

Home Education

Attention Autism- Week 5 and Half Term

Primary

School videos: The following videos have been uploaded onto the school's YouTube channel. Please take a look for stages 1, 2 and 3.

Video 1: Stage 2 - Foam Worms - with Laura

Video 2: Stage 3 – Sleeping – with Laura and Emily (you will need a pillow and blanket).

Gina Davies continues to upload videos on her YouTube channel – this is our favourite this week <https://www.facebook.com/ginadaviesautism/videos/550987402286002/>


Phase 3 explained:

<https://www.facebook.com/397002627100566/posts/1856851901115624/?vh=e&d=n>





Ideas to do at home:

Stage 1: (Remember your child does not handle the objects at this stage; this is the attention grabber).

	Activity	Resources and Key vocabulary
	Bucket time/Box time. Timing: 3-4 minutes. Song: 'I've got something in my bucket/box'.	<ul style="list-style-type: none"> • Bucket or box (with a lid) • White board (or piece of paper) and pen to draw. • Use 3 different toys in each session and change them every 2 sessions. • Words that describe the toys action e.g. flash, flash, flash or jump, jump, jump. • Expressions that show you like it e.g. wow, ooh, ahhh.

What could go into my bucket at home? – instruments, toys that move, make a noise, light up or spin; bubbles, scarves, bouncy balls or other objects from around the house that your child is interested in but otherwise would not be able to look at.

Stage 2	Activity (remember your child should watch but not touch the equipment – this is a focus activity)	Key words	Resources
Week 5: Butterfly squish 	<ul style="list-style-type: none"> • Fold a piece of paper in half – open it out and place it on the table. • Pour the paint onto a plate. Pick up the paint bottle, say the colour and then 'pour, pour, pour' as you do so. • Next select a colour, take a large amount on your paint brush and draw the outline of a butterfly's wings on one half of the paper. • Take a large amount of the next colour (no need to clean the brush) and make some patterns on the wings. • Fold the paper and press it. Open the paper and delight in the results, say the colours and the new colours made then announce 'It's a butterfly' with delight. 	<ul style="list-style-type: none"> • Fold it • Open it • Colours • Pour, pour, pour • Fold it • Press it • Open it • It's a butterfly • Finished • Tidy up 	<ul style="list-style-type: none"> • Newspaper or something to cover the table/floor. • Piece of paper. • 2x paint colours (either yellow and blue/yellow and red/red and blue, but any colours will do). • 2x small plates. • Paint brush (or teaspoon).
Half term week: Percussion Tumble	<ul style="list-style-type: none"> • Using an egg cup/measuring spoon/shot glass, slowly fill a tall clear glass or plastic tube with rice/any dried beans, dried peas or lentils etc. • Say 'more' OR 'fill it up' each time you add more. Pause briefly and see if your child will say 'more' or 'fill it up'. • When full, slowly tip the contents out into a large baking tray, from a height. Pause and encourage your child to ask for more. Variations: use a metal saucepan, toy drum, xylophone, biscuit tin. Instead of rice use crumpled paper. • At the end the adult models tidying up. 	<ul style="list-style-type: none"> • 'more' • 'fill it up' • Finished • Wow • Tidy up 	<ul style="list-style-type: none"> • Small cup, egg cup/measuring spoon/shot glass • tall clear glass or plastic tube • rice/any dried beans, dried peas or lentils 

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Primary

Below you will find several suggested activities, please choose the ones which will best suit the needs and interests of your child. The brown and orange boxes contain stage 4 activities which vary in complexity and should only be attempted if your child can sit through stages 1 and 2 and take part in stage 3.

Stage 3



Remember: Demonstrate a simple fun activity, then invite your child to have a turn.

These activities are most engaging when they have big actions or are messy (or both!). After your child has taken their turn they should move back to their seat and let you tidy up. If your child does not want to take a turn, simply tidy away and move on (perhaps you could repeat the activity another day).

