

Gina Davies continues to upload videos on her YouTube channel – our favourites this week

Led by Gina Davies

<https://www.facebook.com/ginadaviesautism/videos/292831698387342/?vh=e>




Stage 1 and 2 Superworm




<https://www.facebook.com/ginadaviesautism/videos/269803267477010/>

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

**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
<b>Week 1: Bear hunt</b>	<ul style="list-style-type: none"> <li>• Put three toys on the floor/table in front of you. Say what they are as you do so. Count them 1, 2, 3.</li> <li>• Take three containers and one over each toy. Count them 1, 2, 3.</li> <li>• Move the containers around (like a magician would) to mix them up (Don't forget where the bear is! You will reveal this one last).</li> <li>• Say/sing 'We're going on a bear hunt, hmm where could it be?'. Lift up a container and reveal a toy 'that's not a bear'. Cover and repeat moving the containers again to mix them up. <b>Do this step again and reveal the other toy.</b></li> <li>• Finally say/sing the phrase for a third time, but this time reveal the bear. 'We're going on a bear hunt; look I caught a big/small/blue/brown one. What a beautiful bear, time for a CUDDLE!'</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3</li> <li>• 'We're going on a bear hunt, hmm where could it be?'</li> <li>• 'We're going on a bear hunt; look I caught a big/small/blue/brown one. What a beautiful bear, time for a CUDDLE!'</li> </ul>	<ul style="list-style-type: none"> <li>• Three toys – one of which should be a bear.</li> <li>• Three containers big enough to cover each toy.</li> </ul> 
<b>Week 2: Zoom to the moon</b>	 <ul style="list-style-type: none"> <li>• Put out the tube, card, tape and pen.</li> <li>• Make your rocket as your child watches. Talk through what you are doing using limited vocabulary.</li> <li>• Hold your rocket and count down 5, 4, 3, 2, 1.</li> <li>• BLAST OFF! Lift the rocket into the air and move it through the sky.</li> <li>• Say/Sing song.</li> <li>• Tidy up.</li> </ul> 	<ul style="list-style-type: none"> <li>• Roll it, stick it, draw it.</li> <li>• If you want to take a trip, climb aboard my rocket ship, zoom, zoom, zoom, we're going to the moon.</li> </ul>	<ul style="list-style-type: none"> <li>• A rocket (you can make your own using the tube from a toilet/kitchen roll).</li> <li>• Card</li> <li>• Sticky tape</li> <li>• Black marker</li> </ul>

## Home Education

### Attention Autism- Weeks 1&2


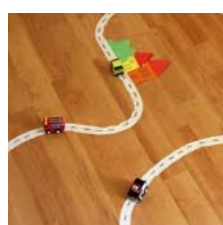
#### Primary

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
<b>Week 1: Leaves on you</b>	<ul style="list-style-type: none"><li>• Sit on a kitchen chair with space around you.</li><li>• Take the container of leaves and sprinkle a hand full over your head.</li><li>• Sing the song, whilst sprinkling leaves over your head; aim for 4 handfuls of leaves.</li><li>• Offer your child a turn.</li></ul>	<ul style="list-style-type: none"><li>• Oh look, leaves falling on me/you (x3) Leaves falling on me/you.</li><li>• Would you like a turn?</li><li>• Finished.</li></ul>	<ul style="list-style-type: none"><li>• Leaves in a container.</li></ul> 
<b>Week 2: Wheels on the bus</b> 	<ul style="list-style-type: none"><li>• Use masking tape to create a road on the carpet/floor.</li><li>• Take the toy bus and admire it. Drive the bus along the road whilst signing 'The wheels on the bus'.</li><li>• Repeat up to three times, use different vehicles if you have them.</li></ul>	<ul style="list-style-type: none"><li>• The wheels on the bus go round and round, round and round, round and round. The wheels on the bus go round and round, all through the town.</li></ul>	<ul style="list-style-type: none"><li>• Low stick tape (e.g. masking tape) or strips of paper.</li><li>• Toy bus or other toy vehicles.</li></ul>



