

## **Ideas for Parents**

### **Who are we?**

RISE NI stands for Regional Integrated Support for Education NI, and we provide support to all mainstream primary schools in the Northern Health & Social Care Trust (NHSCT) area to support staff and children in years 1 – 4.

The service focuses on 4 main areas of development:

- social, emotional and / or behaviour
- speech, language and communication
- gross motor skills
- sensory processing, fine motor and visual perceptual skills

Our regional aim is to support children in schools by working closely with parents and staff to help children develop the foundation skills for learning.

### **What's included?**

We've included a range of basic activities suitable for children from P1 – P4; some even the whole family can enjoy! These are activities that require very few resources, but that will support your child's ongoing development in many different ways. Have a look through, and see which ones would be of interest to you or your child.

We have also included some relaxation ideas which would benefit both children and parents, along with some useful web-links and apps for the areas of development we target.

You may like to look at our page tiger link which contains lots of advice, strategies and activities... <https://view.pagetiger.com/RISENI/covid19>

## Works on:

- your child's gross motor skills
- providing strong input to your child's sensory systems
- encouraging your child to work out how to organise their body
- reinforcing action vocabulary

## What you need:

Chalk

Outdoor space

## Activity

Use whatever outdoor space you have (including the pavement if your neighbours don't mind).

Draw an obstacle course including:

- Jumping
- Walking along a wavy line to allow for spinning
- Balancing along a line
- Standing on one foot
- Star jumps
- Jumping / hopping / stepping over lines
- Spinning on the spot
- Walking backwards; jumping along the alphabet or numbers in order; hopping from one spot to another; frog jump from one spot to another; run to finish etc



## What to do if your child finds this difficult:

- Do alongside your child, holding hand if needed
- Start with a very limited number of activities

## Works on:

- developing body awareness
- strengthening arm muscles
- encouraging settled behaviour
- developing understanding of vocabulary e.g. body parts, clothes
- encouraging the understanding/asking of questions

## What you need:

Wall paper or large piece of paper

Crayons or pens

**OR**

Ground outdoors and chalk



## Activity

Tape together paper so it is big enough for your child to lie on OR get them lie on the ground outside

Tell your child to lie very still

Draw around the outline of your child

Get your child to add details to their body by drawing on eyes, mouth, shoes, clothes, etc

Ask them questions about their bodies

- Where are your ears / knees / ankles?
- What do you wear on your feet?
- What could you wear on a sunny day? Cold day?

## What to do if your child finds this difficult:

- Turn off background noise and complete somewhere quiet
- Use your child's name to get their attention
- Give 1 instruction at a time. Repeat.
- Point to body parts on yourself and your child if they struggle to identify them on the outline



## Works on:

- throwing skills and eye-hand coordination
- hand strength
- developing understanding of vocabulary e.g. food, clothes and colour/size concepts
- memory for information heard
- your child's understanding/asking of questions e.g. what?, where?
- appropriate speech sounds and language through modelling

## What you need:

Different coloured socks and a laundry basket, box or upturned umbrella

**OR**

Junk mail, scissors and a bin or box

## Activity

### Socks and laundry basket:

Ask your child to find specific socks, roll them up (may need help) and throw them to the basket / box / umbrella

e.g. “find the black sock and the red sock”; “find the stripy sock and the longest sock”

### Junk mail:

Ask your child to find certain pictures in the junk mail. They cut or tear them out and then scrunch the pictures into a tight ball to throw to the bin / box.

e.g. “cut out the cornflakes and the milk”



## What to do if your child finds this difficult:

- Complete the activity somewhere quiet and turn off any background noise
- Give 1 instruction at a time – repeat using exactly the same words
- Show your child what to do
- Start with only one item to find
- Show your child the answer to the question

## Works on:

- eye-hand coordination
- developing upper arm muscles and upper body strength
- encouraging your child's knowledge of colours
- developing naming within a topic; developing rhyming; identifying specific sounds

## Activity

Blow up a balloon

Ask your child to:

- Throw and catch the balloon
- Play balloon volley ball (use 2 chairs as the net)
- Play balloon tennis (use a kitchen roll tube as a bat)

