

- Go on a virtual visit to a place of interest <https://www.goodtoknow.co.uk/family/best-virtual-tours-for-kids-536089>
- Make something out of papier mache
- Learn new ideas for craft activities <https://www.activityvillage.co.uk/crafts>
- Host a movie night. Plan for it by drawing tickets, making popcorn and setting up the room like a cinema.
- Plan a quiz night – write the questions, find the answers and host the evening
- Learn a new card game
- Explore the world with Google Maps - find your house, Holly Park School, Friary Park, your favourite places etc.
- Learn a new skill like origami, knitting, sewing etc.
- Learn sign language

What you can do when you are feeling scared

Talk about how you are feeling to someone you trust – don't keep it inside. Recognise WHAT you are scared of and talk about it to an adult if you can. They will help you.

Do some activities to help you feel calm. Here are some ideas:

- Listen to music
- Go outside for a walk, bike ride or scoot
- Blow some bubbles
- Close your eyes and focus on your breath - breathe in for four and out for four
- Use the tools in your Zones of Regulation Tool Box
- Do some mindfulness

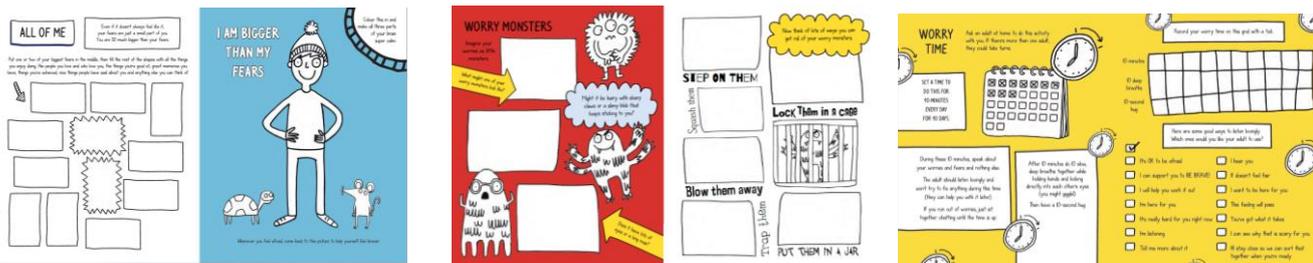
<https://www.youtube.com/watch?v=VWsy2L9VvX90>

https://www.youtube.com/watch?v=Bk_qU7l-fcU&t=102s

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

There are loads more that you will be able to find.

- Fill in these activities



What you can do when you are feeling lonely

- Ask your parents if you can call your friends, grandparents, cousins etc.
- Ask your parents if you can video call your friends, grandparents, cousins etc.
- Ask your parents if you can message your friends, grandparents, cousins etc.
- Write a letter to someone
- Write an email to someone
- Exchange photographs with others through email or in the post
- Ask your parents if you can meet a friend in the park
- Wave to friends through the window
- Think about those you love and do this activity



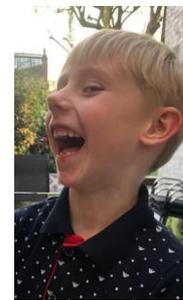
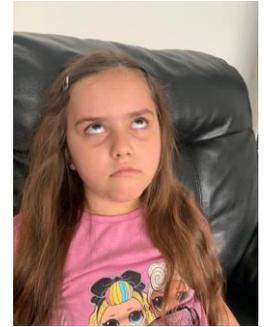
There are some attachments with this newsletter which are not tasks that you need to send back in but that could be useful to do with your children particularly if you feel your child is particularly bored, scared or lonely.

Learning Skill – Self Management

Self-Management is about being responsible and taking responsibility. It is also about managing our feelings and

emotions. This links very well with the work we have been doing on Zones of Regulation. The activity the children were asked to do was about managing their feelings. To manage our feelings we need to be able to recognise emotions in ourselves and in others. The children used emotion emojis to do a scavenger hunt of emotions. This involved thinking about what showing an emotion might look like. The children were asked to take a photograph of themselves acting out one of the emotions. They had to think about their facial expression and body language. Here are some of their pictures of emotions, Can you guess the emotions and find the adults hiding amongst them?





Value – Acceptance

In an assembly this week we looked at 'Acceptance' as a value. This fits well with the assemblies the week before on Black Lives Matter and also Equality & Diversity. The assembly this week looked at accepting and celebrating diversity. We looked at a bag of Liquorice Allsorts and considered how we are all different and how we all have different tastes. We looked at 3 different eggs – a white one, a cream one and a brown one. We cracked them open and saw that they were all the same on the inside. Just like humans – we might look different on the outside but on the inside we all have feelings, fears, hopes and dreams. Some people are fearful of difference and diversity but we all need to realise as we do at Holly Park that difference and diversity are to be celebrated. After the assembly, Stella and Ollie recorded this video of an amazing short story called 'Wonder' Do watch the video they did with our children. Here is the video link.

<https://m.youtube.com/watch?v=2CLiq66Ft8w>

The PSHE task was to think of a box of crayons - 'We are a box of crayons, each of us unique, but when we get together the picture is complete.' The children had to draw a picture of their face in the centre of the crayon template and colour the rest of the crayon in. Each one is unique but displayed here they are a collection of crayons that make a perfect picture!





