



Pupil well-being activity pack

As a result of the evolving situation around coronavirus (COVID-19), it is essential to ensure that teachers are planning for activities to boost pupils' wellbeing.

The ideas within this pack can be helpful for all pupils, particularly as they will be adapting to their changing circumstances. There is a focus on learning through PSHE, Music, PE and the Outdoor Environment.

Some of these activities may need to be adapted in line with current government guidance around social distancing and non-essential contact.

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Foreword

In order to re-establish our school communities, we must have a focus on developing pupil well-being. This should not be through a series of activities alone, but should be an integral part of the school vision, values and aims. The activities within this pack have been created to support the work that schools already have in place such as their PSHE curriculum, PE curriculum, music curriculum and daily collective worships and assemblies.

We know that it will be important for our children to have time for reflection and mindfulness. We also know that they will need opportunities to re-establish their social skills and work together within the limitations of social distancing. Creative and physical activity for many children may have been limited. Increasing and improving levels of physical fitness will increase the social, emotional and physical well-being of our children. Many children will have had few opportunities to access the outdoors due to restrictions of time and movement. Providing opportunities for children to learn outdoors will contribute to supporting pupil well-being and enabling children to have an inspiring and calming place to learn.

The aim of this pack is to provide a range of activities and ideas which may be adapted to suit the needs of your children. The benefits of using activities such as these include developing;

- Enhanced personal and social communication skills
- Increased physical health
- Enhanced mental and spiritual health
- Enhanced spiritual, sensory, and aesthetic awareness
- The ability to assert personal control and increased sensitivity to their own well-being

For advice on how to adapt any of the activities contained in this booklet for Deaf/Visually Impaired children please contact Sensory.SupportTeam0-25@cambridgeshire.gov.uk

Social Distancing

The activities and approaches suggested within the PSHE section are all adaptable to social distancing when the group is small. As group sizes are likely to be smaller in the immediate future, maintaining the 2m gap should be manageable with 10-12 children. As the social distancing requirements change we will be able to accommodate more children in one game. When playing games outside, please refer to the advice in the Outdoor section of this guidance.

For recommendations on good practice for Physical Education or Physical Activity during this time, please refer to the following guidance;

<https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/PE-Covid-Guidance.pdf>

20 PSHE Games for 20 Minutes PSHE

All of the activities included are suitable for a whole class or a smaller group. Teachers should consider building in daily opportunities to rebuild social connection and communication skills. Try one activity for 20 minutes every day.

Classroom Strategies:

A Feelings Wall – Have a board with words to describe emotions suitable for the age of your children. If you place each word on a separate card, you can move the words around, make lists to suit the game or task you are playing. Ensure that there are a range of more positive and more negative words. Build on the feelings words over time.

Bubble Time- Explain that bubble time is something that children can request if they want to tell an adult in their class something important. Explain that the important thing could be a worry, a piece of good news, a question etc. Explain that Bubble Time will be between an adult and a child and will happen in the classroom at a quiet moment. Tell the children that during their Bubble time, the adult will try their best to make sure that there are no interruptions and the adult will listen carefully to the child. Using pegs/photos of the children/lolly sticks ask the children to place their name in a bubble if they would like some Bubble time. You could combine 'Bubble Time' with the 'Feelings Pegs' idea below.

Feelings Pegs – Give each child a peg or clip with their name on it. Set up some cards/shapes/flowers with key feelings words written on them. Choose feelings words which the majority of your children can use confidently. Display them somewhere the children can access easily. At the start of the day and perhaps at the start of the afternoon, place the pegs in children's places and then ask them to move their peg/clip to the feeling card that best reflects their mood.

Games

Included are a selection of PSHE themed games. Using games as part of children's reintegration to school and learning will help to rebuild a positive ethos and healthy relationships in the classroom. Enabling children to have fun together and to enjoy participating in activities will make a valuable contribution to their motivation and readiness to learn.

Each game or activity will contribute to the development of particular social skills or attributes. Games can also be used to help change the atmosphere or pace in the classroom, through either energising or calming children down.

A crucial principle to stick to with these games is that no one is 'out' of the game. Everyone can re-join the game. Take the opportunity to discuss with children how they can encourage each other during the game. Make sure there is a 'no put downs' rule in place. Model positive comments yourself during the game to encourage resilience, team spirit and kindness. Notice children who also make positive comments to each other during the games and give them a thumbs up, smile or 'thank you'.

Circle Time Activities

The circle is an ancient symbol of unity, community and connectedness. When we sit in a circle we are all of equal value and can easily listen to each other. A variety of activities can be carried out in a circle, including many of the games suggested here.

Circle Time can be a vehicle for developing empathy, building communication skills and sharing experiences. It can be used as a way of processing information or starting a new topic.

Clear ground rules are essential to build a safe and secure environment. Children will need time to learn, practice and internalise these rules:

1. The group should listen to whoever has the 'microphone' and show it through their body language. Children can practise listening skills and using their bodies to express good listening
2. The speaker should not be interrupted, not even by the teacher! If the teacher has to speak he/she should stand, touch the 'microphone', apologise for interrupting and say whatever needs to be said
3. Every comment needs to be valued. Initially, until the class are good supportive listeners and to avoid put-downs, no comments, including sounds (sighs, laughter, etc.) should be allowed
4. When children are sharing their own experiences, they should avoid naming people. This encourages an appreciation of privacy and avoids blame and negative comments directed at individuals, both in class or at home. The child says 'someone in my family', 'someone in school' or 'some people' instead. The teacher can then follow up for more detail when Circle Time is finished.
5. Children can 'pass' but at the end of the 'round' have the opportunity to speak again.

Mindfulness Activities

Mindfulness activities are intended to encourage children to 'pay attention to the present moment, on purpose'. Following a period of time when children may not have had time to focus or still themselves, we can give them the opportunities to calm and still themselves, whilst being aware of what is around them.

20 PSHE Games for 20 Minutes EYFS/Key Stage 1

Name	Focus	Activity	Notes	
1	All Change	Building social interaction, listening skills and concentration	The children need to be standing in a circle. One child is chosen to perform an action of their choice, such as clapping or patting their knees a number of times. The other children will join in and copy the action, the teacher then taps a different child on the shoulder who begins a new action. This is a game of concentration to notice and copy any new actions.	Can be played inside or outside.
2	Change Places	Building acceptance, inclusion, Building social interaction, listening skills	Start with the children sitting in a circle. Call out for instance ‘Change places if you like pasta’. All the children to whom it applies stand up and walk to change places across the circle. Either the last one to sit down, or a volunteer, calls out the next idea. This can be played on themes (things we like, sharing news, how we are feeling, what we are proud of, what we are looking forward to).	Can be played inside or outside.
3	Coming Full Circle	Sense of belonging, confident communication	The children take turns around the circle to complete the following sentence: ‘My name is and I am sitting next to and ... ’. Then child names the children sitting either side of them. Encourage the children to look at the people they are introducing with good eye contact and smile at them. This game can be played by rolling a ball across the circle to indicate whose turn it is next.	Can be played inside or outside.
4	Guess the feeling	Emotional Literacy, empathy, social skills	One adult (e.g. teaching assistant) goes out of the classroom. The rest of the class agrees on one emotion or mood (happy, sad, angry, excited, worried, grumpy, nervous). The adult comes back in and gives simple instructions (e.g. wave at me, scratch your head, pretend to read a book) and the children do the action demonstrating the emotion. The adult has to guess which emotion was chosen. Children can also take the role of the person who goes out of the room.	Take the opportunity to introduce new words describing emotions. Add one or two new words each time you play.

