

Help with Supporting Your Children to Learn at Home

Visual Timetables

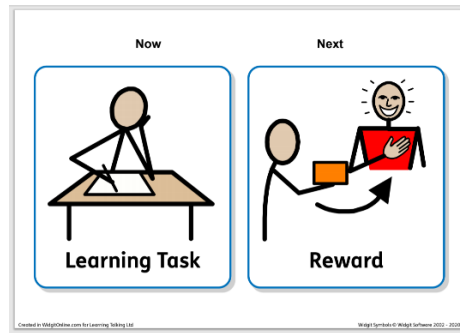
One of the best ways to make the transition to learning at home is to establish routines as soon as possible and a simple visual timetable, which you can adapt to suit your family circumstances and child's needs, can be really useful to support this (printable PDF attached).



Suggestions on how to use the visual timetable:

- Cut the symbols out that you would like to use (e.g. you may want less learning tasks) and arrange them in sequence, for example stuck to the wall or table/desk in a line. If you can't print them, feel free to cut out your own squares of card or paper and draw/write them yourself.
- Talk through each activity briefly with your child when they get up to ensure they understand the structure of their day.
- Divide the learning set by their teacher (or any other learning you choose for your child) into the number of learning tasks you have chosen. Don't worry if you cannot complete all the learning set by school, the idea is just to get into a routine.
- Choose a set amount of time for the learning tasks based on your child's ability to concentrate. Some children may need to start on 5 minutes for each learning activity, some may be able to start at 15 or 20 minutes – every child is different and that is fine.
- Use a visual timer for your child like a stop watch or sand timer app on your phone or tablet so they can see the time they need to work for. When the time is up, they can stop the learning task, whether it is completed or not. Of course, if they want to continue and complete their task – that's ok too.

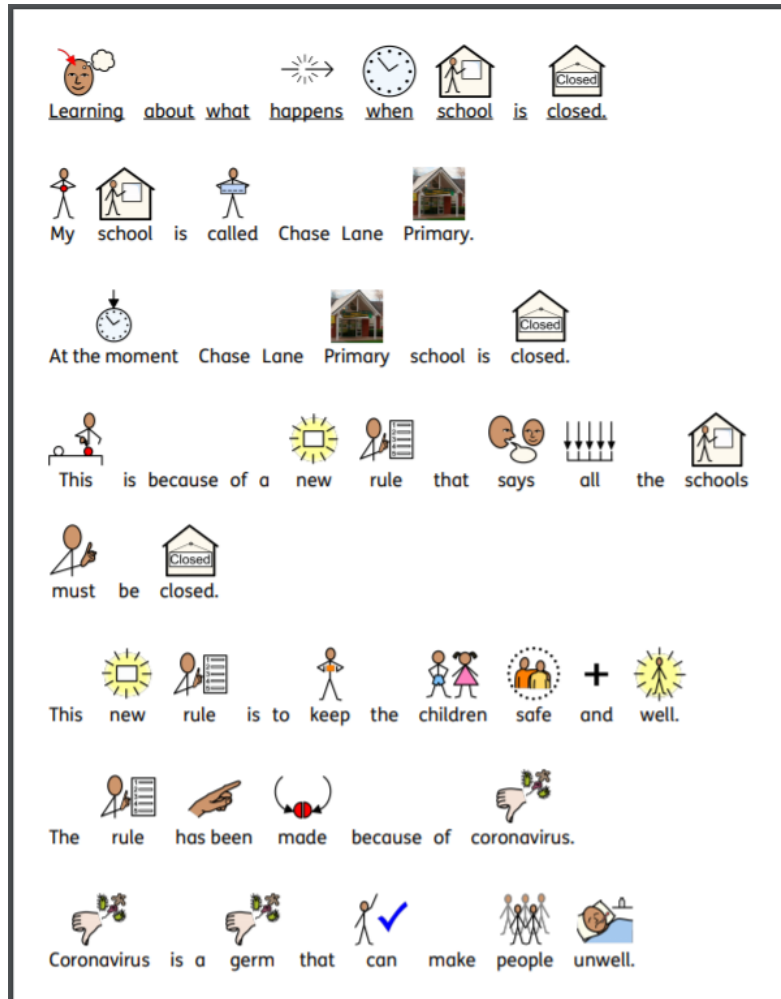
- As each activity or task on the visual timetable is completed, your child can put it in a pot so they can see the progress they are making as they move through their day: what they have done, and what is left to complete.
- Once the children are settled into their daily learning routine, the learning task time can be increased by a minute each day until you feel they have reached their maximum concentration time and then stick to this time each time they carry out a learning task.
- Some children may need a motivating reward to encourage them to complete their learning tasks. This could be a choice of what they do in the free time slots, or you could use a Now & Next board with a special reward that they have chosen. Now & Next boards look like this (Printable PDF attached):











If you are unable to print the attached PDF, you can easily make one of these yourself to use.