Count the number of times the balloon is caught / hit

Ask your child to give you that number of words to do with a topic they have learnt about e.g. "tell me 3 minibeasts"; "tell me 5 words to do with the Titanic"

**OR**

Ask your child to give you that number of rhyming words

**OR**

Ask your child to give you that number of words with a certain starting / ending sound e.g. "let's think of 4 words that start with 's'"; "let's think of 6 words that end with 'p'"

## What you need:

Balloons and kitchen roll tube



## What to do if your child finds this difficult:

- Complete the activity somewhere quiet and turn off any background noise
- Show your child what to do
- Work on the physical playing of the game before working on the language

## Works on:

- understanding of emotions
- developing attention and listening skills
- understanding of instructions
- gross and fine motor skills
- promoting your child's confidence

## What you need:

Paper plates or paper

Music

Pens

Play dough, dried food



## Activity 1

Get your child to draw basic feeling faces on the plates or paper

- For P1/2, draw happy, sad, angry, afraid
- For P3/4, also draw worried, embarrassed, excited, proud

Spread the faces out on the floor. Play music, and when it stops, your child has to land on a face.

Ask your child to call out the feeling and show this feeling on their own face.

Ask your child to tell you a time they felt like that (this could be done with the child holding up the paper plate / page to their own face like a mask).

## Activity 2

Get your child to make basic feeling faces on the plates or paper using dried food such as pasta shapes / cereal or playdough

Make different feeling faces on plain biscuits, buns, pizza

See Pinterest for more ideas (search emotion activities for children)



## What to do if your child finds this difficult:

- Complete the activity somewhere quiet and turn off any background noise
- Give 1 instruction at a time – repeat using exactly the same words
- Show your child what to do



## Works on:

- developing story telling skills and familiarity with books
- attention and listening skills
- developing understanding of questions – What? Where? Who? When? How? Why?
- encourages creativity
- allows for practice of gross and fine motor skills

## What you need:

Books – your child's own or borrowed from the library

([www.librariesni.org.uk](http://www.librariesni.org.uk) register online with libraries NI for an account, follow instructions for ebooks and audiobooks)

Paper and pens



## Activity

Ask your child to pick a story.

Read the story to your child.

Look at pictures on each page and discuss with your child about what they think is happening.

Ask your child basic questions:

- Who is in the picture?
- What can you see?
- How does that person feel?
- What do you think will happen next?

At the end of the story your child can:

- Draw a character from the book
- Dress up as someone from the story
- Act out a part of the story with you
- Retell mum or dad the story

## What to do if your child finds this difficult:

- Complete the activity somewhere quiet and turn off any background noise
- Use your child's name to get their attention
- Use modelling if your child's speech is unclear, or language is incorrect – repeat the word or sentence back to your child adding slight emphasis to the correct language and speech sounds
- Add ideas – accept your child's idea and add one of your own to expand thinking

## Works on:

- developing muscle strength
- gross motor skills e.g. balance, jumping, hopping etc
- encouraging creativity and imagination
- promotes memory for information heard
- develops your child's understanding of verbs e.g. jump, hop, crawl; positional language e.g. along, towards, over; and sequential concepts e.g. first/then, before/after
- promoting your child's confidence

## What you need:

Everyday items - chairs, low tables, blankets, sticks, cushions, pillows, toddler tunnels, potty steps, skipping rope (or any kind of rope), sofa etc.

## Activity

Use your imagination to build an obstacle course either inside or outside using whatever you have.

