# Robert Browning, Snowsfields and Tower Bridge Primary Schools We learn and succeed together







12th February 2021



@PrimaryRobert @SNSPrimary @tbprimary Find us at: www.bridgesfederation.org.uk

School CLOSURE

As of Tuesday 5th <u>January</u> our schools are closed to all children except for children of key workers and the most vulnerable.

# **Making Contact with School**

During this time of COVID-19, we would like to clarify with parents and carers how best to contact your child's class teacher should you ever need to do so.

If your child is at school and you wish to speak to their class teacher, please do so by contacting the school office via email or telephone. Alternatively, you can speak to a member of the leadership team at the gate either in the morning or at home time.

<u>If your child is learning from home</u> you can contact the class teacher through Google Classroom. You can also email the office and the message will be passed on.

Thank you for your cooperation.

# Learning with an SEN Child at Home

Click on the link below where you will find ideas to support learning at home from Cherry Garden School:

https://www.canva.com/design/DAEVRDLAyk4/
ZJZoDLuGCGDklvv43OhNQQ/view?
utm\_content=DAEVRDLAyk4&utm\_campaign=desig
nshare&utm\_medium=link&utm\_source=publishsha
relink

# **Keeping Children Safe in Education**

The Government has updated their 'Keeping Children Safe in Education' guidance to support parents safeguarding their children while online. Please click on the link here:

https://www.gov.uk/government/publications/coronavirus-covid-19keeping-children-safe-online/coronavirus-covid-19-support-for-parentsand-carers-to-keep-children-safe-online

# **Keeping in Touch**

We hope you are all safe and well. However, If your circumstances have changed or you just need to speak to someone please call your individual school on their respective number.

# Online Uniform Shop

You will now be able to buy uniform online. Once you have ordered and payed for the uniform, you can choose to have it delivered home for a cost or delivered to school free of charge.

# **Robert Browning**

http://www.pbuniform-online.co.uk/ robertbrowning

# **Tower Bridge**

http://www.pbuniform-online.co.uk/ towerbridge

# **Snowsfields**

http://www.pbuniform-online.co.uk/ snowsfields

# **Live Google Meets**

If your child is joining in with any class live Google Meet sessions, please make sure they are appropriately dressed.

Thank you for your support!







# The following children received a certificate for their independent learning!



# **Reading Eggspress**

Gold - Temitayo Y5, Kimora Y5
Silver - Prince Y2
Bronze - Mamadou Y3, Izzie Y4, Lailaa Y5

# **Reading Eggs**

**Gold** - Elin YN, Lymas Y1, Yousuf YR, Nohami Y1, Ayaan Y2, Alayna YN **Bronze** - Domenico Y5, Princess Y5, Fahad Y4, Lailaa Y5, Izzabelle Y4

# **Mathletics**

Gold - Ola Y6

Silver - Zuriel Y5, Ola Y6, Isabella Y3, Millo Y5, Hadil, Solomon Y6, Trinette Y5, Raila Y3, Zuriel Y5, Param Y5, Lymas Y1

Bronze - Lymas Y1, Temidayo Y5, Temitayo Y5, Meaghan Y11, Eliana Y1, Mosunmola Y3, Ola Y6, Melat Y2, Iltreh Y1

Farhan Y6, Aleeza Y6, Inayah YR, Fatima Y6, Isabella Y3, Mungiva Y6, Izzabel Y6, Sulayman Y6, Lilly Rose Y3, Milo Y6

Arthur YR, Valesuis YR, Pixie Y6, Hadil Y6, salem Y4, Price Y2, Fahad Y4, Jason Y3, Domenico Y5, Zoe Y5, Param Y5