Social Story

Some children will need a social story to help them understand why school is closed and why they have to learn at home for the time being. Some of you will have been sent a personal story for your child, so please use this. Otherwise, you may want to read this story to your child to help them understand (printable PDF attached). Read it to them at the start of each week day and at any other time during the day they need reminding to do their learning tasks or just when they are finding the new routine difficult to cope with.









 Most  of the children are  staying at  home. They are  doing







 work  at  home.

 In the future  the school will  be open  again.

 Mr Jeffery  will  tell the  children  when it is  time to

 come back  to school.

 Now I can  try  and  do my  learning  at home.

 At home the  rules are that the  mummies  and  daddies  choose

 what I do.

 The parent's  job is to  choose the  learning that I  do.

 I am a  child and I can  listen  to my  parents because at

 home, the  parents are  in charge and  they  decide  what I can

do.

 My parents  will be very  proud  of me  if I  listen  to them

 when they  are  choosing  my  learning  tasks.

 My teacher  will  also  be  proud  if I  do the  learning

 that my  parents are  asking  me  to do  at home.

Learning Space

Space will be at a premium at the moment and difficult for all the family living and working in one place. If there is an area where your child can set up their designated learning space before they begin their work, please encourage them to choose fun ways to make it like school for themselves.

Learning Through Play

Play is a wonderful and valuable learning experience for children. When it is shared by an adult, it can bring an extra dimension to the play. Some tips for shared play:

- If your child is not yet communicating with speech or giving visual attention, Intensive Interaction or Floor Time is a wonderful technique to encourage your child to share joint attention with you. These are the early steps to communication. Simply allow them to choose and lead the play and sit nearby them and watch. Gently join their play by imitating their actions or sounds they may make. You may introduce a simple narrative to their play that is purely observational e.g. "A red car." (pause) "A fast red car." (pause) "It's going under the bridge." By not taking over their play, trying to direct it or asking questions that you expect them to answer, you are giving them the space and time they need without any pressure to communicate. They may reward you with a look, smile or even respond to you through their play. This is a wonderful achievement for children in the early stages of communication.
- For other children, following your child's interests through play reinforces their self-esteem and provides great learning opportunities. Whether they are using construction, role play, craft, or even screen time, you can talk about what they are doing or watching and link it to real-life events and experiences. This will widen their vocabulary and improve their ability to link and strengthen their learning experiences. This need be no more than 5 or 10 minutes of quality, focussed time with your child where they have your full attention.

Phonics

From Reception onwards, your children will benefit from practising their phonics (sounds for reading and writing) on a daily basis. Their teacher will have given them reading and writing tasks, but the links below can also be used for lovely videos to teach and reinforce your child's phonics knowledge. Regardless of their level, you may want to start them at the beginning of Phase 2 sounds as it will do them no harm to revisit and consolidate their knowledge. They could watch 1 video a day (they only last a few minutes) and watch it as many times as they would like. They may need to watch the same video for a few days to really learn the sound well - that's fine. As they move into Phase 3 sounds, there is also a game to play after each video. You could get them to make a special sound card for each single sound and each digraph/trigraph (2 sounds and three sounds that make one sound e.g. ng, th, sh, igh) they learn. They can then play games with these cards, putting them together to make real and nonsense words to read and write. You or they could hide some of the cards that make a word and then the other person has to find them and guess what word to make. Here are the links to the phonics videos:

Phase 2 phonics: <https://www.bbc.co.uk/bitesize/topics/zf2yf4j>

Phase 3 phonics: <https://www.bbc.co.uk/bitesize/topics/zvg9bdm>

Additional Learning Links

Here are some additional links if you would like other ideas to supplement your children's learning and play at home.

Puzzles and quizzes: <https://www.bbc.co.uk/cbeebies/puzzles>

Poetry Playtime with Michael Rosen, word games, stories and more...

<https://www.bbc.co.uk/cbeebies/topics/literacy>

Create and make: <https://www.bbc.co.uk/cbeebies/makes>

Singing and dancing: <https://www.bbc.co.uk/cbeebies/watch>

For parents of children with ASD (not for children to access) <https://www.facebook.com/ginadaviesautism>

Chase Lane Home learning SEN page: <https://www.chaselanepprimary.waltham.sch.uk/page/?title=SEN&pid=98>