5	Categories	Collaboration, turn taking, listening	The children sit in a circle. The teacher starts by choosing a category, such as foods, animals, colours, clothes, words beginning with 'c' etc. A child is chosen to begin and name an item that fits into the category. All the children then clap three times in unison, then the next child on the left names another item from the chosen category. The children clap again and the turn continues round the circle. An item must not be named twice and if a child hesitates after clapping the rest of the children clap three more times and shout 'Hesitation'. A new category is chosen and the game continues with the person who hesitated taking the first turn in the new round.	Can be played inside or outside.
6	I want X to sit on my left because...	Empathy, social skills, communication	The teacher has a space on his/her left and invites one child to sit there, stating a positive reason why. This creates a space on the left of somebody else who chooses another child. Continue until about 5 choices have been made. Children should be encouraged to consider their criteria for choosing someone (for instance to think further than 'because she's/he's my friend') Ask the children to focus on kindness shown or people who need cheering up etc. The game can be played several times, so everyone can be included over a period of time.	Can be played inside or outside.
7	Jigsaws	Social skills, communication, inclusion	One picture postcard is needed for every 5 children. These need to be cut into 5 pieces and then write A on the back of the first set, B on the second and so on. Once the pieces have been shuffled, give each child a piece. Explain that each piece has a letter on the back. Explain this activity has to be done in silence and that the children must find the others with the same letter and put together the postcard. Alternatively, with older children, if picture postcards are used, a letter does not need to be added to the back. Children find those with the other four pieces that make up their jigsaw. Once the children are in their group give them a discussion challenge such as 'Somewhere I'd like to go', 'A place which makes me feel happy', 'A place I've been with my friends'. Each child in the group take it in turns to speak.	You can ask the children to report back on their group conversations. Perhaps asking for different volunteers each time. You could ask children to share something someone else in their group spoke about, to build further listening skills.

8	Keeper of the Keys	Listening skills, co-operation, social skills	One child sits blindfold on a chair in the centre of a circle made by the rest of the class. Something noisy (jangly keys, musical instrument) is placed 2 metres away from the chair. The teacher points silently to a child in the circle (the Thief) whose task it is to take the keys from in front of the chair and return to their seat without being noticed by the blindfolded child (the Keeper). If the Keeper hears any noise and suspects the Thief is there, he/she points towards the direction of the noise (location of the Thief). If the Keeper is correct, and points to the Thief, the teacher chooses someone else to steal the keys, if not, the original child continues on their way. If the Thief successfully steals the keys, he/she becomes the Keeper for the next round. The Keeper can be changed after 2-3 turns at the teacher's discretion.	Can be played outside as long as you're in a quiet place.
9	What are you doing?	Listening skills, co-operation, social skills	One person mimes an action (e.g. playing a musical instrument) and the person on his/her left says 'What are you doing?' The first person says something different (e.g. 'I'm eating spaghetti') and the second person has to mime that action. This continues around the circle until everybody has had a turn.	Can be played inside or outside.
10	Zoo Keeper	Co-operation, social skills	The children sit in a circle, and one child is chosen to leave the room. Whilst he/she is out, another child is nominated to be 'the zoo keeper'. This child begins to mime an animal action, and all the other children imitate him/her and mime the same animal. The child outside comes back into the middle of the circle. The leader changes animal from time to time and everyone else follows. The rest of the children must try to follow the leader without appearing to follow him/her. The child in the middle then has three attempts to guess the leader. The activity can be adjusted by adding sound effects to go with the animals.	This can be played inside to outside. It is a less fatal version of the classic 'Wink Murder'.
11	Look what I can do	Communication skills, independence	Firstly think about some actions that the children could do, such as jumping, hopping, clapping, stretching up and down. Each child then chooses an action and tells the group, 'My name is....and I can...'. The child shows the rest of the children the action and asks, 'Will you all join in with me?' The rest of the children then copy the action and then another child is chosen.	Can be played inside or outside.

12	The Magician's Wish	Empathy, communication, confidence	A great game to encourage imagination and enhance a 'feel good' atmosphere. Encourage the children to imagine they are magicians and can have one wish for anything in the group. When it is their turn to hold the wand the children say 'I wish that....'	Can be played inside or outside.
13	Softball Challenge		This game usually requires a sponge ball however it can be played with an <i>imaginary</i> ball. Decide on a theme, such as TV programmes, names of pop stars, breakfast foods. The <i>imaginary</i> ball is then thrown around the circle, and the child calls out the name of the child who will catch it. As each child catches the ball they say something linked to the chosen theme.	Can be played inside or outside.
14	Voices	Listening skills, co-operation, social skills, concentration	Teach the children the following chant: 'We're the children from..... And we like to speak in this way. Hello (leader's name), hello children. We hope you have a nice day.' The leader then chooses a child to say the chant again but this time in a different style of speaking - for example joyfully, anxiously, with an accent, softly... The group then repeats the chant in the manner suggested.	Children who are feeling less confident are supported by the whole group.
15	Who's missing?	Social skills, listening	One child goes out, and another is hidden (either elsewhere in the classroom or under a blanket in the middle of the circle). The person outside comes back in, and the other children give clues about who is missing by making positive statements about them (their likes dislikes etc). The person has to try to guess who is missing.	
16	Good news/Bad news	Communication skills	The children sit in a circle and each child is given the opportunity to share one piece of good news and one piece of bad news. They can pass on both or either. Make sure that you talk through and then model good listening for all the children.	Can be played inside or outside.
17	Hello	Communication, confidence	Teach the children the phrase 'Let's say hello to let's say hello to..... You're welcome here today!' All the children say hello to everyone, or individual children can say hello to the person on their left. Children can use different languages/home languages to say hello.	

