

Help and Support for Families during the Coronavirus Pandemic



Hull
City Council



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There are a few books which can be used to talk about Coronavirus with young children

Dave the Dog is Worried about Coronavirus is a children's book written by staff nurse Molly Watts, and aims to help parents talk to their young children about coronavirus.

The free picture book features a dog named Dave relaying his anxieties about coronavirus to an owl named Dotty, who is a nurse.

<https://nursedottybooks.com/dave-the-dog-is-worried-about-coronavirus-2/>

Lucy's Lockdown by Chris Duke is a free ebook designed to help children understand that they're not alone in the current conditions with COVID-19, to help them understand that it is temporary and to help them express how they are feeling.

www.lucysblueday.com/product-page/lucy-s-in-lockdown

Alex Scheffler has illustrated a digital book for primary school age children, free for anyone to read on screen or print out, about the coronavirus and the measures taken to control it.

<https://axelscheffler.com/books-for-older-children/coronavirus>

Personal, Social and Emotional Development

The garden/outdoor space is a rich learning environment which we should access daily if we are able to. Spending time outdoors is good for our mental health and well-being

Under 2's

Spend time outdoors with your child. Bring their attention to what you/they can see, hear, smell, touch or taste. Take note of how it makes you feel.

Toddlers and Preschool

Spend time outdoors just lying on the grass or sitting on a chair/blanket watching the clouds float by talking about the shapes that you can see in the clouds.

Then shut your eyes and talk about what you can hear around you.

Take note of the birds cheeping, the wind blowing and maybe cars or other traffic noises too.

This could also be done by opening the window or when going for a walk.

Developing and managing feelings and emotions Under 2's

- Responding to your child's emotions and showing that you share their feelings, such as being excited or pleased.
- Spending some quiet time together if your child is frustrated.
- Talking about feelings and labelling emotions such as "sad" and "happy" as you share books or play together.
- Providing toys that comfort your child, such as their teddy.

Toddler and Preschool

- Talking about whether things are fair or unfair, how to make things fair and why this isn't always possible.
- Positively showing your child the type of behaviour you like, by smiling or giving your child a thumbs up sign.
- Making sure that you're always ready to listen to your child whatever the situation, good or bad. That way they learn that they can tell you anything and will be listened to.

Developing independence

Under 2's

- Allowing your child time to watch others play or letting them play with toys on their own for short periods, while you stay close by. This will help you support your child to play independently.
- Offering your child a choice wherever possible, for example when deciding on which toys to play with.
- Expecting your child to show increasing independence such as pulling off their socks and eating finger food.

Toddler and Preschool

- Teaching your child to care for their things. For instance you can do this by asking them to tidy up their toys and showing them how to do this by doing it together the first few times.
- Giving your child more responsibility and encouraging them to be more independent by asking them to set the table, spread butter on their toast, dress and undress themselves, use a spoon and fork to eat with and pour their own drink.

Developing turn taking to be able to make friends

Under 2's

- Using your baby's name when you talk to them.
- Listening to and copying your baby's babbling, this is early turn taking.
- Playing simple games that involve action and turn taking such as "One potato, two potato..." or posting toy cars down a tube.
- Playing peek-a-boo games.

Toddler and Preschool

- Giving your child your full attention, listening and explaining things to them. This will help them learn how to talk and behave with others.
- Helping your child work through disagreements with other children by providing them with the words and phrases they need.
- Playing board games and providing other play opportunities to support turn taking and following rules. Build on what you've done before.



Communication and Language

6 – 12 months

- Hold your baby close so that they can see your face and hear your voice and you can see their face.
- Talk to your baby, they are comforted by your voice. Repeat words frequently, name familiar objects such as ‘teddy’, actions such as ‘drink’, activities such as ‘bath time’ and people such as ‘daddy’.
- Copy sounds such as babbling and the faces your baby makes, wait for a pause in their sound making and then respond, this is early turn taking.
- Playing helps your baby to learn, play with rattles, tickling and ‘peek a boo’.