Parin Y5



# **Reading Eggspress**

Bronze - Bella Y6, Milan Y2, Annalisa Y4, Ephraim Y5, Nadir Y6

# **Reading Eggs**

Gold - Olive Y1, Chinonso Y2, Ibrahim Y2

Silver - Sam YR

1<sup>st</sup> – Shakirah Y2, Nafissah Y1, Olive Y1

2<sup>nd</sup> – Janayah Y1

# **Mathletics**

Gold - Armani Y5

Silver – Frankie Y1, Milan Y2, Mohammed Y4, Khaled Y5, Mawata Y5

**Bronze** - Isaac YR, Asher Yr, Arlee YR, Augustina YR, Leah Y1, Maria Y1, Ratwan Y1, Janayah Y1, Olive Y1, Theo Y1 Aden Y1, Anthony Y1, Isaac Y2, Amirah Y2, Amarion Y2, Maliyah Y2, Aneesha Y2, Reggie Y2, Arthur Y2, La'rayah Y3 Joel Y3 Wassim Y3, Xingrui Y3, Kiyrah Y3, Amani Y3, Annalisa Y4, Titus Y4, Jason Y4, Ephraim Y5, Amari Y5, Zain Y5 Collins Y5 Rakin Y5, Elijah Y5, Xingya Y5, Kajus Y6, Moaad Y6, Nadir Y6, Sophia Y6, Malak Y6, Deacon Y6, Bella Y6



# **Reading Eggspress**

Bronze - Caleb Y1, Anas Y1, Le'Rico Y3, Diego Y6, Kimberly Y6, Paul Y6, Shantall Y6

# **Reading Eggs**

Gold – Liam YN, Ehan YR, Sophie YR, Franklin YR, Idris YR, Sara YR, Stephany Y1, Kavari Y1, Thiago Y2, Al Y6
Silver - Aoife YN, Amelia YR, Samuel Y2

# **Mathletics**

Gold - Samy Y2, Ledion Y4

Silver—Muhammed Y3, Amir Y5, Chloe Y6, Al Y6

**Bronze** - Anas Y1, Era Y1, Stephany Y1, Samara D Y1, Melanie Y1, Samara F Y1, Logan Y1, Samuel Y1, Maria Y1, Hamad Y1 Sayhid Y2, Mariam Y2, Angela Y2, Kameron Y2, Hibatullah Y2, Rosalyn Y2, Mason Y3, Meshach Y3, Sana Y3, Aamir Y4, Ellie Y5 Mamadou Y5, Natalie Y5 Tiago Y6 Paul Y6, Sian Y6



Well done to all of our children who have shared on Twitter examples of some of the activities they have been completing at home and at school.

Below are the names of those children along with some Twitter posts.

# **Robert Browning**

**Ehan YR** Rona YR Zarifah YR Logan Y1 Kehmarly Y1 Sam Y1 Amza Y1 Siham Y1 Maria Y1 Sofian Y1 Fikky Y1 Yunus Y1 Mahzala Y1 Stephany Y1 Aaron Y2 Adar Y2 Ekram Y2 Jack Y2 Joshua Y2 Kamarley Y2 Rosie Y2 Samy Y2 Sophie Y2 Gabiel Y3 Lily Y3 Simon Y3 **Mohammed Y3** Michael Y3 Deborah Y3 Meshach Y3 Raied Y3 George Y3 Amreen Y3 Imaan Y3 Sana Y3 Salmon Y4 Aamir Y4 Chelsea Y4 Ermal Y4 Fatouma Y4 Jasmin Y4 Kamilah Y4 Ledion Y4 Long Y4 Monae Y4 Monira Y4 Renaya Y4 Skye Y4 Izrael Y4 Aella Y5 Amila Y5 Aneeqa Y5 Isabelle Y5

Jayden Y5

Natalie Y5

Qi Zong Y5 Sheerin Y5

Tenny Y5

Adnan Y6

Fatima Y6

Imran Y6

Stefan Y6

Julia Y6

Darin Y6

Olivia Y5

**Mohamed M Y5** 

Kelly Y5

Liam Y5

Sara YR **Novel YR** Franklin YR Melanie Y1 Yahya Y1 Caleb Y1 Reyan Y1 Ayse Y1 Anas Y1 **Awwal Y1** J'Adore Y1 Ashley Y1 Tiffany Y1 Maksim Y1 Abbey Y2 Angela Y2 Felicia Y2 Jaydenae Y2 Kaiden Y2 **Livinny Y2** Samuel Y2 Sayid Y2 Thiago Y2 Rahi Y3 Le'Rico Y3 Muhammed Y3 Naaim Y3 Nasir Y3 Mason Y3 Teddy Y3 Anam Y3 Jayden Y3 **Ahmet Y3** Kara Y3