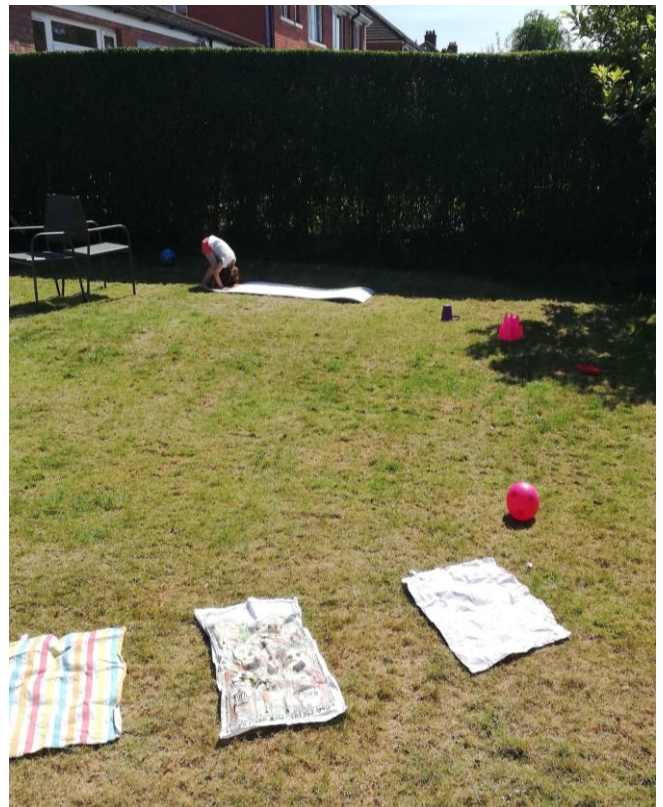
Include lots of different physical challenges:

- Jumping
- Crawling
- Rolling
- Walking
- Hopping

(E.g. crawl under the table; jump along the sofa cushions on the floor; step over the potty step; crab walk along the floor; walk along the rope; hop to the door)

Tell your child what to do by showing them.

This is a good activity for your child to set up for themselves, siblings, or you to complete.



## What to do if your child finds this difficult:

- Complete the activity somewhere quiet and turn off any background noise
- Show your child what to do
- Do the obstacle course first with your child following you



## Works on:

- developing fine motor skills
- promoting understanding of instructions
- developing breathing skills to calm and regulate emotions and behaviour
- promoting your child's confidence

## What you need:

Paper plate

Scissors

Pens

Cellotape

Ribbon, crepe paper or  
strips of newspaper



## Activity

Ask your child to:

- Cut the paper plate in half (you only need one half plate)
- draw eyes and decorate the cut half
- cut the ribbon, crepe paper or newspaper into streamers of various lengths and stick them to the back of the paper plate at the bottom

Once the jellyfish is made your child can use it to practice controlled breathing:

- Ask your child to hold the plate in front of them and start to breathe in very slowly for the count of 3.
- When they breathe out, get your child to see how long they can make the 'tentacles' move.

## What to do if your child finds this difficult:

- Demonstrate how to do the controlled breathing alongside your child (you could both have a jellyfish to use together)
- Provide help when needed with cutting and sticking

## Works on:

- developing fine motor skills
- promoting understanding of instructions
- understanding of emotions and that we can control our worries
- promoting your child's confidence

## What you need:

Tissue box

Scissors

Pens / paints

Any craft materials to decorate

Glue



## Activity

Your child decorates the tissue box however they like – they can simply colour or paint it, or decorate with googly eyes, feathers, leaves, dry pasta, lollipop sticks etc.

Ask your child to write down, or draw a picture of, anything that is worrying them – this can be particularly useful for back to school worries.

Your child can 'feed' these worries to their worry monster.

When they are posting their worry, you can chat about it with them.

Talk about what it feels like to be worried in our bodies.

Children can also pretend to take thoughts out of their head and throw them into the box for when they don't have paper. This can be fun to act out too.

## What to do if your child finds this difficult:

- Complete the activity somewhere quiet and turn off any background noise
- Complete the activity when your child is calm and focused
- Give your child examples of things that worry you and how they make you feel

## Works on:

- your child's attention and listening skills
- remembering spoken instructions
- sequencing instructions (first and then)
- body awareness
- developing gross motor skills
- your child's ability of how to organise their body
- reinforcing vocabulary – action verbs and body parts

## What you need:

2 people

Instructions ideas handout – see following page ('Simon Says Fitness Disguised as Fun' [www.theysmell.com](http://www.theysmell.com))

## Activity

Find a suitable space in your home or garden.

Introduce the game rules of 'Simon Says' – when you hear the words 'Simon Says' before an instruction, you do the action. If you don't hear the words 'Simon Says' you don't do the action.