National Story Competition Winner

Stella, one of our Y4 pupils entered a national writing competition run jointly by National Book Tokens and Puffin. The competition was to write a story of up to 300 words, using the theme BIG DREAMS. The entrants could interpret the theme however they liked: an epic fantasy inspired by a dream, an amazing adventure that takes place in another world, or a true-to-life story set in an imaginary school. Stella's story was called 'No Regrets.' Very well done to Stella who gained Highly Commended and won a £50 book voucher.

Highly Commended

- Stella Tortise, age 9, No Regrets



Returning To School Resources to Support Parents and Children

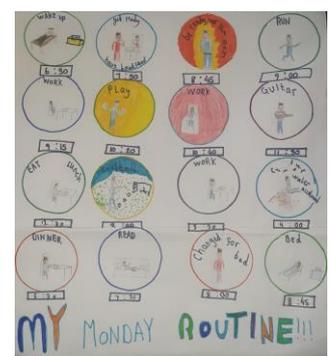
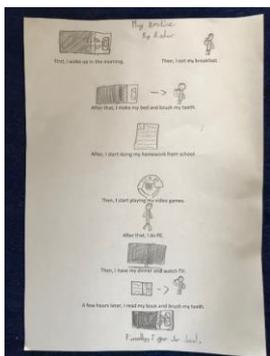
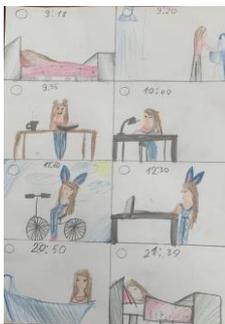
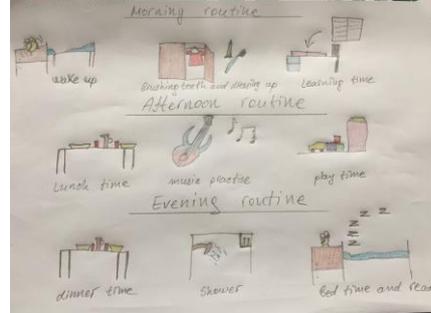
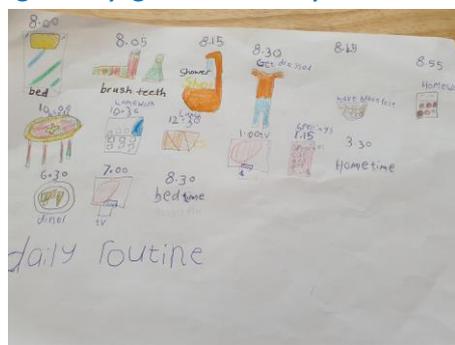
As schools start to open for more children, some children will be feeling excited about returning after such a long time at home, whilst others will be feeling worried and anxious. Many of you as parents will also have concerns. The Family Support page on the school website now has some good resources to help with the return to school. Resources include:

- A simple video about returning to school for children
- A video for parents from a clinical psychologist with advice on how to manage children's anxieties
- Advice and tips on how to manage your child's emotions and how to build up their resilience
- Advice and tips on how to keep to a routine
- A toolkit with links to website that can help

Even if your child is not returning now, this could be a good resource to use in September after such a long absence.

Routine

I have talked before in the newsletter about the importance of some sort of routine during this period. This week I did an assembly for the children about Routine. Without any routine at all, life can become chaotic! Some people prefer a strict routine whereas others prefer a more relaxed approach. Children coming back to school need to establish a routine before they return. The coming back to school for all children will be extremely difficult the longer they go without any sort of routine. The children illustrated their daily routines.



"However far apart we are, we'll always be together"



Nursery 2020 Holly Park Primary School

"However far apart we are, we'll always be together"



Hazel Class 2020 Holly Park Primary School

"However far apart we are, we'll always be together"



Juniper Class 2020 Holly Park Primary School

"However far apart we are, we'll always be together"



Elm Class 2020 Holly Park Primary School

"However far apart we are, we'll always be together"



Maple Class 2020 Holly Park Primary School

"However far apart we are, we'll always be together"



Mulberry Class 2020 Holly Park Primary School

"However far apart we are, we'll always be together"



Rowan Class 2020 Holly Park Primary School

"However far apart we are, we'll always be together"



Beech Class 2020 Holly Park Primary School

"However far apart we are, we'll always be together"



Sycamore Class 2020 Holly Park Primary School

"However far apart we are, we'll always be together"



Pine Class 2020 Holly Park Primary School

"However far apart we are, we'll always be together"



Palm Green Class 2020 Holly Park Primary School

"However far apart we are, we'll always be together"



Palm Red Class 2020 Holly Park Primary School

"However far apart we are, we'll always be together"



Willow Class 2020 Holly Park Primary School

"However far apart we are, we'll always be together"



Chestnut Class 2020 Holly Park Primary School

"However far apart we are, we'll always be together"



Poplar Class 2020 Holly Park Primary School

"However far apart we are, we'll always be together"



Cedar Class 2020 Holly Park Primary School