Aaliyah Y4 Aia Y4 **Enoch Y4** Fawaz Y4 Hassan Y4 Joseph Y4 Kelahnie Y4 Lola Y4 Maryam Y4 Mounir Y4 Rayan Y4 Roihanna Y4 **Tnok Y4** Mavy Y4 AJ Y5 **Amir Y5** Ellie-Rose Y5 Jamal Y5 Jordean Y5 **Kelsey Y5** Mamádou Y5 Yusuf Y5 Nathalia Y5 Ore Y5 Ryaan Y5 Téi Y5 **Tomiwa Y5** Ashan Y6 Ethan Y6 Diego Y6 Jeremy Y6 Sara Y6 Timi Y6

# **Axel YN Grace YN** Sama YN Naylaa YN Alayna-Noorjahan YN Abby YR Alma YR Alexander YR Jody YR Saroban YR **Uthman YR** Lymas Y1 Oscar Y1 Riley Y1 Reece Y1 Eliana Y1 Azzan Y1 Ellie –Rose Y1 Raven Y1 Joab Y1 Adeola Y2 Emmanuel Y2 Ayaan Y2 Kamil Y2 Nahla Y2 Safa Y2 Nour Y3

Anjaneya Y2 Theo Y2 Francis Y2 Harun Y2 Rayaana Y2 Prince Y2 Kwabena Y2 Sumaiya Y3 Oumeira Y3 Yaseen Y3 Romeo Y3 **Bethany Y3** Mosunmola Y3 Joshua Y3 Enzo Y3 Benjamin Y3 Jason Y3 Jaheim Y3 Imani Y4 Al Amin Y4 Zahon Y4 Salem Y4 Perry Y4 Yousuf Y4 Elea Y4 **Chrisamel Y4** Karmye Y4 Ryan Y4 Láila Y4 Nalowi Y4 Raphael Y4 Princess Y5 **Domenico Y5** Kimora Y5 Philippa Y5 Joannie Y5 Lailaa Y5 Ilham Y5 Angelina Y5 Zain Y5 Reem Y5 Sidney Y5 Param Y5 Sana Y5 Kianna Y6 Sulayman Y6 Adam Y6 Fatima Y6 Izzy Y6 Milo Y6 Natalia Y6 Khaled Y6 Mungiva Y6

**Snowsfields** Eliana YN Ibrahim YN Salma YN Alia YN Tobi YR **Arthur YR** Cai YR Oliver YR Noor YR T'Lyla YR Halane Y1 Zavaria Y1 Tomisin Y1 Ahmed Y1 Meaghan Y1 Iltreh Y1 Rosie Y1 Jayci Y1 Maya Y1 Bella Y1 Iris Y2 Kareem Y2 Melat Y2 Nia Y2 Deetya Y2 Regina Y2 Preston Y2 Iman Y2 Josh Y2 Fillip Y2 Lexie Y2 Qaii Y2 Dawoud Y3 Javden Y3 Raila Y3 Gabriella Y3 Lilly Rose Y3 Mamadou Y3 Jacob Y3 Leena Y3 Isabella Y3 Imran Y3 Keegan Y3 Raphael Y3 Leo Y3 Amani Y4 Lilian Y4 Edward Y4 Izzy Y4 Ava Y4 Anita Y4 Baraka Y4 Fahad Y4 Shem Y4 Salma Y4 Jay Y4 Katy Y4 Kiara Y4 Trinette Y5 Adnan Y5 Hope Y5 Fanta Y5 Rosie Y5 Yaseen Y5 **Kawthar Y5** Zoe Y5 Dominika Y5 Temidayo Y5 Braydon Y5 Parin Y5 **Temitayo Y5** Keira Y6 Samira Y6 Pixie Y6 Solomon Y6 Farhan Y6 Hadil Y6