12 – 18 months

- Talk about what you are doing when doing jobs around the house such as cleaning and loading the washing machine.
- Play games such as ‘Pat a cake’, ‘Round and round the garden’ and ‘Peek a boo’
- Join in your child’s play. Watch what they are doing and then join in following their lead.

18 – 24 months

- Talk about what you are doing when doing jobs around the house such as cleaning and loading the washing machine.
- Use lots of praise when your child communicates with you.
- Don’t ask lots of questions but comment on what you and your child are doing.



2 – 3 years

- Read books with your child as often as you can. Talk about the pictures. Let them fill in parts of familiar stories.
- Make time to listen to your child when they are telling you something. Stop what you are doing and get down to their level.
- Your child is still learning new words and hearing them many times will help them learn them quicker.

3 – 4 years

- Read books with your child as often as you can. Talk about the pictures.
- Let them fill in parts of familiar stories. Read favourite books frequently.
- Keep your language simple.
- Play games that take turns such as simple pairs, lotto or catching a ball.
- Sing songs and nursery rhymes, pausing for them to fill in missing words.
- Introduce games with rules, such as 'snakes and ladders'.

Literacy

Encouraging Storytelling Toddlers

Bring stories to life by finding a prop that links with your child's favourite story such as a toy or piece of clothing or you could even draw a character on some paper/card for your child to use alongside the story. What about sticking it on a pencil using some tape?

Pre-School Children

Story lucky dip - Put together a story bag, either using pictures drawn/stuck onto pieces of card, or small toys/objects from around the house. Get your child to pull them out one by one and use them as narrative props for your child to make up their own story.

Environmental Print

Environmental print is the print seen in everyday life such as letters and logos on clothes and labels, on bed covers, TV, packets of food, toy boxes, advertising leaflets, digital technology, street and shop signs etc.

Find a tin, packet or box in your cupboard and encourage your child to find another one the same? Talk with your child about what each item contains. Is it something they like? You could even play a matching game with food items if you have enough.



Older children may be able to find a food item they recognise just by looking at the logo on the packaging. Your child might be able to find a letter from their name or they may be able to 'read' the word and recognise other letters within it.

You could even help your child to cut out some of the logos from different packaging, sort them into categories such as food, drink, snacks etc. And stick them on some paper. Alternatively you could use your phone to take pictures and recall the items with your child.

Top tips for reading stories aloud by BookTrust

- Ask your child to choose what they'd like to read. They'll feel more interested in the story if they've picked it out themselves.
- If you can, turn off the TV, radio and computer so there are no distractions.

- Sit close together and encourage your child to hold the book themselves and turn the pages.
- Take a look at the pictures. You don't just have to read the words on the page. Maybe there's something funny in the pictures or perhaps your child enjoys guessing what will happen next.
- Ask questions and talk about the book. Give them space to talk, and ask how they feel about the situations in the story.
- Have fun! There's no right or wrong way to share a story – as long as you and your child are having fun. Don't be afraid to act out situations or use funny voices... your little ones will love it.

Shopping Lists

Even though you can't take your child to the shops at the moment, writing a shopping list together is a great way of making early mark making and writing meaningful for children.

Why not set up a pretend shop using some of the tins, packets

etc. From your cupboard and encourage your children to create their own shopping list. Younger children's marks may not contain any recognisable words or even letters. This doesn't matter. Your child is developing their understanding of how writing works and that writing carries meaning. Some children may prefer to draw pictures and older pre-school children may be able to write down the initial sound of a word if they can hear it or possibly the full word with some help.



Mathematical Development

Number Rhymes

Sharing number rhymes is so important and children don't realise that they are learning numbers! A range of rhymes can be heard on BBC School Radio.

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-counting-songs/zn67kmn>

Popular songs include; Five Currant Buns, Ten Little Men in a Flying Saucer, Ten Green Bottles and Ten in a Bed.

