

Clare Helen
Welsh



AUTHOR - MENTOR - EDUCATOR



TOGETHER STREET
The Street We Call Home

Clare Helen Welsh

Robyn Wilson-Owen

Resource Pack

About the Book

Ash takes Nell on her first walk through her new neighbourhood, where they meet new friends and explore all sorts of different homes.

But something unusual is going on – what could the surprise be?

This joyfully illustrated picture book celebrates friendship, community and the feeling of truly belonging.



A gently reassuring story for children adjusting to a new place or environment



Beautifully illustrated by Robyn Wilson-Owen



Celebrates friendship and community



Introduces readers to diverse homes and different ways of living



Ideal for sparking conversations about belonging and inclusivity

Encourages curiosity, kindness and connection



An uplifting read with a positive message

About the Creators

Meet the Author - Clare Helen Welsh

Clare Helen Welsh is a former primary school teacher, now award-winning children's writer of over 70 books.

She loves writing silly ideas, stories that sneak in learning disguised as fun, and emotionally-charged books that support readers through life's ups and downs.

Clare runs the popular Books That Help resource that champions picture books and well-being. She lives in South-West England with her husband, two children and a dog called Hope.

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Meet the Illustrator - Robyn Wilson-Owen

Robyn is an author, illustrator and lecturer based near Cambridge. She works with dip pens, ink, paint and pencil, and always carries a sketchbook.

After graduating from the Cambridge School of Art, she has illustrated books by Joseph Coelho and Anne Booth, as well as her own stories.

Before making books, she designed sets, costumes and puppets for theatre. Robyn's books have been selected as a Bologna Exhibition Finalist, The Sunday Times children's book of the week and among The Guardian's best books of the summer.

[@robynwilsonowen](https://www.instagram.com/robynwilsonowen)



Together Street: Curriculum Links

PSHE, Relationships and Health Education (RSE)

Living in the Wider World

- To recognise and celebrate the diversity of homes, communities and ways of living around us
- To understand the importance of public spaces such as schools, libraries and parks in building community life

Respectful Relationships

- To understand the importance of respecting others even when they live differently from us
- To recognise that communities are made stronger when people are welcoming and open to those they don't yet know

Caring Friendships

- To understand how important friendships are in making us feel safe and settled, especially when we are somewhere new
- To recognise that reaching out to someone new takes courage and is one of the kindest things we can do

Mental Wellbeing

- To identify how it feels to be new somewhere and not yet feel like you belong
- To understand that feelings of uncertainty or anxiety when facing a big change like moving house are completely normal
- To recognise how connection with others and feeling part of a community directly supports our emotional wellbeing

Changing and Growing

- To develop strategies for managing feelings of anxiety or sadness around big changes such as moving house or starting somewhere new
- To understand that belonging takes time to build
- To recognise that asking for help and accepting kindness from others is a strength

Pre-Reading: Cover and Introductory Questions

What is your favourite part of the cover and why does this stand out?

Who could the characters be?

What do you think the story might be about?



- Have you ever been somewhere new? How did it feel?
- What do you think it would be like to move to a new neighbourhood?
- What helps someone feel welcome?
- Do you think it's easy or hard to make new friends? Why?
- What would you do if a new child moved into your street?
- What makes a good neighbour?
- What do you think 'together' means?

Lesson One: Houses and Homes

Learning Objectives

- To identify different types of homes and community spaces
- To understand that people live in many different ways and that this is something to celebrate
- To record findings using a simple observation or tally sheet

Main Activity

Think about the moment when Nell first arrives on Together Street and Ash shows her all the different homes — an eco house, a houseboat, a tower block and a shelter. Explain that children are going to explore the homes and buildings in their community.

- Take children on a real or virtual walk around the local area, encouraging them to look carefully at what they can see.
- Introduce the observation sheet. Children record the different types of homes and community spaces they spot — houses, flats, bungalows, shelters, shops, parks, libraries and more — using drawings, labels or tally marks.
- Back in the classroom, children share their findings with a partner. What did they notice? Were they surprised by anything?
- As a class, discuss: What makes a place feel friendly or welcoming? What did you see that gave you that feeling?

Reflection Questions

What different types of homes did you find?

What made some places feel more welcoming than others?

What type of home would you most like to live in and why?

Extension Task

Children choose their favourite home from the walk and write an estate agent description of it, using persuasive language to make someone want to move in.

Lesson One: Houses and Homes

Go for a walk around your local area and record what you see. Use the tally chart to count the different types of homes and community spaces you spot. We've left some blank rows too — can you spot any other types of home that aren't on our list?