18	Circle Time Sentence Starters	Empathy, listening skills, communication, co-operation	<p>There are many sentence starters you could use to develop understanding of emotions, empathy and group ethos. Here are just a few:</p> <ul style="list-style-type: none"> • Today I really enjoyed..... • When I was a baby I needed but now..... • A friend I played with today is..... • A fruit/vegetable I like to eat is..... • I am the sort of person who..... • I get worried when..... • When I fall out with my friends I feel..... • A rule I have at home is..... • One way I am different from/similar to other people/my friend is..... • I really appreciate it when someone • I can relax by..... • I could be more co-operative by • A right we all have in school/in our community is • If I could change one thing about the world I would 	
19	Belly Breathing	Calm, focus, relaxation	<p>Each child finds a comfy place to lie on their back and place their hands on their tummy. Ask the children to breathe in through their nose for a count of three and then out through their mouths for the count of three. Encourage them to focus on the following:</p> <ul style="list-style-type: none"> • their chest moving up • whether their hands are moving • can they feel the air moving through their mouth and nose • is the air warm or cold when it goes in or out • What does their breath sound like? <p>Give the children a few moment to relax once you have finished speaking. Calmly and quietly, ask for a few words to describe how the children feel now they have finished their belly breathing.</p>	
20	Scan	Calm, focus, relaxation	<p>Scan helps children to become aware of their body and is a relaxation technique they can use at home.</p>	

			<p>Ask the children to lie on the floor and close their eyes or look at the sky/ceiling. They should pay attention to each body part of 5-10 seconds. Guide this in a calm voice, asking some questions as you go.</p> <ul style="list-style-type: none">• How does this body part feel?• Is it cold or warm?• Does it feel tight or relaxed?• Is all or part of that body part touching the floor?• Or clothing?• What does that feel like? <p>If there is tightness or stress, imagine breathing the stress out of that part of the body with each exhale.</p> <p>Give the children a few moments to relax once you have finished speaking.</p> <p>Calmly and quietly, ask for a few words to describe how the children feel now they have finished their belly breathing.</p>	
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More Mindfulness Activities from:

<https://www.teachstarter.com/gb/blog/classroom-mindfulness-activities-for-children-gb/>

Subscribers to the PSHE Personal Development Programme might look at Units of Work on 'My Emotions', 'Friends and Family' and 'Working Together' for further activities.

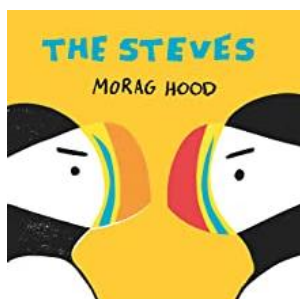
Suggested Picture Books for KS1



Title: The Rabbit Listened

Author: Cori Doerrfeld

Being able to listen really well is a key aspect of empathy. This lovely book perfectly explains how not to listen, and how nourishing it can be when someone tunes in 100%. Finally Taylor feels understood, after his tower of bricks is knocked down



Title: The Steves

Author: Morag Hood

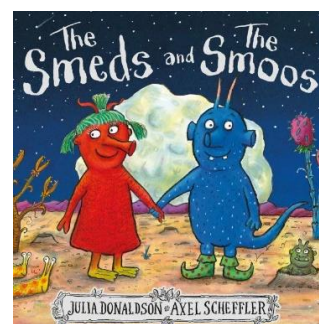
Two absurdly competitive puffins (both called Steve) vie to be the best. Having endlessly put each other down, they finally get some perspective and realise how silly they're being towards each other. Great for discussion



Title: How to be a Lion

Author: Ed Vere

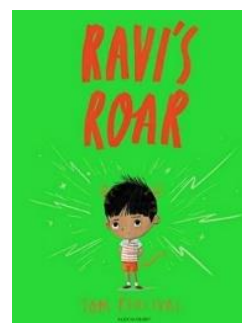
A gentle lion is friends with a duck, and no one approves. A magical book, delving into how we can all be truly ourselves, and, from that basis, relate well to others



Title: Smeds and The Smoos

Author: Julia Donaldson

Far away, on a distant planet, two young aliens meet and fall in love. But Janet is a Smed and Bill is a Smoo. And everyone knows that Smeds and Smoos can't be friends. What will their families do when they find out?



Title: Ravi's Roar

Author: Tom Percival Ravi's anger makes him feel like a roaring tiger. This beautifully illustrated book offers a creative way to explore how unaddressed anger can build up and the impact this can have on relationships and social dynamics



Title: Along Came a Different

Author: Tom McLaughlin

The reds, blues and yellows can't get along. A zany, light-hearted look at how to deal with discrimination. Very cleverly builds children's ability to see different perspectives, a skill fundamental to empathy

Subscribers to the PSHE Service Personal Development Programme can access further suggestions for books from the Teaching Guidance section on the website. www.pshecbridgeshire.org.uk

20 PSHE Games for 20 Minutes Key Stage 2

	Name	Focus	Activity	Notes
1	Change Places	Building acceptance, inclusion, Building social interaction, listening skills	Start with the children sitting in a circle. Call out for instance 'Change Places if you like pasta'. All the children to whom it applies stand up and walk to change places across the circle. Either the last one to sit down, or a volunteer, calls out the next idea. This can be played on themes (things we like, sharing news, how we are feeling, what we are proud of, what we are looking forward to). Once each child has found a new place they turn to the person on their right and chat to them, in pairs, about why they changed places or stayed in their place.	Can be played inside or outside.
2	We Share	Building acceptance, inclusion, Building social interaction, compromise, negotiation	<p>A game devised to show that everyone has something of value to offer others and we all have things in common with each other.</p> <p>Divide the children into groups of four to six and ask them to discuss and decide within their groups what each child is good at.</p> <p>For example; good at drawing, good at tidying up, good at running, good at taking turns, good at listening.</p> <p>The children then form one circle and each member of the group states what their members are good at. This could be done through one child or each child could take a turn.</p> <p>Ask the rest of the class to listen out for people who are good at the same things as them.</p> <p>This could be repeated with children sharing favourite foods, games, books, programmes etc.</p>	Can be played inside or outside. If you are playing outside, set boundaries for locations of group discussions.
3	Guess the feeling	Emotional Literacy, empathy, social skills	The children sit in a circle. One child goes out of the classroom. The rest of the class agrees on one emotion or mood (happy, sad, angry, excited, worried, grumpy, nervous, anxious and tired). The child comes back in and gives simple instructions (e.g. wave at me, scratch your head, pretend to read a book) and the children do the action demonstrating the emotion. The child has to guess which emotion was chosen.	Take the opportunity to introduce new words describing emotions. Add one or two new words each time you play. Can be played inside or outside.