Khadija Y6 Ola Y6

Blue Y6

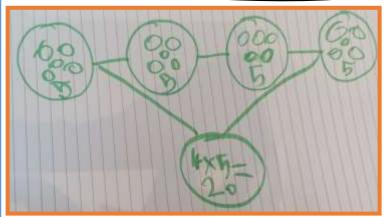
Bella Y6

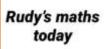
Tower Bridge Ksenija YN Sapphire YN Kayden YN Joel YN Aser YR Nusaybah YR Isla YR Max YR Isaac YR Richie YR Muhammed Y1 Ratwan Y1 Chiara Y1 Janayah Y1 Nafissah Y1 Tomiwa Y1 Niah Y1 Khalil Y1 Aden Y1 Damon Y1 Marya Y1 Frankie Y1 Isaac Y2 Ibrahim Y2 Mia Y2 Amarion Y2 Aneesha Y2 Shakirah Y2 Kaya Y2 Moussa Y2 Chinonso Y2 Reggie Y2 Arthur Y2 Charlie Y2 Joel Y3 Rabia Y3 La'rayah Y3 Hazel Y3 Erik Y3 Nicole Y3 Wassim Y3 Xingrui Y3 Shebaniah Y3 Vaughan Y3 Nathaniel Y4 Billy-Ray Y4 Anńalisá Y4 Titus Y4 Belle Y4 Simra Y4 Jason Y4 Amy Y4 Ella Y4 Sabrine Y4 Noah Y4 Scarlett Y4 Kai Y4 Zakir Y4 Xingya Y5 India Y5 Hassanatou Y5 Zain Y5 **Emily Y5** Sumaya Y5 Samsór Y5 Abubakai Y5 Mawata Y5 Rakin Y5 Rachel Y6 Tino Y6 Amna Y6 Myrell Y6 Tilly Y6 Lordina Y6

Skylar YN Zachary YN Ollie YN Kai YR Mustafa YR Daisy YR Naasir YR Sam YR Yugan YR Elsa Y1 Olive Y1 William Y1 Ella Y1 Maria Y1 Theo Y1 Daivansh Y1 Jaaziel Y1 Anthony Y1 Yassine Y Kara Y1 Jawad Y1 Sara Y2 A'Kaycia Y2 Amirah Y2 Milan Y2 Maliyah Y2 Lexi Ý2 Rudy Y2 Musawir Y2 Aliyah Y2 Oscar Y2 Youcef Y2 Khaira Y2 Amani Y3 Majed Y3 Kiyrah Y3 Suraya Y3 Youcef Y3 Gibril Y3 Salwa Y3 Ameerat Y3 Reginald Y3 Taja'lee Y3 Saira Y3 Ishmael Y4 Lola Y4 Amina Y4 Milly Jade Y4 Sian Y4 Salma Y4 **Iman Y4** Ava Y4 Al-Hassane Y4 Elizabeth Y4 **Courtney Y4 Mohammed Y4** Neymar Y4 Amerah Y4 Leah Y5 Armani Y5 Amari Y5 Khaled Y5 Saida Y5 **Collins Y5** Maisie Y5 Ephraim Y5 Jayden Y5 **Connor Y5** Kajus Y6 moaad Y6 Nadir Y6 Sophia Y6 Sirius Y6 Olivia R Y6 Olivia S Y6 **Deacon Y6** 

# Tweets









40÷2 =20

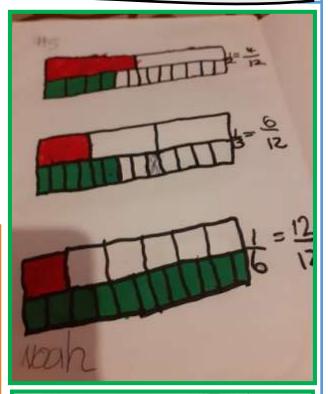


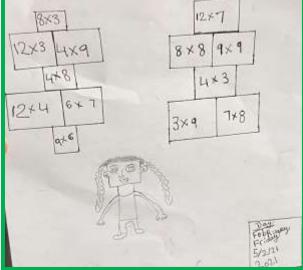
40÷5=8















I think you **should** ask for help so that from professional on how to train your dragess.





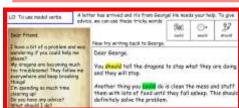






advice, we can use these tricky words

New try writing back to George



Can you explain in words or use a diagram to show how the 2 times table is useful for dividing by 2?





LO: To use modal verbs.

You would feel better if you went out into where they live and live there because then they might not follow you. They might went to make their own homes in burrows or wherever they live.

(An)

said.

0.

A letter has arrived and it's from George! He needs your help. To give

You should stop feeding these biscuits. They should eat at the table.

You should leave them at home because then they wouldn't break things. You could put them in a huge cage maybe? And stuff it under your bed.