House	
Eco-House	
Flats	
Shelter	
Tower Block	
Houseboat	
Bungalow	

Lesson Two: Map Our Street

Learning Objectives

- To use basic mapping skills to observe and record our local environment
- To understand that streets and communities are made up of people and places that work together
- To imagine and design a community that reflects our own values and ideas

Main Activity

Revisit the book and remind children how Ash and Nell walk together along Together Street, noticing all the different homes and neighbours around them. Explain that today, the children are going to explore their own street or local area in the same way.

- Take children on a real or virtual walk around the local area, encouraging them to record what they notice as they go — drawing buildings, labelling homes and marking community spaces on their aerial map sheet.
- Introduce basic map features: compass points (N, S, E, W), a key, labels and symbols.
- Back in the classroom, children look at their maps and add any final details, thinking about how their street looks from an aerial view.
- Share maps with a partner: What did you include? What did you leave out? What does your street have that Together Street has too?

Reflection Questions

What makes your street feel like a community?

Is there anything missing that would make it better?

If Ash and Nell moved to your street, what would they find?

Extension Task

If you could design your perfect street, what would it look like? What would it be called? Children design and build a fantasy street from scratch. Who lives there? What buildings are on it? What makes it the perfect community? Could use junk modelling, drawing or digital tools.

Lesson Two

Map Our Street

Draw and label the buildings, roads and spaces on your street as if you were looking down from above.

Lesson Three: Being a Good Neighbour

Learning Objectives

- To understand what it means to be a good neighbour
- To explore how small acts of kindness can make someone feel welcome
- To commit to one kind action in our own community

Main Activity

Revisit the book and discuss as a class:

- Is Ash a good neighbour? How do you know?
- How was Nell welcomed to the street?
- What did the neighbours do to make her feel comfortable?
- Why was that important?

Together, create a class list: What does it mean to be a good neighbour?

Children explore this through drama. In small groups, create freeze frames in response to each scenario:

- A new child arrives on the street and doesn't know anyone
- Someone is sitting alone at the park
- A neighbour has fallen and needs help

After each freeze frame, discuss: What did you do? How might that person feel?

Reflection Questions

Which freeze frame felt most real to you and why?

Has anyone ever been a good neighbour to you? What did they do?

What is one thing you could do this week to be a better neighbour?

Extension Task

Children write or draw their Kindness Mission - one specific kind thing they will do in their community. It could be for a neighbour, a classmate or someone in their local area. Share with the class and display as a Kindness Mission Wall.

Lesson Three: Being a Good Neighbour

Just like Ash, we can all be good neighbours. Tick anything you already do, circle your Kindness Mission and add your own ideas at the bottom!

My Kindness Mission is...

Say hello to your neighbours when you see them	<input type="checkbox"/>
Help carry the shopping	<input type="checkbox"/>
Offer to walk their dog	<input type="checkbox"/>
Pick up litter on your street	<input type="checkbox"/>
Write a friendly note or draw a picture for a neighbour	<input type="checkbox"/>
Help rake leaves in the garden	<input type="checkbox"/>
Water a neighbour's plants whilst they are away	<input type="checkbox"/>
Check if an elderly neighbour needs anything	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

Lesson Four: Community Poem

Learning Objectives

- To understand what community means and how it feels
- To use creative writing to express ideas about community and friendship
- To write an acrostic poem using the word COMMUNITY

Main Activity

Ask children to think about how Nell feels at the start of the story and how she feels by the end. What changed? What made her feel like she belonged?

Explain that today children are going to write their own acrostic poem using the word COMMUNITY. Come up with a class definition of community e.g. *Community is a group of people who live in the same place or enjoy the same things. They care for each other and make sure everyone belongs.*

- Write COMMUNITY down the side of the board together and model one or two lines as a class.
- Remind children they could write about the different homes and places on their street, the friends who live nearby or the fun things they do together in their local area.
- Children write their own acrostic poem independently, illustrating it if time allows.
- Share poems with a partner or with the class.

Reflection Questions

Which line of your poem are you most proud of?

What does community feel like to you?

Does everyone feel like they belong straight away? What can we do to help?

Extension Task

Children perform their acrostic poems in a special assembly in which people from the local area are invited.

The poems could also be illustrated and presented, then bound and given to the local library, the foodbank, health centre etc.

Lesson Four: Community

Write an acrostic poem using the word COMMUNITY. Each line must start with that letter. You could write about the homes on your street, your neighbours or what community means to you!

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