4	Categories	Collaboration, turn taking, listening	<p>The children sit in a circle. The teacher starts by choosing a category, such as foods, animals, colours, clothes, TV programmes, modes of transport, etc. A child is chosen to begin and names an item that fits into the category. All the children then clap three times in unison, then the next child on the left names another item from the chosen category. The children clap again and the turn continues round the circle. An item must not be named twice and if a child hesitates after clapping the rest of the children clap three more times and shout 'Hesitation', or 'Repetition'. A new category is chosen and the game continues with the person who hesitated/repeated taking the first turn in the new round.</p> <p>If the children get really good at the game, add in 'Deviation', where the round finishes if someone names an item which doesn't fall into the chosen category.</p>	<p>Can be played inside or outside.</p> <p>You can ask the children to suggest categories at the start of the game.</p>
5	I want X to sit on my left because...	Empathy, social skills, communication	<p>The teacher has a space on his/her left and invites one child to sit there, stating a positive reason why. This creates a space on the left of somebody else who chooses another child. Continue until about 5 choices have been made. Children should be encouraged to consider their criteria for choosing someone (for instance to think further than 'because she's/he's my friend') Ask the children to focus on kindness, people who need cheering up etc. The game can be played several times, so everyone can be included over a period of time.</p>	<p>Can be played inside or outside.</p>
6	Jigsaws	Social skills, communication, inclusion	<p>One picture postcard is needed for every 5 children. These need to be cut into 5 pieces and then write A on the back of the first set, B on the second and so on. Once the pieces have been shuffled, give each child a piece. Explain that each piece has a letter on the back. Explain this activity has to be done in silence and that the children must find the others with the same letter and put together the postcard. Alternatively, with older children, if picture postcards are used, a letter does not need to be added to the back. Children find those with the other four pieces that make up their jigsaw.</p> <p>Once the children are in their group give them a discussion challenge such as 'Would you like to visit the place on the post card?', 'Talk about a place you have visited in the past.', 'Tell your group about a place you have been where you felt peaceful/ happy/ excited/ loved/ scared/ anxious and explain why you felt that way'.</p>	<p>You can ask the children to report back on their group conversations. Perhaps asking for different volunteers each time.</p> <p>You could ask children to share something someone else in their group spoke about, to build further listening skills.</p>

7	Keeper of the Keys	Listening skills, co-operation, social skills	One child sits blindfold on a chair in the centre of a circle made by the rest of the class. Something noisy (jingly keys, musical instrument) is placed 2 metres in front of the chair. The teacher points silently to a child in the circle (the Thief) whose task it is to take the keys from in front of the chair and return to their seat without being noticed by the blindfolded child (the Keeper). If the Keeper hears any noise and suspects the Thief is there, he/she points towards the direction of the noise (location of the Thief). If the Keeper is correct, and points to the Thief, the teacher chooses someone else to steal the keys, if not, the original child continues on their way. If the Thief successfully steals the keys, he/she becomes the Keeper for the next round. The Keeper can be changed after 2-3 turns at the teacher's discretion.	Can be played outside as long as you're in a quiet place.
8	Leader of the Orchestra	Listening skills, co-operation, social skills	The children sit in a circle, and one child is chosen to leave the room. Whilst he/she is out, another child is nominated to be 'leader of the orchestra'. This child begins to mime playing an instrument, and all the other children imitate him/her and mime the same instrument. The child outside comes back into the middle of the circle. The leader changes instruments from time to time and everyone else follows. The rest of the orchestra must try to follow the leader without appearing to follow him/her. The child in the middle then has three attempts to guess the leader.	This can be played inside to outside. It is a less fatal version of the classic 'Wink Murder'.
9	What are you doing?	Listening skills, co-operation, social skills	One person mimes an action (e.g. playing a musical instrument) and the person on his/her left says 'What are you doing?' The first person says something different (e.g. 'I'm eating spaghetti') and the second person has to mime that action. This continues around the circle until everybody has had a turn.	Can be played outside as long as you're in a quiet place.
10	Rabbit Ears	Listening skills, co-operation, social skills, concentration	The children stand in a circle, with the leader (probably an adult to start with) in the middle, watching them with her/his pretend binoculars. When the leader points at a child and says 'Rabbits', that child raises his/her hands and waggles them by his/her ears. The child either side of the one doing this must waggle the hand nearest to that child. There should then be a line of 4 ears 'wagging', across 3 children! Children must start with their hands by their sides. To begin with the adult can call 'Rabbits' again and point at another child. As the children become familiar with the game the child who was chosen to waggle both ears, chooses who to pass the turn to. Anyone who makes a mistake or is too slow has to sit down. As gaps open up around the circle, a child will find her/himself 'next' to a child who is some distance away from her/him, and must waggle the hand by the ear nearest to that child. Continue until about 3 children are left standing.	Can be played inside or outside.

11	Secret Sketching	Listening skills, co-operation, social skills, concentration	<p>This game requires paper and pencils.</p> <p>The children work in pairs and sit with their backs towards each other and at a safe distance. One child does a simple line drawing for their partner without telling them what they are drawing. The other child then has to reproduce the drawing from the instructions given by their partner. The children then compare their drawings and reverse the roles.</p> <p>Extend the game by changing partners, or offering themes for the drawings (a type of food', 'an animal' 'a piece of clothing')</p>	Can be played inside or outside (as long as it's not wet/windy)
12	Voices	Listening skills, co-operation, social skills, concentration	<p>Teach the children the following chant:</p> <p>'We're the children from..... And we like to speak in this way. Hello (leader's name), hello children. We hope you have a nice day.'</p> <p>The leader then chooses a child to say the chant again but this time in a different style of speaking - for example joyfully, anxiously, with an accent, softly... The group then repeats the chant in the manner suggested.</p>	Children who are feeling less confident are supported by the whole group.
13	Good news/Bad News	Communication skills	<p>The children sit in a circle and each child is given the opportunity to share one piece of good news and one piece of bad news. They can pass on both or either. Make sure that you talk through and then model good listening for all the children.</p>	Can be played inside or outside.
14	Silent Count	Communication, eye contact, cooperation	<p>The children sit in a circle. The challenge is that they must count from 1 to 15 (depending on how many people there are in the bubble) whilst each person only says one number at a time. There is no fixed order. The children must remain silent unless they are saying a number. If two people say a number at the same time, you must start again at number 1.</p> <p>You can assist by starting off standing up and the children sit once they have said a number. Encourage eye contact, raising hands and nods. Once they get the hang of it, start timing them and see if they can improve their time.</p>	Can be played inside or outside.
15	Magic Goo	Communication, eye contact, co-operation	<p>Start the game in a circle, and explain that you have found some 'magic goo' in your desk drawer. Feel free to spin a tall tale about how it got there. Explain that the magic goo is invisible but that it can be formed into any object you choose. Hold the magic goo and shape it into an object, then use the object or imagine it has come to life. For example, fashion the magic goo into a spade and use it to dig a hole, or mould it into a dog and then mime telling the dog to sit. If a child can guess what you made the goo into, scrunch up your spade or dog and pass the goo to them.</p>	Can be played inside or outside.