From nia Bye see you need time

22

should

If I know my 2 times-table, I can use this to help me divide by 2

Two times table is useful because it helps every time you are trying to find half of a number by dividing by 2 and you can also find a double of a number by multiplying x2.



# The Oath By Timi Adament

Forty years ago, the same city I am living in now existed with no colour and no happiness. I lived in that durk, macringless and shrivelled place with its dark marringless and shrindled people, living by nothing but stealing. My only siblings were nice and eager to help people, while  $\mathbf I$  was too buy toping to find  $\mathbf s$ way to acretic powerty. I was engared by my brothern for living a much better life than me and so whenever they tried to give no many. I faviously rejected it. I was as arranged satil I finally found a way to get manay - by atcaling. I become as dark, maxingless and shrivelled as the people and the city. I lived by removes aging through the city like a removedees for ead robbing everything that seemed of worth to me. I became as roller and wested as the faller fruits of trees in the parks. They were dead with ulterse and est a single morest of laughter was ever heard. Dat one night changed that.

ag tami ann ainn mh lad mu ar Casainnach màitimear ra

we made an oath and i knew my legacy would go

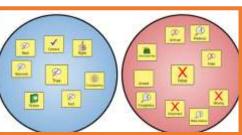
Live Your Legacy

# dragainter else to tear lago, clave, estable o activity golden. 25 has a tool and a long-more

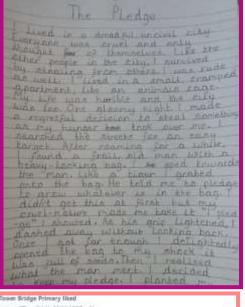
When they	were captured they wo	insent eyech block
	f shocked because they	

They would have left scared and nervous because they dight know who was going to buy them. The swiners sold them as they wanted more money.

**Transportation** 



I 5.2.0	254.	
Improving book the occur- bation the prolonground	troums on singlety sheeky and land	HOLDE
<b>经多点</b> 包	9:5 <u>4</u>	爱多
bregand fee to self Cones persons fee pay yellotto ye ferme.	Drogues on Stratfer Fire and hate the wings that more than Fig. argument they want to but they like to come out at	







Kathy Schicker @KathySchicker - 10 PREdurently Making pancakes with fruit and honey for homework. Usually our Saturday Breakfall but this time it was made by M for our pudding @



RBGreenClassY4 @ @RBGreenClass - 5h

This is fantastic! I am very impressed. You have put such a lot of effort into raking your animation. 🌟 🛊 🏭 🛱 🔅 🇯

Ermal Era @Fatmire60015794 : 188

@RBGreenClass















Foundation Stage & 959/85 conductors

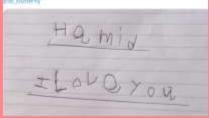
Super writing from John, Mathew and Oliver who did posters for Chicken Clicking on how to stay safe on the internet 😊

Weil done boys!

saferintemetday 🕡



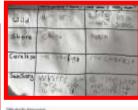






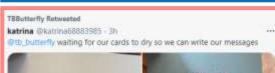














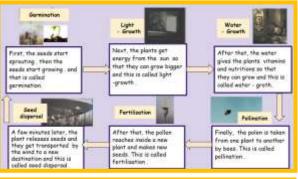




Task 2: Imagine that you are the Varmint. Write a diary entry to describe what happened to him when he was in the fields looking at plants.

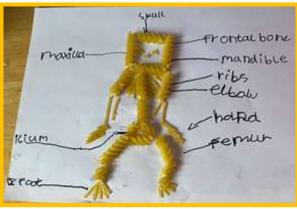
# Dear diary,

This morning i was having the most amazing and peaceful time sitting in the fields watching the ants crawl along the leaves, birds singing around me and the bees buzzing past. When all of a sudden, a loud terrifying bang happened from a distance. I felt so scared the birds flew away the darkness appeared. I began to stand up to see what was happening. The dust in the air grew and grew i started heading to towards it wondering what was happening.