Give an instruction e.g. Simon Says .....

- Shake your hands
- Touch your toes
- Stand on one foot and say hello
- Walk like a bear and name 3 animals

If your child is doing well at following instructions, let them have a turn at giving the instruction also.

## What to do if your child finds this difficult:

- Complete the activity somewhere quiet and turn off any background noise
- Ask your child to repeat back the instruction
- Give one instruction at a time – pause – repeat if necessary
- Demonstrate the action back to them



# SIMON SAYS FITNESS DISGUISED AS FUN

Get your kids moving by playing Simon Says with these fun yet physical activities.  
You decide when or if you say "Simon Says"!

- |   |   |   |
|---|---|---|
| Shake your whole body.  | Hold your arms out at your side and make circles with them in the air.                      | Reach behind you and try and hold your left foot with your right hand without falling over. |
| Jump up and down.   |   |   |
| Spin around in circles.   | Hop on your left foot 10 times.   | Lay on the floor and stretch out as far you can for 10 a count of 10.                       |
| Do a cartwheel.   | Hop on your right foot 10 times.  |   |
| Do a somersault.  |   | Pretend to shoot a basketball 10 times.   |
| Wave your arms above your head.   | Hop around like a bunny.  |   |
|   | Balance on your left foot for a count of 10.  | Pretend to jump rope for a count of 10.   |
| Walk like a bear on all 4s.   |   |   |
| Walk like a crab.   | Balance on your right foot for a count of 10.   | Pretend to ride a horse.  |
| Hop like a frog.  |   | Pretend to milk a cow.  |
| Walk on your knees.   | Bend down and touch your toes 10 times.   | Take 5 of the biggest steps forward that you can.   |
| Lay on your back & pedal your legs in the air like you are on a bike.               | Reach behind you and try and hold your right foot with your left hand without falling over. | Pretend to lift a car.  |
| Pretend to sit in an invisible chair 5 times - sit then stand, sit then stand, etc. | Show off the muscles in your arms.  | Do the strangest dance you can think of.  |
|   |   | Scream.   |



## Works on:

- your child's imagination and creativity
- following and giving instructions
- your child's motor planning and muscle strength when building
- creating a safe space for your child to relax
- regulating your child's emotions and provides a place to relax

## Activity

Find a suitable space in your home or garden to create your fort.

Building a fort involves some planning. Encourage your child to think what they can use to build the fort and where will you put it e.g. put the pillows on the floor, beside the chair, tuck the blanket between the settee and radiator.

Use language such as first, next, then and last.

Allow your child to take charge of doing as much of the building as possible.

Encourage your child to have his/her favourite things in the fort - toys, stuffed animals, Lego, colouring sheets, books, etc.

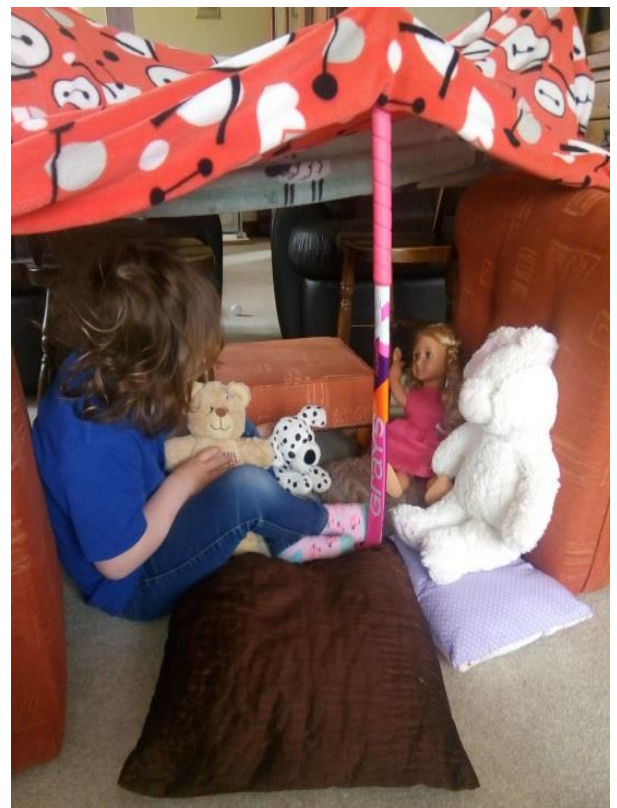
**Fort games** – you could both lie inside the fort and use a torch to play 'I spy'. E.g. you say 'I spy something that is soft', and your child flashes the light at what they think the object is