Number Hunt

Encourage children to go around the house and see how many times they can find a particular numeral – for example, the numeral 4 if they are aged 4

They may find it: on a remote control, on a phone, on a clock, on food packaging (dates and weights), as a TV channel, on a calculator or in a magazine or catalogue

Older children could keep a tally of how many times they have seen 'their numeral'

Matching

Finding items which are the same or matching is a really useful early maths skill. Whilst around the house you could try to find things that

match, for example: socks, shoes and slippers

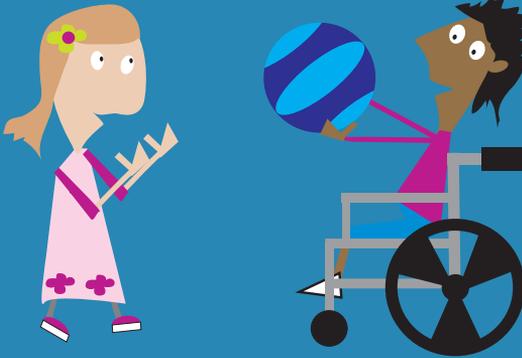
This would be an ideal opportunity to talk about similarities and differences with older children. What makes it a pair? What is the same about them?

For older children, how many items do you need for a pair? How many for two pairs? You can use pairs to help you child count in 2's.

Baking

Baking is an excellent way of encouraging mathematical language in a fun way. Here is the recipe for crispy buns

- 225g chocolate, broken into pieces
- 2 tbsp golden syrup
- 50g butter
- 75g cornflakes
- Line a 12-hole fairy cake tin with paper cases.
- Melt the chocolate, golden syrup and butter in a bowl set over a saucepan of gently simmering water (do not let the base of the bowl touch the water). Stir the mixture until smooth.
- Remove the bowl from the heat and gently stir in the cornflakes until all of the cereal is coated in the chocolate.
- Divide the mixture between the paper cases. Chill in the fridge for 1 hour, or until completely set.



Understanding of the World

Lava Lamps

You will need:

- Vegetable/sunflower oil
- Vinegar (or lemon juice)
- Food colouring
- Baking powder (bicarbonate of soda)
- Tall glass or bottle
- Spoon and small cup

How to make:

1. Put 2 or 3 heaped tablespoons of baking powder into a tall glass or bottle
2. Fill approximately one quarter with cold water
3. Add a drop of food colouring and give the mixture a swirl
4. Carefully pour in the oil until the jar is about three-quarters full
5. Pour in about a tablespoon of vinegar (or lemon juice). What happens?



Changes of State

Changes of state can be fascinating for children.

Get your child to explore some ice (you could perhaps freeze something in the ice such as a plastic toy).

What does it feel like?

What starts to happen to the ice over time?

How can you make it melt quicker and why?

You can explore changes of state with other things such as chocolate or when baking. You can use words such as solid, liquid and gas

Gloop

You can make 'gloop' by mixing 2 cups of cornflour with 1 cup of water (and a few drops of food colouring if you want to change the colour)

Talk about the 'gloop' before it is completely mixed together. Explore the texture and talk about what it feels like...sticky, slimy, cold and powdery. As it mixes it will change in consistency and goes between a solid and a liquid.

This is called a 'Newtonian fluid'. Cornflour is made of long stringy particles. When water is added they do not dissolve but they do spread

themselves out. This allows the 'gloop' to act both like a solid and a liquid. When you squeeze it the particles join together like a solid but when allowed to 'dribble' the particles slide over each other and it feels like a liquid!

Shadows

On a sunny day go outside and trace around a friend's shadow using chalk. Repeat this every hour or so. What happens over the period of a day?

The sun's position in the sky affects the length of the shadow. When the sun is low on the horizon, the shadows are long.

When the sun is high in the sky the shadows are much shorter....but remember that it is the Earth which is moving not the sun.

You can do this with toys too, such as toy dinosaurs or animals.





Expressive Arts and Design

Building and Construction

Play with your child and let them explore building and constructing. You may have some wooden bricks in your home or some Duplo or Lego. If not, your child will enjoy constructing with empty boxes and tubes or various sizes of bowls. Older children can also use resources such as paper, newspaper, straws, glue, sellotape or masking tape etc.