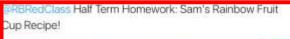
























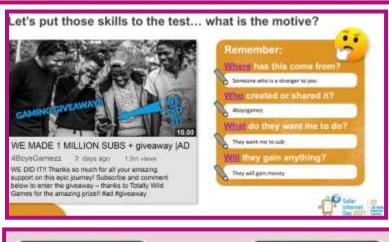
# **Safer Internet Day**

This week at the Bridges Federation we celebrated SAFER INTERNET DAY! The theme this year was 'An Internet we Trust'. The children across the year groups learnt how to stay safe online while exploring how trustworthy the internet really is. They started off the day watching a special assembly which was put together by our very own digital leaders. It provided them with very important information on how to stay safe and what to do if they are uncertain or need help. Throughout the day, the children completed a range of tasks on Google Classroom linked to Safer Internet Day such as quizzes, scenario based activities and discussions about different things we come across while online. Some classes met on Google Meets and collaborated on virtual boards to put all their ideas together. The children have signed the newly updated 'Acceptable User Policy' which outlines the rules for staying safe online at school and at home. All in all it was a very informative learning experience!









Sceptical

Misinformation

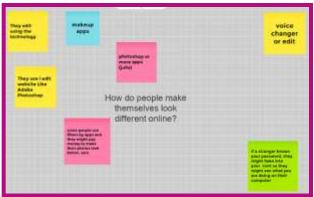
Disinformation

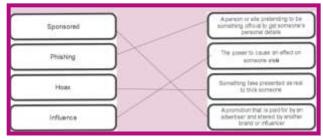
had being sure if something

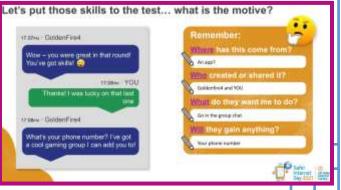
purpose to deliberately mislead

shared by accident

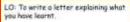












Safer Islammak Day Islammak Safer Sa

Watch the story of 'Detective Digiduck and write a letter to wise awl explaining what you have learnt from the story.



Dear Wise Owl,

We leant how we should'nt like ever thing on the internet. We know that dragons aren't real the internet doesn't tell us dragons are really real they only appear in story. We leant we should ask a grow up that you trust to help you on the internet. We shouldn't trust everything we read and should think if it is pretend.

From Caleb



. A.

The moon is a star.

An Internet we Trust

Choose an animal and think of a something true, something undue, and an opinion.

Lions are the king of the jungle.

If tions out bumboo, pandas won't est bamboo anymore.

Aliens ive in the

Lions are made out of fire.

What is trust?

Knowing something is safe.

What should we do if we see something and we aren't sure if we can trust it?

Be a detective and ask questions and check.

What can you do if you feel upset, scared, worried or confused online?

Talk to an adult i trust.

Who are the adults you trust to talk to?

Mummy, Daddy, a police officer, Tom, Felicia, Grandma and Bazdad.



. Trust is believing or having faith on sameone or samething

What should we do if we see something and we aren't sure if we can trust it?

Make a research about it or talk to an adult that might know.

What can you do if you feel usest, scared, wormed or confused online?

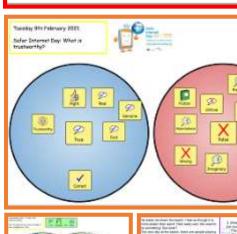
Take a deep breath and log out or talk to you parents about how you feel

Who are the adults you trust to talk to?

Your parents, teacher

0







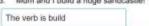






Dear Was Del, thinks to your story I have learnst that you should not trust everything you bound on whereast. Best real you should checkly it with and adult, or an expect of the sheets, or looking in other selection to en





I pick up the baby turtle gently.

The verb is pick

Even Jamai helps!

The verb is helps



# AUTISM SUPPORT TEAM NEWSLETTER 10

11/02/21





Welcome to issue 10! Half Term is just around the corner and whilst it's a challenge for many of us to inject a dose of novelty into our lives at the moment, with so many of the usual places not being available to us. We have attempted to collate a small list of some options to brighten up the half-term, here.

Southwark's Autism Support Team are available to offer support to parents/carers and educational staff during current school closures, including half term.

We have a telephone support service from Monday – Friday, 9am-5pm. More information can be found: here.

# Training

These are available online. If you wish to register your interest or find out more please email:

AutismSupportTeam@southwark.gov.uk

- Cygnet (over 5's)
- Next Steps (under 5's)

# **Games Corner**

# Visual supports

Visual supports for game playing can be found here

## Thinking about sharing....

While it is important to teach children how to share, it can be reassuring to establish separate, or 'safe" zones so that siblings learn to respect each other's spaces and can lessen anxiety. It can help in daily life as well as during specific activities.