Home Education

Attention Autism- Weeks 1&2

Primary



**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><b>Week 1:</b> <b>Bear mask</b></p>	<ul style="list-style-type: none"> <li>• Colour the plate edge.</li> <li>• Add the ears and stick to the back using sticky tape.</li> <li>• Hold the plate up to your face and growl like a bear.</li> <li>• Give your child a pre-prepared set of objects to complete the activity themselves.</li> <li>• After they have finished and you have admired their work/growled like a bear, tidy your set and ask them to tidy theirs.</li> </ul>	<ul style="list-style-type: none"> <li>• Colour colour colour.</li> <li>• Stick stick stick.</li> <li>• Growl</li> <li>• 'Put it here'</li> <li>• More</li> <li>• Finished</li> <li>• Tidy up</li> </ul> 	<ul style="list-style-type: none"> <li>• Paper plates with the middle circle cut out.</li> <li>• Bear ear shapes cut from card</li> <li>• Colouring pens/pencil/crayons</li> <li>• A stick (e.g. a wooden spoon, lolly pop stick or stick from the park).</li> <li>• Sticky tape</li> </ul>
<p><b>Week 2:</b> <b>Wheels on the bus</b></p> <p><b>A variation on the stage 3 activity, this time using paint.</b></p>	<ul style="list-style-type: none"> <li>• Have different colour paints already prepared.</li> <li>• Take a car toy and dip the wheels into the paint.</li> <li>• Run the car along the paper.</li> <li>• Repeat with the other colours of paint and different cars if you have them.</li> <li>• Give your child paper and cars for their turn, they can share your paint.</li> <li>• After they have finished and you have admired their work, place all the dirty cars in a tub to be washed (this is something you might enjoy doing together, either now or later in the day).</li> </ul>	<ul style="list-style-type: none"> <li>• Colours</li> <li>• Counting</li> <li>• Vehicle names</li> <li>• Ooh look</li> <li>• Wow</li> <li>• More</li> <li>• Finished</li> <li>• Tidy up</li> </ul> 	<ul style="list-style-type: none"> <li>• Paint</li> <li>• Container for paint e.g. plate, tub, tray</li> <li>• Toy vehicles with wheels</li> <li>• Tub for dirty toys</li> </ul>

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1. Adult shows how to do activity
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3. Adult checks activity and child packs away.

Activity	What to do	Key words	Resources
<p><b>Week 1: Bear Face</b></p> 	<ul style="list-style-type: none"> <li>• Paint or colour in the paper plate.</li> <li>• Add the features one at a time, saying them as you do.</li> <li>• Remind yourself to leave it to dry and put it carefully onto a tray to dry.</li> <li>• Give your child a set to complete the activity themselves.</li> <li>• After they have finished and you have admired their work, put it carefully onto the tray to dry.</li> </ul>	<ul style="list-style-type: none"> <li>• Facial features</li> <li>• 'Put it here'</li> <li>• Finished</li> <li>• Tidy up</li> </ul>	<ul style="list-style-type: none"> <li>• Paper plates</li> <li>• Brown paint or pens</li> <li>• Googly eyes (or pre-cut eyes drawn on paper)</li> <li>• Pre-cut card or paper for the mouth nose and ears.</li> <li>• Space for drying (e.g. tray)</li> </ul>
<p><b>Week 2: Car park</b></p> 	<ul style="list-style-type: none"> <li>• Set out the car park and drive or place a car into each space.</li> </ul> <p>Variations could include: Write a number in each space and each car to match. Colour each space and match cars to the same colour.</p>	<ul style="list-style-type: none"> <li>• Move it here</li> <li>• How many</li> <li>• More</li> </ul>	<ul style="list-style-type: none"> <li>• Prepared 'car park' see image.</li> <li>• Several toy vehicles – enough for each space.</li> </ul>