## What you need:

Any space inside or outside

Pillows, sheets, cardboard boxes, sofa, chairs, table

(Indoor fort building usually develops around age 4. Outside fort building emerges for older children aged 6/7, so why not venture outside to build a fort too!)



## What to do if your child finds this difficult:

- Planning can be challenging, so help your child decide what they might need by saying "what might we need to sit on? What might we need to make the walls?"

The following are simple relaxation ideas for use with young children. You can find these ideas and others in a free relaxation kit which includes: free MP3s, 10 relaxation exercises, relaxation tips, craft activities, games and more. Download on [www.relaxkids.com/freepack](http://www.relaxkids.com/freepack)

## Relaxation can:

- help relax muscles and calm the nervous system
- help promote general good health
- help children sleep
- help calm and clear your child's mind
- help with concentration
- help memory retention
- help reduce stress and anxiety in children
- help develop children's self-confidence and self esteem
- help improve emotional health and literacy
- help develop children's imagination, creativity, and self-expression

## Preparation:

You may like to ask your child to find a space on the floor where they can lie down. You can pretend to spray "fairy dust" over them as a way to help them settle down.

Moderate your tone of voice - children can respond well to soft and soothing moments because of their big imaginations.

Relaxation exercises should be practised regularly so children learn the skills when they are feeling calm and will know what to do.

## Starfish

Ask your child to lie on their back with their legs and arms spread out

Tell your child to do the following:

“Stay very still and imagine you are a sleepy starfish resting at the bottom of the ocean. Breathe in. As you breathe out, relax your head. See how still you can be at the bottom of the ocean, resting like a sleepy starfish. Say to yourself “I am calm and quiet, I am calm and quiet”.”





### **Deep breathing – smell the flower**

Ask your child to imagine they are smelling beautiful summer flowers – close eyes if comfortable.

Ask your child to imagine they are holding a flower. They breathe in to enjoy the smell. Then breathe out and pretend to blow away the flower petals.

Repeat the cycle of breathing in and gently blowing out for a couple of minutes.

You could ask your child to pretend to smell a different flower each time they breathe in. They could also imagine sitting in a meadow of fresh flowers.

This flower breath is an easy way to help your child become aware of their breath.



### **Visualisation**

Ask your child to lie on their back with their legs and arms spread out

Tell your child to do the following:

“Imagine you are lying on a beautiful sandy beach and you feel the sun warm your body. Make a picture in your mind of the golden sand and warm sun. As the sun warms your body you feel more and more relaxed. The sky is a clear, clear blue. Above you, you can see a small white cloud drifting away into the distance. It is drifting away and you feel more and more relaxed. Now relax for 30 seconds. When you are ready, open your eyes, ready to face the rest of the day relaxed and calm”

## Mindful Walking

Mindful walking encourages children to feel calm, self-aware and aware of their environment.

Talk through the following with your child:

- As you walk, become aware of your breathing. Continue to breathe in and out steadily
- Be aware of how your feet touch the ground. Notice what part of your foot touches the ground first and how it feels as it touches and leaves the ground
- Become aware of your legs and hips as you move
- Become aware of your arms swinging as you walk
- Notice how the air feels against your skin
- Be aware of the colours and shapes around you
- Become aware of the smells around you as you walk
- Continue to be aware of your breathing and every sensation in your body as you walk (from [www.relaxkids.com](http://www.relaxkids.com))

Turn this into an adventure by saying you are going on a rainbow walk. Remind them of colours of rainbow first and then say when you are walking to use their 'spidey senses' and look out for things the colours of the rainbow and what they can see; hear; smell and feel.