16	Circle Time Round	Social skills	<p>Sit in a circle and ensure the children know they have the right to pass if they don't want a turn. Ensure that children know the rules about 'no put down's etc. If you carry out circle time rounds regularly you will find confidence levels build and participation levels increase.</p> <p>Each children takes in in turns to contribute.</p> <ul style="list-style-type: none"> • I really appreciate it when someone • I can relax by..... • I could be more co-operative by • A right we all have in school/in our community is • If I could change one thing about the world I would • Stereotypes stop people being themselves because.... • Something I'm worried about is..... • Something that helps me when I'm feeling low is..... • A time I empathised with someone else was..... 	
17	Hot seating	Empathy, communication, emotional literacy	<p>Hot-seating focuses closely on a character and enables a character's background (or gaps in their story), behaviour and motivation to be explored. Choose a character from a book you have read. You can explore questions around their motivations or what they were actually thinking. You can also suggest that the character is experiencing a new situation and explore their responses or thoughts.</p> <p>Hot-seating involves the group in asking questions of someone in role as a character. The traditional approach is for the pupil playing the character to sit on a chair in front of the group (arranged in a semi-circle), although characters may be hot-seated in pairs or groups. To begin with model being hot seated yourself and then ask for one or two volunteers to have ago. Gradually decrease the size of the groups you are working with, so that you get to the stage where pupils can work in groups of 3-4, with one person being hot seated and the others asking questions.</p> <p>It is helpful if the teacher takes on the role of facilitator to guide the questioning in constructive directions.</p>	

18	Scan	Calm, focus, relaxation	<p>Scan helps children to become aware of their body and is a relaxation technique they can use at home.</p> <p>Ask the children to lie on the floor and close their eyes or look at the sky/ceiling. They should pay attention to each body part of 5-10 seconds. Guide this in a calm voice, asking some questions as you go.</p> <ul style="list-style-type: none"> • How does this body part feel? • Is it cold or warm? • Does it feel tight or relaxed? • Is all or part of that body part touching the floor? • Or clothing? • What does that feel like? <p>If there is tightness or stress, imagine breathing the stress out of that part of the body with each exhale.</p> <p>Give the children a few moment to relax once you have finished speaking.</p> <p>Calmly and quietly, ask for a few words to describe how the children feel now they have finished their belly breathing.</p>	
19	Bell	Calm, focus, relaxation	<p>For this mindfulness activity, you will need something that makes a bell sound. Sit in a space inside or outside. Begin this practice with three deep breaths. Encourage the children to focus on these breaths as the air goes in and out.</p> <p>Give the following instructions before ringing the bell:</p> <ul style="list-style-type: none"> • When I ring the bell concentrate on the sound that you hear. • Pay attention to whether you hear it louder in one ear than you do in the other. • Keep your eyes closed until the sound is completely gone. • If you notice your thoughts wandering, just bring your attention back to the sound of the bell. • After you open your eyes, remain silent until you hear my voice again. <p>Calmly and quietly, ask for a few words to describe how the children feel now they have finished listening to the bell.</p>	

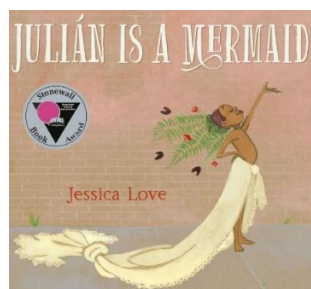
20	Senses Countdown	Relaxation, calming, focus	<p>This activity is best done outside, but can be done inside as well. Each child sits comfortably and still. Practice forming mindful breaths before starting. Then focus on each of the following things for 30 seconds each. The teacher guide the children to change focus and prompts with ideas of things to notice.</p> <ul style="list-style-type: none">• 5 things you can see (focus on colour, shape, size, brightness etc)• 4 things you can touch (focus on texture, temperature)• 3 things you can hear (pitch, volume, timbre)• 2 things you can smell (strength, sweet/sour)• 1 thing you can taste (strength, quality) <p>Calmly and quietly, ask for a few words to describe how the children feel now they have finished their senses countdown.</p>	
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More Mindfulness Activities from:

<https://www.teachstarter.com/gb/blog/classroom-mindfulness-activities-for-children-gb/>

Subscribers to the PSHE Personal Development Programme might look at Units of Work on 'My Emotions', 'Friends and Family' and 'Working Together' for further activities.

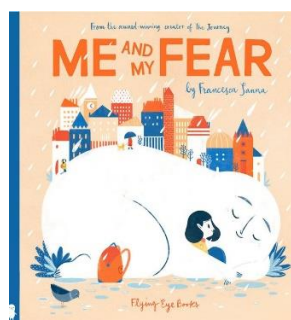
Suggested Picture Books for KS2



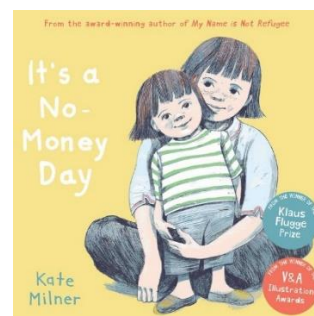
Title: Julian Is a Mermaid
Author: Jessica Love
 Pure joy! A story about the power of acceptance, as Julian's grandmother affirms his right to be different. Creates a space to talk about what characters are really thinking, but not saying



Title: Something Else
Author: Kathryn Cave
 A simple story, about a small creature who does his best to join in with the others. But he's different. No matter how he tries, he just doesn't belong. Then Something turns up and wants to be friends. But Something Else isn't sure he's like him at all...



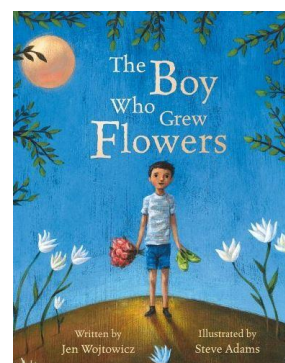
Title: Me and My Fear
Author: Francesca Sanna
 A thought-provoking visual personification of a girl's feeling of fear, which magnifies when she's in a strange country. Helps children understand how profoundly fear can lead to isolation and anger



Title: It's a No-Money Day
Author: Kate Milner
 It is a painful reality that families are having to use food banks and cope with poverty. This book deals with the subject sensitively and without stigma



Title: Joy
Author: Corrinne Averiss
 Fern is troubled by how sad her granny seems and is working out how to capture and pass on 'joy'. Great for talking about emotions and really grasping what someone else needs



Title: The Boy who Grew Flowers
Author: Jen Wojtowicz
 Quiet Rink always sits at the back of the classroom, away from the other children who have heard strange rumours about his family and prefer to keep their distance. But when a kind new girl joins his class, Rink's life begins to change. The tale encourages children to empathise with and reach out to others

For more idea of books to read for empathy, visit www.empathylab.uk

Outdoor Learning

It is important to follow the social distancing guidelines for all outdoor activities and to consider how to manage risk in the outdoors.

Location

The areas easiest to manage will be the school grounds themselves. Spaces, distances and tasks can all be easily managed. Questions to ask should include:

- What is the activity?
- How many children will be in the space?
- How do I use the space effectively?
- Will equipment will be needed and if so, how can I ensure it will not be shared?

Consideration of all spaces around the school site will release other spaces for other groups to also work outside.