Activity	What to do	Key words	Resources
Week 5: Kitchen Band	<ul style="list-style-type: none"> Place each kitchen item on the floor to make a 'drum' kit. Use your wooden or metal spoons to 'play the drums'. Sing '(Name) plays on the drum kit, and this is how you do it, bang, bang, bang on the drum kit, and that's the way to do it'. Offer your child a turn. Allow them to select their 'drumsticks'. Repeat the song as they play. Once their turn is finished invite any of the other children/adults present to have a turn and then tidy the kit away. 	<ul style="list-style-type: none"> Ooh, ah, huh? Oh! It's a drum kit. Would you like a turn? 	<ul style="list-style-type: none"> Selection of metal pots and pans/baking trays. Plastic bowls or jugs Plastic, wooden and metal spoons. Audio of song (see link on Website) Big box if available to hold all the equipment.
Half term week: Shakers	<ul style="list-style-type: none"> Pour the rice into the empty container and put on the lid. Say 'Shake, shake, shake' as you do so. Say 'Shake it high, shake it low, shake it fast, shake it slow' x2, then 'put it on the floor'. (Use your full body to make big movements). Offer your child a turn. Allow them to select their container and make their shaker (Alternatively offer them the shaker you have already made). Then say 'Shake, shake, shake' and say the rhyme. Once their turn is finished invite any of the other children/adults present to have a turn and then tidy the kit away. 	<ul style="list-style-type: none"> Shake, shake, shake Shake it high, shake it low, shake it fast, shake it slow put it on the floor Finished Tidy up 	<ul style="list-style-type: none"> Rice/dried peas/lentils Empty bottle, tin or box with a lid. 

Stage 4: If your child is able to sit and focus through stages 1 and 2, then take part in stage 3, they are ready to complete a stage 4 activity. After you have demonstrated, these activities should be attempted by your child as independently as possible. Duration: 5-10 minutes.

1. Adult shows how to do activity
2. Child completes activity independently.
3. Adult checks activity and child packs away.

Activity	What to do	Key words	Resources
<p>Week 5: Toy rescue (building on fine motor skills)</p>	<ul style="list-style-type: none"> • Use masking tape to secure several small toys to the base of a tray/baking tin. • Model peeling off the tape to 'rescue' the toys. Put them in a box/tub once they are rescued. • Admire your work, count the toys, show how happy you are that they have been 'rescued'. Give your child a pre-prepared set of objects to complete the activity themselves. • After they have finished and you have admired their work, tidy your set and ask them to tidy theirs. 	<ul style="list-style-type: none"> • Rescue/rescued • Hooray • Peel it off • Finished • Tidy up 	<p>Have 2 sets if possible.</p> <ul style="list-style-type: none"> • Small toys taped to the base of a tray/baking tin. • Small toy box • Small toys/figures • Masking tape or tape that isn't too sticky.
<p>Half term: Pasta towers (building on fine motor skills)</p>	<ul style="list-style-type: none"> • Put 1 or 2 pieces of playdough (or similar) on the base of a container and press a straw into each piece. • Place your pasta pieces onto each straw to create a 'pasta tower'. • Admire your work and show your child. • Give your child a pre-prepared set of objects to complete the activity themselves. • After they have finished and you have admired their work, tidy your set and ask them to tidy theirs. 	<ul style="list-style-type: none"> • Pick it up, put it on. • Make a tower. • Build it high. • More. • Finished • Tidy up 	<p>Have 2 sets if possible.</p> <ul style="list-style-type: none"> • Playdough • Rigid straws/ spaghetti/ chop sticks/ small stick. • Container e.g. lunch box • Penne pasta, Cheerios or beads.

How to make home playdough <https://handsonaswegrow.com/how-to-make-homemade-playdough/>



You could use an empty egg box instead of playdough

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Activity	What to do	Key words	Resources
<p>Week 5: Pom pom or Lolly stick sort</p> <p>(Using the skill of colour discrimination)</p>	<ul style="list-style-type: none"> • Say the colours you have on your egg box. • Pick up a pom pom/lolly pop stick and say the colour. • Place it with the matching colour on the egg box. • Give your child a pre-prepared set of objects to complete the activity themselves. • After they have finished and you have admired their work, tidy your set and ask them to tidy theirs. 	<ul style="list-style-type: none"> • Colours • Same • 'Put it here' • More • Finished • Tidy up 	<p>Have 2 sets if possible.</p> <ul style="list-style-type: none"> • Coloured pom poms, lolly pop sticks or similar e.g. beads, cotton reels, buttons. • Egg box with coloured in sections
<p>Half term: Clothes pegs</p> <p>(building on fine motor skills; colour discrimination optional)</p>	<ul style="list-style-type: none"> • Take a peg from the container and clip it/push it onto the side of the box. Repeat until you have done them all (up to 10). • Give your child a set of pegs to complete the activity themselves. • After they have finished and you have admired their work, tidy your set and ask them to tidy theirs. 	<ul style="list-style-type: none"> • Pick it up • Clip it on/Push it on • More • Finished • Tidy up • (Colours if appropriate) 	<p>Have 2 sets if possible.</p> <ul style="list-style-type: none"> • Clothes pegs (any type but some will require more fine motor strength than others). • Box/container or a piece of rigid card. • (Colours optional – if you don't have coloured pegs you can colour them in with markers) .