Babies will enjoy exploring different objects with their eyes, mouth and hands so make sure they are suitable and clean. Older babies will enjoy building a simple tower. Play with your child and follow their lead. Toddlers may be interested in how

things fit together or they may want to make a simple model e.g. a car.

Older children will often have an idea in mind. Encourage them to be as creative as possible! Children at this age and stage will construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need. You may have pictures of different buildings or be able to talk about structures you have seen together e.g. The Humber Bridge. Older children might also be able to assemble and join materials they are using e.g. Glue boxes and tubes together, create cuts or use sellotape to join pieces etc.

Imaginative Play

Babies

To support your baby's developing imagination encourage lots of play so that they can experience and experiment with new sounds, sights, activities and feelings.

- Bath time is a great opportunity for your baby to explore with toys and household objects such as plastic jugs, bowls and spoons, with lots of splashing!
- Blocks or other simple objects such as wooden spoons are great for open-ended play because your baby can use them for all sorts of things. For example, a block can be a phone, a car or any number of things!

Toddlers/Pre-School

Encourage your child's imagination. This could be using toys they may have such as farm animals, dinosaurs, dolls etc. Encourage them to play imaginatively using their first hand experience or through a story. For example, they may pretend to take their doll for a walk, feed or wash the doll. They may create a farm using animals and develop some ideas from a story. Most

children have no problem in using their imaginations so let them take the lead!

Marking and Drawing

Provide some mark making opportunities for you child. Children love to create marks and this allows them to express themselves as well as being an important physical and sensory experience.

Encourage babies to make marks and to squeeze and feel media such as paint or gloop (make a mixture of cornflour and water). You don't need lots of it and you could let them explore making marks on the table of their high chair or on a large plastic plate or baking tin.

Older children may also enjoy using crayons, pencils or felt-tips. You can use paper, the blank side of old wallpaper or the inside of a cereal box to draw on. Encourage your child and talk to them about their mark making and drawing. Don't worry if your child's drawings are not yet recognisable. They are still very meaningful for your child. Other ideas include drawing on a patio or path using chalk or simply making marks using just a paint brush and water.



Outdoors

Story Stick

Equipment

- A stick
- String or masking tape
- Scissors
- Loose parts in the environment (leaves, petals, sticks, stones etc.)

Activity

1. Find a stick no longer than the length of your forearm.
2. With your child, think about a story that you might make up together.
3. Hunt for five props to build your story. The props can be used literally or symbolically.
4. Attach the props to the stick using string or masking tape.
5. Encourage your child to tell a story using the props they have found. Suggest new 'describing words' they might use to extend their vocabulary. Encourage them to rehearse and then re-tell the story to another person or you could record it on your phone for them to watch back. For younger children you might just use the objects to recall and describe their outdoor journey and the objects they found.



Creating a Picture Using Found Things

Collect some loose parts either outdoors or indoors e.g. Leaves, stones, petals, sticks, shells, pom, poms, pegs, buttons etc. Ensure items collected are suitable for the age of your child and not a potential choking hazard. Always supervise your children.

Younger children will enjoy arranging objects and making simple patterns. Talk with your child about the different shapes, colours, patterns, textures etc. Of the objects they have chosen.

Older children may wish to create a more advanced patterns or they may want to create a picture. Perhaps they could make a portrait of someone at home? You could use a picture, a mirror or a family member as inspiration.

If there are a few of you at home, try making a portrait each. Once you have finished, have a look at the

other pictures. Can you guess who they have created?

Nature walk

Go on a nature walk in your garden or around your local area.

Take a small bag with you to collect things that you see - it might be a leaf, a flower, a colourful stone or anything natural you find as you are going along.

As you find them name each one - encourage your child to put them into the bag. When you get home, sit together and look through all the items you have collected.

Encourage your child to feel the textures of the items and describe them, for example 'that's a smooth stone' or 'that blue flower is so pretty!'