The considerations for walking off-site would be:

- Justifying the need/intent – can the experience be gained within the school grounds? What will be the likely reaction of the public in your area? What are the benefits and do they outweigh the risk?
- Implementation - staffing ratios in relation to the number, age and ability of the young people to comply with social distancing. Confidence of staff, what you plan to do etc. – refer to Use of local area plans and risk assessments.

Health and Well-being

Having spent a significant time in isolation with only 'family' members, a return to a location where there is greater contact with others has to be managed carefully, as will undertaking activities in outdoor settings or off-site locations. The confidence of staff will also vary according to their experiences over the last few weeks and how comfortable they feel about undertaking and managing outside learning. However the benefits are very clear, and especially for children who have not had easy or much access to outside space at their homes, then the use of the outdoors at all opportunities is very important. Staff and pupils may value space for being outdoors for reflection peace and quiet.

Development of activities

This creates both a challenge and opportunity for taking learning outdoors, as in the past this particular approach to learning encouraged team working and a range of associated skills. With the introduction of social distancing in the short to medium term, this presents a challenge. On the flip side, working and being outdoors and close to nature has a very positive impact on mental health and well-being.

One framework for planning could be activities that develop the 3C's;

Communication, Consideration and Co-operation

Outdoor Learning Activity ideas

The Outdoor Education Adviser Service has sets of Outdoor and Environmental learning cards which are packed full of ideas for activities that can be linked to the curriculum.

Have a look around your school, it may be that you have a pack already. If you would like a free loan of the cards or if you would like support and assistance in developing your plans, please email Stephen Brown:





Stephen.brown@cambridgeshire.gov.uk



Further information and pricing of the cards can be found by following the links;




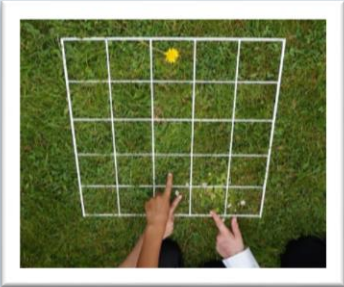

<https://www.harveymaps.co.uk/cgi-bin/sh000042.pl?WD=outdoor%20learning&PN=Outdoor%2dLearning%2dCards%2dMOLC%2html>



<https://www.harveymaps.co.uk/acatalog/Environmental-Learning-Cards-MENV.html#SID=67>

The following activities can be carried out with small groups of children using the school grounds. Social distancing guidelines must be followed as guided by the DoE.

The social distancing hike	With 2m lengths of rope or string do a 'Follow the leader' activity – take it in turns to lead. Could work in small groups up to six – also encourages team work! Stop every now and then and do 10 star jumps on the spot, run on the spot, press ups etc.	
Grass Weaving		Choose an area where there is long grass to create individual grass weaving.
Patterns with natural materials	 	Use natural materials to create pieces of art and patterns.
Maths patterns in nature	Look for patterns in nature. Photograph, replicate and create patterns. For KS2 children look at Maths patterns in Nature. 	

	https://www.slideshare.net/rdthakur1978/maths-in-nature-76611063
Balloon 'keepy uppies'	A balloon is kept in the air by using breath. A child is asked to call out a body part which is then used to keep the balloon in the air, then someone else can call out another body part etc.
Environmental Art 	<p>Look at the work of a selection of environmental artists including;</p> <ul style="list-style-type: none"> • Nils-Udo • Chris Jordan • Edith Meusnier • Richard Shilling • Agnes Denes  <p>Encourage children to create their own environmental art.</p>
Scavenger Hunts	<p>Pupils could work on their own looking for items and be aware of their need to abide by social distancing as they move around. Examples include:</p> <ul style="list-style-type: none"> • Find something for every letter of the alphabet A=acorn, B=buttercup, C=compost..... all the way to Z. • Find something for every colour of the rainbow • Find as many different shaped leaves as possible • Identify sounds and smells • Create a list/pictures of objects for the children to locate • Hunt for patterns and shapes in nature
Maths activities	<p>A wide range of mathematical activities can be carried out in the outdoors including:</p> <ul style="list-style-type: none"> • Shape hunt/creation. E.g. Find a circle... Make a quadrilateral... • Making patterns • Calculating area and perimeter • Construction of arrays using natural materials
Maths Trails	<p>The Cambridgeshire Maths Trails can be adapted and used for your school site. These trails are unique to Cambridgeshire and although they may not be used as intended at this time, schools could copy the ideas and concepts for their school site. Please copy the idea and create your own trails. Remember that some of the questions could be using buildings or objects outside your site which mean looking over your fence or hedge.</p> <p>https://www.cambslearntogether.co.uk/school-improvement/english-and-maths/maths-trails</p>

<p>English activities</p> 	<p>The outdoor environment is ideal for supporting creative thinking. Consider:</p> <ul style="list-style-type: none"> • A senses walk.... List what can be heard, smelt and felt • Imaginative writing. Imagine they shrunk to the size of an ant and have to make a journey from one point of the grounds to another • Outdoor reading • Drama • Writing instructions for how to use the outdoors safely • Story telling.... Taking it in turns to add sentences to the story, alternating the use of fortunately and unfortunately • Descriptions of the outdoors
<p>Musical Instruments</p>	<p>Make a musical instrument using natural resources and create a natural orchestra.</p>  
<p>Nature Detective</p>	<p>Close observation of nature within a defined quadrat or hoop. Each child would have their own quadrat or hoop to define an area and would record the contents. This could be done through drawing, bird's eye view or simply listing.</p>   <p>This could be extended by quantifying the elements within the quadrat/hoop. For example a quarter of the area may be grass, 1:2 could be stone etc.</p>
<p>Blind Direction</p>	<p>Space the pupils out give them all a blindfold. Identify north asking them to all face north and put their blindfolds on. Then call out various compass points and ask the group to point to where they think they are. Can be replicated for degrees and angles.</p>

<p>Flag semaphore messages</p> 	<p>Children create their own pairs of flags to send messages to each other using the semaphore alphabet.</p>
<p>Build a fairy/pixie garden</p>	<p>Use natural material to create a miniature garden.</p> 
<p>Birthday line up</p>	<p>This is a fun activity to get children in a socially distanced line. The objective is to have children line up in order of their birthdays—January 1st through to December 31st. To do this, they will need to know the order in which the months fall as well as their own birthday. They will also need to talk with one another in order to figure out who goes in front of whom.</p>

Physical Education



DrEAM

Drop Everything and Move

Strong evidence proves that regular physical activity is associated with numerous health and education benefits for children. The UK Chief Medical Officers recommend that all children and young people should engage in physical activity of moderate to vigorous intensity for at least 60 minutes every day.

What can we do to support this? Many schools already offer an average of two hours of PE or other physical activities per week. However, we need to do more to encourage children to be active every day. It is suggested that at least 30 minutes of physical activity should be delivered in school every day through active break times, extra-curricular clubs, active lessons or other sport and physical activity events. The remaining 30 minutes supported by parents and carers outside of school time.

