making something 'perfect', it becomes harder to be creative.

- Worrying about doing something 'right' can stop you being creative. Staying playful is a good way of encouraging creativity.
- Be positive about your own creations, even if you're not happy with what you've created, find something you are pleased with to talk about.
- Support your child's creativity with sentences and questions like "I like how you..." or "What would happen if...?".
- If you don't know what your child has created, ask them by saying "tell me about this..."



#ReclaimPlayfulness

## Creative adaptations

You can adapt an activity to suit your child's stage of development and learning needs.

### At early stages of development and for children with learning differences:

- Creativity is a great way to explore senses (sight, hearing, touch, smell, and taste). When making art, the textures and sounds while doing it are just as important as the final piece.
- Messy play is a good way to explore the senses. Mix cornflour and water to make a mixture for exploring with your hands.
- Sorting things can be creative when it involves saying what things are like and deciding how to arrange them.
- Creativity can involve movement. Try collecting leaves and throwing them in the air – see how beautiful they look as they float down.
- Say your ideas out loud while you are being creative so your child can see the process e.g. "I wonder what colour to use here... I think I will use blue because it reminds me of the sea."

### Ideas for challenges:

- Can you use shading or add texture using a pencil in different ways?
- Represent the same thing in more than one way. If you are thinking about sandpaper, you could draw a picture of 'rough' using a pencil and play some sounds to represent 'rough' too.
- Talk about what you like about what you made and how you might improve it.
- Find ways you can use creativity to help you relax.