When you have finished why not put them away in a 'special box' (this could be an empty cereal packet or a biscuit tin), so your child can look at them and feel the different textures again.

Babies

Treasure baskets

A treasure basket is a container which is filled with different objects for your baby to investigate, ideally made of different materials. Interesting objects may include: a large feather, whisk, measuring spoons, bunch of keys and wooden spoon. Your baby will explore by squeezing, rubbing, banging, shaking, dropping and pick up.

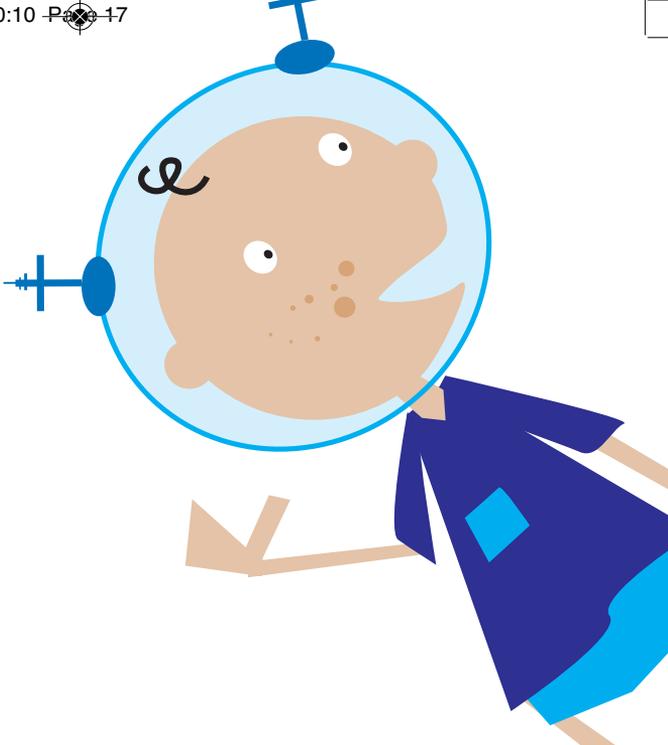
Edible Paint

Homemade edible finger paint is perfect for babies 6-18 months. You will need:

- 4 tablespoons of cornflour
- Cold Water
- 1 Cup boiling water
- Food colouring

How to make:

1. Mix the cornflour in a saucepan with enough cold water to make a paste
2. Pour in 1 cup of boiling water and stir thoroughly
3. Warm the mixture on a medium heat. Once you see some clear streaks, turn off the heat and continue to stir. It will start to thicken to a custard-like consistency
4. Add food colouring as desired



Shakers

Make a shaker for your baby by adding ingredients to an empty drinks bottle. Calming bottles can be made by filling the bottle with water, food colouring and glitter. Noisy ones can be made by using dried items such as lentils, rice, pasta and dried peas.

Reading and Sharing Books

It is so important that you share books and stories with your child. You might have some books at home but others can be accessed at this time. A good place to start is the BookTrust Website

www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/



Physical Development

Treasure Hunt

Younger children

Hide objects in a container/tray of soil or sand. Encourage children to dig, scoop or sieve the soil or sand to find the objects. Talk about the objects – what do they feel like?

Older Children

Hide some brightly coloured toys in the garden or around the house and ask your little ones to find them. Remember which toys you have hidden and where! Don't make it too tricky or your finders will lose interest. You could offer clues if they are struggling.

Play-dough

It is important that children develop the muscles and control in their fingers from an early age. Playing with 'play-dough' is an excellent 'workout' for the fingers.

There are several play-dough recipes; this is one which doesn't need cooking

- 8 tablespoons of plain flour (Gluten Free if necessary)
 - 2 tablespoons of table salt
 - 60ml warm water
 - Food colouring
 - 1 tablespoon oil (baby oil or vegetable oil)
1. Mix the flour and the salt in a large bowl. In another mix the warm water, food colouring and oil
 2. Pour the coloured water onto the flour mix and stir with a spoon
 3. Dust a work surface with flour and turn out the dough. Knead it until it makes a smooth, pliable dough
 4. Keep in the refrigerator

Cosmic Kids Yoga

<https://www.youtube.com/watch?v=0hvwLdk5D5g>

Try Cosmic Kids on YouTube. It has fun and motivational yoga moves which will help to develop your child's whole body muscles and balance. You can select the length of session and they are all themed, for example, under the sea or sleeping dragons.