For example, why not get boxes (like shoe boxes that have a lid or any box you have on hand) that your children can decorate and label with their name to keep essentials in: pens, pencils, scissors, a glue stick for school or art and crafts activities. Same for toys: you may want to establish together which toys are for sharing and which are not.

Having a safe, separate and special box can help reduce anxiety and alleviate some stress.

Here is a list of fun games to develop communication.



# **Activity Routines**

A new feature for the newsletter! We will regularly be providing two different activity routines with the suggested resources required for the activity. We have tried to take into consideration what may be available to you at home or at school.

Activity routines are everyday activities that can be repeated with your child. By repeating the activities it makes the routine predictable. The purpose of the activity routines is to support the development of shared attention and the use of language in a functional, communicative and fun way.

Once your child is familiar with the routine, they know what they need to do, because of this predictability it helps them relax, participate and communicate in the activity. The routines can then be changed by adding new words or actions, taking parts out or doing unexpected things. Your child may comment, ask for something or disagree with the change.

When first introducing a script it is important to follow the script and to minimise any language that is not in the script so they will actively participate in the routine.

Below are two different activity routine scripts. The routines do not have to be used every day, but the idea would be to repeat them at least a couple of times during the week to see how your child may respond to the opportunity for repetition and rehearsal.

Face Toast here

Blowing bubbles here

# **Supporting Communication**

# Getting and keeping their attention

- Always use their name at the beginning so that they know you are talking to them.
- Position yourself so that you are closer, sometimes it helps to be at eye level, but consider how 'close' is comfortable
- Make sure they are paying attention before you ask a question or give an instruction. The signs that someone is paying attention will be different for different people.
- Use their hobbies and interests, or the activity they are currently doing, to engage them.

# Processing information

An autistic person can find it difficult to filter out the less important information. To help:

- say less and consider your pace of speech, too much at once can overwhelm a person
- use specific key words, repeating and stressing them
- pause between words and phrases to give the person time to process what you've said, and to give them a chance to think of a response
- · use visual supports (eg symbols, timetables, Social Stories) if appropriate
- be aware of the environment (noisy/crowded) that you are in. Sensory differences may be affecting how much someone can process.

# Avoiding open-ended questions

- Keep questions short
- Ask only the most necessary questions
- · Structure your questions, e.g you could offer options or choices
- Be specific. For example, ask "Did you enjoy your lunch?" and "Did you enjoy maths?" rather than "How was your day?".

# Being clear

 Avoid using irony, sarcasm, figurative language, rhetorical questions, idioms or exaggeration as autistic people can take these literally. If you do use these, explain what you have said and be clear about what you really mean to say.

# Super Seven



Focussing on fun activities to try at home!

- Watch my eyes find a surprise! Have your child close their eyes while you hide some treats. Tell your child to open their eyes and ask them to find the treats by looking at your eyes. Use exaggerated eye pointing to get them to find the items.
- · Play 'Who am I?' here
- Make paper cup telephones



- Pairs -Using paper plates or card/paper make matching pairs (could be TV characters, words, Pokémon anything!) turn all the plates/card over and spread them out, take it in turns to find 'pairs'
- Practice attention and listening skills with musical statues here is a video with instructions
- Story Stones—decorate stones and use these as prompts to make up different stories
- Play Bingo, make your own boards (it doesn't just have to be numbers!) or get some here

# Resources to Support Communication

Research shows the use of sign supports the development of language for children with autism. Specifically the combination of using sign whilst saying the associated words is an approach that can increase vocal and non-vocal skills of children with autism. It' also great as you don't need any resources, just your hands!

Makaton website has information about using Makaton to communicate and has videos of the signs <u>here</u>, other videos can be found on You Tube e.g. <u>here</u>

Mr Tumble on Cheebies has a site on Makaton here with words and songs to learn!

To be added to our newsletter mailing list or to contact the team with an enquiry:

AutismSupportTeam@southwark.gov.uk

Clicking on links in this document take you to a webpage or to google drive where the resources can be downloaded.

