
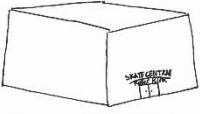

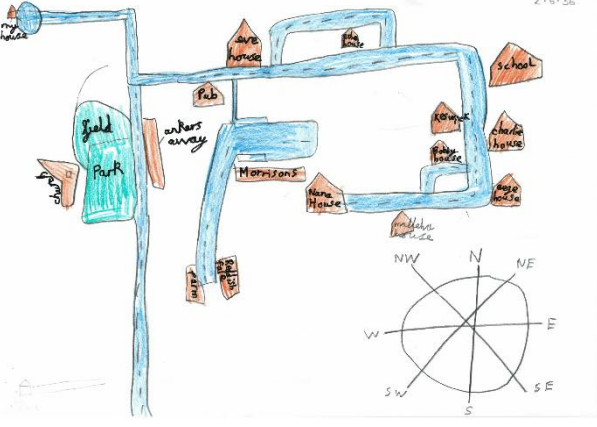
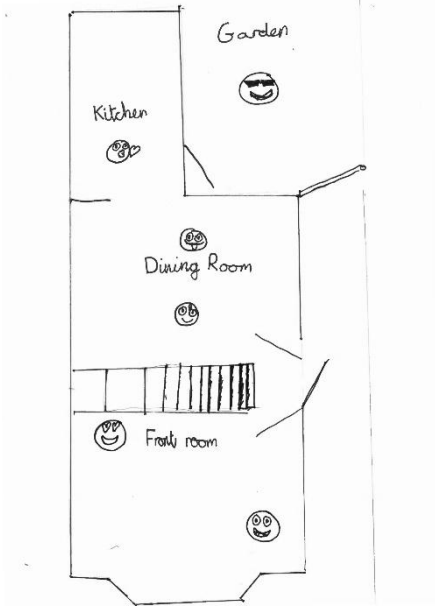





Home schooling ideas - Exploring connection to places

<p>Talk about favourite places at home</p>	 <p>My favourite place to read is on my bed. It is comfy and cosy. It makes me feel calm. It is nice and quiet.</p>	<p>Ask children to draw and write about their favourite places at home (including the garden, where relevant) for different activities e.g. my favourite place to sleep, to play, to eat, to read, to be quiet. Talk about their pictures.</p>
<p>Investigate special places</p>	 <p>My second home! I do Rother Derby at skate Central every Sunday. It makes me feel free and fit. I work really hard and I love being part of the team.</p>	<p>Ask children to draw a place away from home which is special to them. Talk about why it is special to them. How do they feel when they are there, and when they think about it?</p>
<p>Create a family book</p>	 <p>Canadel beach is my favourite destination. It has nice hot sand with a cooling sea breeze. The sand is sparkly and in the depths of the sea you can see the sparkling sand below because the water is so clear.</p> <p>Dan</p>	<p>Together, make a family book or digital photo gallery of 'Our Special Places' incorporating drawings or photographs and quotes contributed by all family members. Talk about why these places are special, and the memories this activity provokes.</p>
<p>Make some maps</p>		<p>Invite children to make maps of places and trips they know well, e.g. their garden, your street, journey to school, the local park, the journey to grandma's house. Talk about their maps.</p>

<p>Make an emotional map</p>	 <p>A hand-drawn floor plan of a house and garden. The rooms are labeled: Kitchen, Dining Room, and Front room. The Garden is also labeled. Each room and the garden have a small emoji symbol placed inside them, representing how the person feels about that space. The Kitchen has a neutral face, the Dining Room has a happy face, the Front room has a neutral face, and the Garden has a happy face. There are also some other small symbols like a sad face in the Dining Room and a neutral face in the Front room.</p>	<p>Draw a map of the house and garden. Ask children to use emoji or create picture symbols to show how they feel about different places on the map.</p>
<p>Create environmental art</p>	 <p>A piece of environmental art made from natural materials. It features a central figure, possibly a person or a creature, constructed from twigs and sticks. The background is filled with various green leaves, some dried and some fresh, creating a textured and colorful composition. The overall style is organic and nature-inspired.</p>	<p>Look at images of environmental art. In the garden, or on your daily walk, use twigs, stones, leaves, etc to create some environmental art works. On subsequent occasions, choose a theme, e.g. 'Spring', or restrict the number or type of materials to use.</p>
<p>Food connections</p>	 <p>A photograph of a kitchen shelf filled with various food items. In the foreground, there are several bananas, a red chili pepper, and a slice of orange. Behind them, there are several packages and containers: a carton of 'Pride COCONUT MILK', a bag of 'British plain flour by Sainsbury's', a packet of 'pestry', and a can of 'PEELED TOMATO'. The background shows more shelves with various jars and containers.</p>	<p>Look at labels and packets of food to identify where the food comes from. Find these places on a world map. Ask children to make their own map showing where their food comes from.</p>

<p>Holiday places</p>		<p>Find photographs of family holidays. Find the places you visited on a map of the UK, Europe or the world, as relevant. Talk about what the places were like.</p>
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