(HM Government, Childhood Obesity Strategy 2016)

Why is Physical Activity important?

Physical Activity can contribute to the physical, social and emotional wellbeing of all children, young people and staff within the school and its community.

The link between health, Physical Activity and wellbeing is well established.






The physical health benefits are frequently celebrated, but other 'hidden' benefits of daily engagement in moderate intensity activity can include:





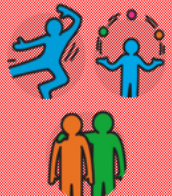


- A sense of well-being
- Improved social and moral development
- Enhanced self-esteem
- Improved cognitive functioning and academic achievement in school.
- Reduction in anxiety and stress
- Opportunities for social interaction




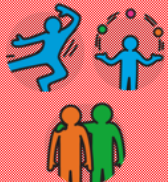

This resource will showcase a range of activities that can all be set-up within the school environment, to help children achieve 30 minutes of physical activity per day. Within this list there are 3 different types of activities:



Activity Type	Time	Activity	Description	Space	Resources
	15 mins	The Daily Mile	Run, Jog, Walk for 15 Minutes / 1km in the fresh air, in uniform	Outdoor Space	www.thedailymile.co.uk/
	5 mins	Just Dance	Access through Web browser, Smart TV, Tablet, - dance tutorial – range of songs and Movements for children to copy	Flat space	www.youtube.com/channel/UChIjW4BWKLqpojTrS_tX0mg
	10 mins	10 Minute Shake Up	A range of fun Shake Up games inspired by Disney and Pixar movies	Flat space	www.nhs.uk/10-minute-shake-up/shake-ups
	5 Mins	Go Noodle	Move with purpose – hundreds of videos that activate kids bodies and brains for short bursts	Flat space	www.gonoodle.com/
	10min +	Cosmic Yoga	Online tutored stories with simple Yoga based movements.	Flat Space	www.app.cosmickids.com/
	30mins +	Premier League Primary Stars	Curriculum-linked activities for ages 5-11 cover English and Maths, Health & Wellbeing and Physical Activity, and feature Premier League stars and mascots that will engage them	Indoor/ Outdoor/ Classroom	www.plprimarystars.com/

	30mins +	Tablet-led Orienteering	Global game of hide and seek linked with Outdoor learning and linked to curriculum.	Outdoor space	www.questr.org/
	10mins	Fitter future	A series of online workouts designed by children for children taking the time and effort away from teachers. Introduce classes to a FUN way of getting active both in the classroom and at home	Flat space	www.fitterfuture.com/
	30mins	Active 30:30	Resource pack to generate motivation and ideas to ensure kids are active for at least 30 Mins in the school day.	Flat space	www.youthsporttrust.org/active3030
	15mins +	Active Phonics	Active Phonics is a highly engaging multisensory fusion of phonics and Physical Education.	Classroom	www.activephonics.co.uk
	15mins +	Imoves	A range of ideas and resources to engage children in physical activity, including Quick Blasts, Active Blasts with supporting activities for Maths and Literacy & Mental Wellbeing resources to support anxiety, mood and emotions	Indoor/ Outdoor/ Classroom	http://theimovement.com/
	15min +	Active Story/ Song time	Ideas and resources to ensure Songs and Stories are made physically active for children.	Classroom	www.actionforhealthykids.org
	30mins +	Tagtiv8	Tagtiv8 Number is an innovative approach to deliver a range of curricular areas in an active way	Indoor/ Outdoor/ Classroom	www.tagtiv8.com

	10min +	Mighty Maths	Mighty Maths is all about creating a fun environment in which attainment in maths can be boosted by short and simple bursts of physical activity.	Classroom	www.mightymaths.co.uk/
	5mins +	Skipping	Skipping is a great activity for people of all ages, but especially children. We have found that skipping improves fitness, coordination, cooperation, and behaviour	Flat space	https://www.jumpruk.com/the-lock-down-jump-rope-challenge/
	5mins +	Bizzy Breaks	Bizzy Break is a series of activities for primary school pupils designed to get children moving on the spot. Children move all parts of their body with a focus on strength, flexibility and aerobic fitness, based on a large poster.	Classroom / poster	www.cambslearntogether.co.uk/services-to-schools/pe/physical-activity
	10mins +	Supermovers	Fun curriculum linked resources to get your class moving while they learn	Classroom	https://www.bbc.co.uk/teach/supermoves
	various	Active Environments	Ensure children have access to resources at break and lunch times. Playground equipment does not need to be complicated, skipping ropes, hoops, balls and bibs can open up a world of opportunity for pupils.	outdoors	
	5mins	BBC Boogie Bebies	A range of video clips available online to get kids moving and active between lessons.	Flat space	www.bbc.co.uk/programmes/b006mvsc
	15mins +	Dough Disco	Moulding dough in time to music to strengthen fine motor skills helping with pencil grip and writing	Classroom	www.youtube.com/watch?v=i-lfzeG1aC4

	10mins +	ACTIVE CLASSROOM	Build some quick and playful sequences using the Active Classroom Booster and energise your class in between lessons. Select the activities, duration and a music track - then off you go	Classroom	www.activekidsdobetter.co.uk
	Various	Extra Curricular Clubs	Providing more opportunities at lunch / after school / before school to try different sports and activities additional to the PE lesson.	Sports spaces	
	15min +	Jack Hartaman Counting Exercises	Online resources teaching kids to count whilst exercising	classroom	www.youtube.com/watch?v=0TgLf3PMOc
	Various	Step Challenge	Use pedometers or other device to monitor steps and encourage improvement. Set daily / weekly / monthly step challenges. Can introduce reward schemes, family challenges...etc.	everywhere	Pedometers / fitbits
	5mins	BBC Boogie Bebies	A range of video clips available online to get kids moving and active between lessons.	Flat space	https://www.bbc.co.uk/programmes/b006mvsc

For further information and guidance please contact:

Ian Roberts

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Music

We know that music has an important place in supporting and enhancing children's well-being.

Physical Well-being: Music encourages physical activity, reduces muscle tension and stimulates feel-good hormones.

Emotional Well-being: Music has a calming effect, reduces negative emotions, lyrics can function as positive affirmations and it uplifts the spirit.

Social Well-being: Music facilitates social connections, increases self-esteem and can build confidence.

Intellectual Well-being: Music improves cognition. It can improve concentration, memory, thinking skills, spatial intelligence and other cognitive capabilities.

It is important to give children as many opportunities as possible to play and make their own music and sing and dance to music.


Cambridgeshire Music is currently delivering instrumental lessons, arts therapy, curriculum support, singing and orchestral projects online.


Further information can be found on the following website:

<https://www.cambridgeshiremusic.org.uk/>



The following activities can be adapted for different year groups.