# 10 Top Tips for ...

We all want to continue being informed and inspired by the ever-expanding capabilities of the internet. But we also need to be able to safeguard ourselves against the growing amount of online hazards. Knowing what is fact, understanding what dangers exist and taking appropriate steps can go a long way towards protecting yourself and your family. National Online Safety has collaborated with the Yorkshire and Humber Regional Cyber Crime Unit to complie 10 pointers to help you keep your children safe from cyber crime.

# Spot Phishing Bait

Phishing messages are untargeted mass emails asking for sensitive information (e.g. usernames, posswords, bank details) or encouraging realpients to visit a fake websits. It's safest to learn the warning signs of phishing and increase your child's awareness. To good to be true? Spelling or purchastion errors? Odd sense of urgency? These are at end flags. Don't click on links or fallow demands if you're unusus, contact the afficial company directly anine to enquire further.

# 3 Encourage Strong Passwords

Weak passwords make it faster and easier for Week passwords make it faster and easier for sameone to gain access to your online accounts or get control of your device – giving them a route to your personal information. For a strong password, national guidance recommends using three random words (e.g. bottlegam gapylane). Consider paying for your child to access a password manager. Encourage them to have a separate password for their email account. Ensure the whole family uses two-factor authentication where possible.

# 5. Back up Your Data

me cyber attacks can lead to the theft or deletion some cyber attacks can lead to the trieff or devision of important (and possibly sensitive) data or loss of files (like photos and videos) that can't be replaced. Backing up you're data to the cloud - or to another device - will help prevent data loss if you ever became the victim of a cyber attack. Where possible, set your child's devices to back up automatically. Also encourage them to back up their data prior to installing any updates.

# 7. Take Care When Chatting

Criminals may look to manipulate others online and coerce them into using their talents or cyber skills for unethical means. By to get your child to be open about who they are talking to online. Communication tools such as Discord are popular among gamers – but be caulious of the other people using them, and ensure you know who your child is chatting with.

## 9. Understand Their Motivations

Those being influenced online to use their skills Those being influenced ordine to use their skills unethically may display certain lary warning signs. Sudden evidence of new-found wealth (unexplained new clothes or devices, for example), secrecy around their anline behaviour or boasting of new online friendships are all causes for concern. If in doubt, refer through to your regional cyber crime team.

# 2 Don't Over-Share

is your child sharing too much on social media? Do they post things about their private life, upload images of your home, or discuss their friendships and relationships online? Criminals will gather this information and may try to use it for identity that or other offence such as frout. To combat this, ensure your child's privacy settings mean they are only sharing information with family and close friends. Use promoted control the promoted in controls where appropriate. friends. Use parental controls where appropriate

# Stay Updated

People often put off installing updates to appe or software because they don't feel it's necessary, it can be time consuming, or could cause problems with programmes they rely on. But updates help protect users from recently discovered vulnerabilities to malware. You can usually set them to run automatically – encourage your child to select this option. Ensure updates are installed as soon as possible after you're notified they're available.

# Be Wary of Public Wifi

Free public Wiff is commonplace – but it's often not secure and sends unencrypted data via the network. A hacker on the same network could access persona data (like financial information) without you even realising they'd done so. To avoid this, suggest to your child that they use their 30 or 46 mobile data when they're out and about, rather than free WIFI. Canaider purchasing a VPN (Virtual Private Network) where possible.

# 8. Recognise Warning Signs

Often, budding cyber experts will relish the challenge of testing themselves or earning recognition from peers for their exploits. Even principled "white-hat" hockers will look to test their skills online. If you think your child is interested in hacking, try to understand what their most valion is. You could encourage their restricted in his their experience. participation in ethical competitions such as bug

# 10 Know the Consequences

Many young people may feel that hacking is essentially a light-hearted prank, and not essentially a light-hearted prafit, and not es pecially serious. So make sure your child is aware at the implications of a conviction under the Computer Misuse Act — not only the possibility of a criminal record, but also lifelong travel restrictions and damage to their future career are advantaged prespect.

# Produced in Partnership with

The Yorkshire & Humber Regional Cyber Crime Unit (YHRCCU) works with the National Crime Agency (NCA) and other partners, in the UK and abroad to investigate and prevent the most serious cyber aims offences. YH ROCU

Yorkshire & Humber REGIONAL CYBER CRIME UNIT













(O) @nationalonlinesafety