The following pages include useful websites and apps for each of the developmental areas we cover.

## GENERAL RESOURCES

[www.twinkl.co.uk](http://www.twinkl.co.uk) - free account for parents to access, code: UKTWINKLHELPS

[www.gonoodle.com/blog/gonoodle-games-movement-app-for-kids/](http://www.gonoodle.com/blog/gonoodle-games-movement-app-for-kids/) - free app for games designed to wake up bodies, engage minds and have fun (can also access on youtube <https://www.youtube.com/user/GoNoodleGames> )

[www.cosmickids.com/](http://www.cosmickids.com/) - for child friendly yoga sessions which are good for sensory processing, gross motor and emotional regulation (can also access on youtube <https://www.youtube.com/user/CosmicKidsYoga> )

[www.eani.org.uk/educational-resources-newsletters](http://www.eani.org.uk/educational-resources-newsletters)

[www.middletownautism.com](http://www.middletownautism.com)

[www.empowernetwork.co.uk](http://www.empowernetwork.co.uk)

<https://view.pagetiger.com/RISENI/covid19>

## APPS

**Fun timer for parents** – Timer to help with teaching targets – free

**Choiceworks** – schedules; understanding emotions and feelings – £9.99 (only available on Apple devices)

**Bag Game** - hide symbols, drawings, real photos in the bag - £1.99 (only available on Apple devices)

**Visual schedule** – a visual schedule - £9.99

**Visual Aids and Sensory Timetables** – create visual aids and timetables - free

**BBC CBeebies Go Explore / Get Creative** – fine motor skills, imaginations, basic learning activities - free

**Duck Duck Moose songs** (search 'Duck Duck Moose' for song options to appear in app list) – a range of basic songs: Wheels on the Bus, Old MacDonald, Itsy Bitsy Spider etc – free



## RESOURCES FOR SPEECH, LANGUAGE AND COMMUNICATION

[www.ican.org.uk](http://www.ican.org.uk)

[www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)

<http://speechandlanguage.info/parents> - speech and language activity sections, some free games, downloadable worksheets and advice leaflets on understanding language, spoken language and speech sounds.

[www.home-speech-home.com](http://www.home-speech-home.com) - fun 5 minute SLT activities to do at home or school

[www.speechandlanguagekids.com](http://www.speechandlanguagekids.com) - SLT activities and opportunity to get creative

[www.playingwithwords365.com](http://www.playingwithwords365.com) - advice sheets available, activities mostly for 4-6 year olds

<http://freelanguagestuff.com/> - language areas targeted e.g. verb/tenses, prepositions,

<https://drive.google.com/file/d/1lv7RVaEkEENdBMwyYxxanGhx6WTY1ClG/view> - free printables & worksheets you can use to practise speech and language skills at home

<http://speechandlanguagesongs.com/>

[www.elklan.co.uk](http://www.elklan.co.uk) - free downloadable resources

### **APPS** (some only available on Apple devices)

**Spingo Language Universe** – a fun alien hosted app that helps develop children's listening and language skills - £2.99

**Pronouns with Spingo** – teaches understanding and expressive use of pronouns – £2.99

**Describing Words with Spingo** – teaches describing words – £2.99

**Categories with Spingo** – sort everyday items into categories - £2.99

**Past Tense with Spingo** – work on past tense - £2.99

**My Play Home Lite** – listening and following instructions – free

**My Play Home** – listening and following instructions - £3.99

**Preposition builder** - prepositions – £7.99

**Fun Deck** – Following directions - £1.99

**Make a Scene:** (Christmas, princess fairy tales, outer space etc) - Lots of different scenes to choose from to target vocabulary, concepts, descriptive language - £0.99

You will find a list of other useful speech and language therapy apps free and paid here:

<https://www.thetypebslp.com/2020/04/speech-therapy-apps-for-parents-helpful.html>

## RESOURCES FOR PHONOLOGICAL AWARENESS

[www.phonicsplay.co.uk/freeindex.htm](http://www.phonicsplay.co.uk/freeindex.htm)

[www.phonicsbloom.com](http://www.phonicsbloom.com)