The website also has guided meditations for children.

Obstacle Course

This can be done in the garden or inside if there is sufficient space.

Set up at least four different stations for your child to do. Use children's toys to represent the different stations (play bricks, cones, small cushion, soft toy)

Model the actions to your child and the order which they need to do them in.

Actions could include; Hopping, squatting, jumping with two feet together/ star jumps, balancing one foot in front of the other, crawling and stretching.

Older children could be timed and encouraged to beat their time.

Support for Parents

There are several webpages and apps which could help you as a family at this time

Hungry Little Minds

A website designed by the Department for Education and provides lots of ideas for playing and learning at home

<https://hungrylittleminds.campaign.gov.uk/>

LoveMyBooks

Ideas around sharing books at home and having fun together

www.lovelybooks.co.uk/

EasyPeasy App

Sends out regular messages with great ideas for playing with your child

www.easypeasyapp.com

Action for Children

Providing a free and confidential live chat with their parenting staff for anyone who needs support regarding parenting

<https://action-for-children.herokuapp.com>



Free, Safe and Anonymous Online Support for Young People

Kooth

In March, Hull CCG launched Kooth, a free, anonymous online counselling and emotional wellbeing service, which can be accessed using a computer, smartphone or tablet device by 11 – 25 year olds, across Hull.

Kooth, which is accredited by the British Association for Counselling and Psychotherapy, allows users to receive one-on-one online sessions with qualified counsellors, receive and provide peer-to-peer support through moderated online forums, and read and contribute to mental health and wellbeing articles.

Free services until 10pm at night, 365 days a year at www.kooth.com

How are you feeling?

Is a campaign launched by Headstart Hull with advice and support for young people, parents and carer regarding the coronavirus Information can be accessed at www.howareyoufeeling.org.uk





Online Safety

We are aware that children will possibly be spending more time online. Here are some websites with information regarding online safety

Advice from the National Crime Agency to stay safe online

www.thinkuknow.co.uk

Support for parents and carers to keep their children safe online

www.internetmatters.org

Support for parents and carers to keep their children safe online

<https://parentinfo.org>

Support for parents and carers to keep their children safe online

www.lgfl.net

Support for parents and carers from the NSPCC

www.net-aware.org

Storytime

Nothing is better than cuddling up together and sharing a story together but with libraries being shut this can be difficult. Here are a few famous authors who are reading their books for you at this difficult time

CBeebies Bedtime Stories

Join a variety of celebrities for a different story read every night before bedtime

www.bbc.co.uk/cbeebies/shows/bedtime-stories

Oliver Jeffers

Author of books such as Stuck and The Day the Crayons Quit reads one of his stories every other day

www.oliverjeffers.com/abookaday

Julia Donaldson

Author of The Gruffalo, will be sharing books on a Thursday at 4pm on The Gruffalo Facebook Page

Booktrust Hometown Virtual Hub

www.booktrust.org.uk/books-and-reading/have-some-fun/

Useful Contact Numbers

NSPCC

0808 800 5000

ChildLine

0800 1111

National Domestic Abuse

0808 2000 247

Hull Domestic Abuse Partnership

01482 318 759

Coronavirus Hull Helpline

01482 300 307

Family Information Service

01482 318 318

Children's Centres

The Acorns

01482 708 953

Priory, Ainthorpe and Windmill

01482 305 770

The Parks

01482 803 978

The Lemon Tree

01482 828 901

Marfleet

01482 705 333

Little Stars

01482 790 277

Fenchurch and The Octagon

01482 497 800

The Rainbow

01482 502 466





For further information please contact the
Early Years Team on 01482 318 318