Nature Shaker	<p>Fill empty plastic bottles (with lids) and other sealable containers with found nature objects from around the school grounds. For example, stones, leaves and moss might be a good starting point.</p> <ul style="list-style-type: none"> - Take it in turns to shake them and talk about what kinds of sounds they make - Layer the sounds up – what happens if they play different rhythm patterns at the same time? - Use them as sound effects in imaginative play
Musical Pictures 	<p>Choose a piece of music for the children to listen to. What do they think the piece is about? What is happening in this piece? What characters can they imagine being part of this world? You may also want to encourage them to consider the mood of the piece.</p> <ul style="list-style-type: none"> - Ask them to create a picture inspired by the piece - When the pictures are finished, encourage students to share their work. What ideas have they had? Are all the pictures along similar themes/using similar styles/colours? <p>The BBC Ten Pieces website https://www.bbc.co.uk/teach/ten-pieces </p>

	<p>has a huge range of classical pieces which are great for this activity.</p> <p>Also watch James Mayhew paints 'Mars' from Holst's The Planets https://www.bbc.co.uk/events/r6wmxj/play/p08dhjdv</p>
<p>Found Sounds</p>	<p>Record sounds from around your school and use them to make a layered piece. The sounds do not have to be made by an instrument. Ideas could include:</p> <ul style="list-style-type: none"> - Turning book pages - Footsteps - The zip on a coat <p>Once you have collected your sounds, agree the following:</p> <ul style="list-style-type: none"> - What order the sounds will be played in - Will any of the sounds be played at the same time? - What dynamics (volume) will the sounds be played at, and will this change during the piece? <p>If you are using student-friendly recording devices, you may wish to send the students off to collect sounds from around the school site. The audio from these recordings could then be uploaded and arranged using a music technology program, such as:</p> <ul style="list-style-type: none"> - Garageband - SoundTrap
<p>Describe what you hear</p> 	<p>This activity helps children learn how to analyze the songs that they hear. It requires them to concentrate on a composition and use creative language to describe what is going on within the music.</p> <p>Play a song to the class and ask them to focus on its composition. As the song plays, children write on their post-it note a single word that describes what they are hearing. The teacher collects these and shares the collection of words.</p> <p>Teacher supports the class to group the words into categories. Find the words that relate to instrumentation, rhythm, tempo, timbre, and melody etc. Discuss each aspect with the students to help them learn more about music appreciation.</p> <p>Younger children can share words which they feel as they listen to the songs.</p>

Online music resources and activities

Organisation	Resources	Key Stage	Details
Cambridgeshire Music - Online Orchestras	Orchestral parts	KS2	After the success of our first Online Orchestra Project based on the Hawaii 5-0 theme tune, Cambridgeshire Music are currently working on La Bamba. Anyone can sign up to get involved in this and future ensemble projects. Parts are available for a wide range of instruments and include scorings for beginners as well as seasoned musicians. Visit our website for more information about this and other upcoming projects: https://www.cambridgeshiremusic.org.uk/
BBC Teach – Bring The Noise	Songs, music activities for young children	EYFS, KS1	Songs, music making ideas and activities from the BBC Bring The Noise. Our favourites include Found Sounds with Yolán Da Brown, Dance With The Elements, and I Am A Robot. Check out https://www.bbc.co.uk/teach/bring-the-noise
BBC Ten Pieces	Orchestral works	KS1, KS2	An initiative for schools, led by BBC Learning and the BBC Performing Groups that aims to open up the world of classical music to children and inspire them to develop their own creative responses. https://www.bbc.co.uk/programmes/b0647v1v
Charanga	Online resources	EYFS, KS1, KS2	An online music teaching and learning program. A subscription to Charanga provides you with access to a huge range of songs and pieces to learn and perform on instruments. Visit: https://charanga.com/site/ If your school does not have a subscription you can sign up for a free 30-day trial. Watch out for the Virtual Big Sing which Cambridgeshire Music are partnering with Norfolk Music Hub and Charanga on. More details and access to the songs on the Charanga website.
Out of the Ark	Songs for children	EYFS, KS1, KS2	They release new content on their website daily. Songs, resources and suggested activities for children and families https://www.outoftheark.co.uk/
Rob's Kitchen Music	Online percussion tutorials	KS1, KS2	YouTube video series - Music activities using kitchen utensils to create music https://www.youtube.com/channel/UCRzblmZainYDDQaPaOnDX8A
Sing Up	Songs for children	EYFS, KS1, KS2, SEND	Check out their website for free songs and suggested activities to complete at home https://www.singup.org/home-schooling
Soundtrap	Online music technology composition	KS2	Using online recording studio Soundtrap, teachers and students can create, communicate, and collaborate to explore creative sound making

			through music creation, podcasting and more. https://www.soundtrap.com/edu/
Team Tutti	Online music technology learning	KS2	Team Tutti is a self-guided learning experience using animated characters to deliver fun and engaging lesson content whilst promoting a deep dive into composition and technology. A series of weekly modules deliver a combination of musical concepts, creative challenges to encourage the implementation of new skills and an interactive quiz to assess learning. https://teamtutti.org/
The Beat Goes On	Body percussion tutorials	KS1, KS2	Body percussion tutorials - https://www.youtube.com/watch?v=YzWy6lhXLsI Sessions are designed and delivered by Ollie Turner, a former Stomp cast member and qualified secondary music teacher, whose online tutorial series has been a big hit with children and families during the lockdown period.
The Voices Foundation	Daily singing assemblies	KS1, KS2	Introducing the Voices Foundation Virtual Singing Assembly: a LIVE daily 10-15 minute sing for children, parents and teachers! Join them every weekday at 1:00 PM (BST) from wherever you are for some fun, uplifting singing led by the VF practitioners. https://www.pscp.tv/Voices_Found/1vAxRBddAPgxl

Useful Links

Well-being and PSHE;

<https://www.cambslearntogether.co.uk/home-learning/wellbeing>

A range of useful well-being activities;

<https://padlet.com/lpearce32/29ybyi343oir>

A range of assembly ideas and class-based activities from Place2Be to support your school community as it comes back together;

<https://www.place2be.org.uk/media/yesltwzt/primaryschoolresources.pdf>

Looking after families' emotional well-being at home;

<https://www.edgehill.ac.uk/educationpartnership/files/2020/03/Primary-Schools-Wellbeing-Booklet.pdf>

Books to support mental health

<https://www.booksfortopics.com/mental-health>

Link to non-contact outdoor activities and non-contact circle time activities;

http://www.abbotsripton.cambs.sch.uk/website/recovery_curriculum/486153

Resources and materials for teachers and school staff to build their skills and make mental health and wellbeing a core, rewarding part of their job;

<https://youngminds.org.uk/resources/school-resources/>

Resources to boost children's well-being;

<https://www.partnershipforchildren.org.uk/what-we-do/childrens-wellbeing-activities-for-teaching-staff-and-families.html>

Contacts

For further support and advice on developing pupil well-being please contact the following advisers;

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