[www.letters-and-sounds.com/](http://www.letters-and-sounds.com/)

[www.bbc.co.uk/cbeebies/shows/alphablocks](http://www.bbc.co.uk/cbeebies/shows/alphablocks)

[www.teachyourmonstertoread.com](http://www.teachyourmonstertoread.com) – website is free, just register, you can download app (£4.99)

[www.mrcmakingmemories.com](http://www.mrcmakingmemories.com)

[http://epicphonics.com/](http://http://epicphonics.com/)

[www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds](http://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds)

[www.mrsactivity.co.uk/free-resources-2/](http://www.mrsactivity.co.uk/free-resources-2/)

**APPS** (some only available on Apple devices)

**HB Phonological awareness** – develops phonological awareness – free

**Jolly Phonics Lessons** - Jolly phonic speech sounds – free

**Articulation Station Lite** – speech sounds – free

**Articulation Station Pro** – speech sounds - £54.99

**Hairy Letters** – letter sounds and reading words - £2.99

## FUN WITH BOOKS

[www.librariesni.org.uk](http://www.librariesni.org.uk) register online with libraries NI for an account, follow instructions for ebooks and audiobooks

[www.booktrust.org.uk](http://www.booktrust.org.uk)

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

[www.storyline.net](http://www.storyline.net) (free website with a library of read aloud books read by celebrities)

## SOCIAL STORIES

[www.middletonautism.com/covid19/talking-to-other-people-on-video-calls-5-2020](http://www.middletonautism.com/covid19/talking-to-other-people-on-video-calls-5-2020)

[www.middletonautism.com/covid19/seeing-others-wearing-masks-5-2020](http://www.middletonautism.com/covid19/seeing-others-wearing-masks-5-2020)

Dave the dog is worried about Corona Virus <https://youtube/k5zIJCIEig>

<http://speechythings.com/coronavirus-free-social-stories-for-kids/>

## RESOURCES FOR SENSORY PROCESSING, FINE MOTOR AND PENCIL SKILLS

<https://www.nhsggc.org.uk/kids/resources/> - lots of information and activity ideas on all areas of OT – fine motor skills, scissor skills, pencil skills, sensory processing, everyday activities

[www.theottoolbox.com/com](http://www.theottoolbox.com/com) - plenty of information on a range of areas OT target, along with activity ideas

[www.ot-mom-learning-activities.com/](http://www.ot-mom-learning-activities.com/) – specialises in simple activities to develop skills

<https://theinspiredtreehouse.com/activities-index/> - fun activity ideas developing fine motor and handwriting skills

<https://www.yourtherapysource.com/freestuff.html> - free downloadable sheets targeting fine motor and handwriting skills

<http://www.skillbuildersonline.com/SBA/Index.asp> - free downloadable resources targeting fine motor and pencil skills

<https://www.jellyandbean.co.uk/free-resources/> - free handwriting practice pages

### APPS (all available on android and apple devices):

**Bobble Write** – letter formation practice - £2.99

**Writing Wizard** – letter formation – free

**Pooza** – visual perceptual puzzles – free

**Montessori Fine Motor Skills (Game Animal Alphabet / Game School Numbers)** – letter / number formation and fine motor skills – free

**Tiny Roads – Vehicles Puzzles** – fine motor and visual motor skills - free

## RESOURCES FOR PLAY

[www.playboard.org/wp-content/uploads/2019/05/PlayBoard-Play-For-Parents-Guide-2019.pdf](http://www.playboard.org/wp-content/uploads/2019/05/PlayBoard-Play-For-Parents-Guide-2019.pdf)

[www.bbc.co.uk/cbeebies/shows/andys-sound-adventures](http://www.bbc.co.uk/cbeebies/shows/andys-sound-adventures)

[www.thebestideasforkids.com/playdough-recipe](http://www.thebestideasforkids.com/playdough-recipe)

[www.thebestideasforkids.com/](http://www.thebestideasforkids.com/)

<http://theimaginationtree.com>

[www.supercoloring.com](http://www.supercoloring.com)

[www.worksheetfun.com](http://www.worksheetfun.com) – lots of free printable worksheets

Google search: checkout virtual zoo visits – type into google and see what animals you can visit from your living room!



## RESOURCES FOR KEEPING ACTIVE

There are many online home exercise programmes out there for children. Below are a few examples for your convenience.

### Joe Wicks

- **PE with Joe**

At 9am every weekday, Joe Wicks is posting live 30-minute PE sessions on YouTube. If 9am does not suit, you can access the YouTube link later e.g.:

Monday 25<sup>th</sup> May: <https://www.youtube.com/watch?v=MXb1nU9T4ZQ>

- **The Body Coach TV**

Fancy shorter workout sessions? The Body Coach TV has Five Minute Moves and Active 8 Minute Workouts e.g.:

- Five Minute Moves <https://www.youtube.com/watch?v=d3LPrlI0v-w>
- Active 8 Minute Workout <https://www.youtube.com/watch?v=uqLNxJe4L2I>

### BBC Supermovers

Interactive videos to support KS1 and KS2 Maths, Literacy, PSHE and PE learning. Great for times tables – as well as videos that are ‘just for fun’. [www.bbc.co.uk/teach/supermovers](http://www.bbc.co.uk/teach/supermovers)

### Oti Mabusi kids online dance classes

Oti Mabusi is a professional dancer who is teaching children’s dance routines online e.g.:

Mary Poppins dance routine: <https://www.youtube.com/watch?v=hlp15TCx9nw>

The Greatest Showman: <https://www.youtube.com/watch?v=EJmpCH9p2X8>

Trolls: <https://www.youtube.com/watch?v=MCeo6Q3p7Mc>

Taylor Swift – ‘Shake it off’: <https://www.youtube.com/watch?v=GHahd8rQ0hg>

Shrek: <https://www.youtube.com/watch?v=Btxws8qvYAA>

### Brandon Herwick

Brandon’s YouTube channel features creative dances and ‘Choose Your Own Challenge’ fitness routines e.g.:

Trolls Sept Dance <https://www.youtube.com/watch?v=IU6ZXI6Ygl0>

Happy (elementary PE Dance warmup) [https://www.youtube.com/watch?v=\\_swUGtEpazY](https://www.youtube.com/watch?v=_swUGtEpazY)

## RESOURCES FOR SOCIAL, EMOTIONAL AND BEHAVIOURAL NEEDS

<https://heartmindkids.com/how-to-make-a-glitter-jar-for-mindfulness> - How to make a glitter jar

<https://www.derbyshire.gov.uk/site-elements/documents/pdf/social-health/children-and-families/mental-health-and-wellbeing/emotional-and-mental-health-toolkit.pdf>

<http://www.safehandsthinkingminds.co.uk/covid-anxiety-stress-resources-links/>

[www.elsa-support.co.uk](http://www.elsa-support.co.uk)

[www.annafreud.org](http://www.annafreud.org)

[www.nhs.uk](http://www.nhs.uk) - CAMHS information for Children and Young People

[www.youngminds.org](http://www.youngminds.org)

[www.childmind.org](http://www.childmind.org)

[www.brighthorizons.co.uk](http://www.brighthorizons.co.uk)

[www.place2be.org.uk](http://www.place2be.org.uk)

[www.anxietybc.com](http://www.anxietybc.com)

[www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)

<https://www.childline.org.uk/toolbox/calm-zone/>

[www.barnardos.org.uk/northernireland](http://www.barnardos.org.uk/northernireland)

[www.nspcc.org.uk](http://www.nspcc.org.uk)

## APPS

**Positive Penguins** – feelings check in and relaxation - £0.99

**Sesame Street** (ages 2-5) - self regulation and dealing with challenges – free

**Chill outz** – Calming techniques and breathing exercises - £4.99

**Autism 5 point scale** – 5 point scale to help children identify their feelings – free

**New Horizon – Kids Meditation** – help with sleep, relaxation; sleep stories – free

**Chill Panda** – relaxation and breathing exercises – free

**Mood Meter** – helps children to understand emotions - £0.79

**Zones of Regulation** – emotional understanding - £5.49