

As I'm sure you saw in the books when we met for Parent's Evening, the majority of our learning opportunities are practical experiences and we complete a lot of activities through our Attention Autism sessions. Consequently, we do not use traditional work sheets, which can make it difficult 'to send work home'. However, I can share the areas that we would be thinking about and some practical ideas that you can use at home. Where possible, I will provide links and supporting visuals to help.

Please ensure to keep working on your child's Personal Development Plan (PDP) targets that we discussed at Parent's Evening as well as the OT and SaLT targets. Continue to focus on developing the prime areas of learning: Communication and Language (C&L, Personal, Social and Emotional Development (PSED) and Physical Development (PD) in real life contexts, including:

- Eating a varied diet including stabbing and self-feeding with a fork.
- Dressing/Undressing skills.
- Toileting – it is vital that the children's toileting routines are maintained. Acorn Class are doing so well with independent toileting!
- Social Communication and Interaction – keep them communicating with **everyone** in the house and even virtually! Encourage children to use names to gain attention and extend their communication through questioning. If you need symbols please email me.

On the Brent Knoll School website there are links to resources that could help: <https://brentknollschool.co.uk/coronavirus-home-resources/> There is a list of Useful Websites with an additional EYFS section. I personally really like the 'Hungry Little Minds' website for real life ideas.

The Brent Knoll School EYFS curriculum is explained and outlined on the website: <https://brentknollschool.co.uk/curriculum/eyfs-curriculum/> and includes information about our termly topics.

Daily Visual Timetable and Predictable Structure:

Have a predictable/repetitive daily structure that indicates the start and end of the school day. I recommend using a daily visual timetable for which the symbols are included on the following pages including weather and days of the week also. If you require printed copies of any of these resources please let me know and I will send them through the post.

A recommended structure consists of (see further pages for specific ideas). Please remember that C&L, PD and PSED is inherently incorporated throughout the day. **All experiences are learning opportunities:**

8:50 Good Morning, Days of the Week and Weather songs.

8:55 PE

10:00 Sensory Play & Toileting

10:30 Snack

10:45 Play & Toileting

11:00 English

11:30 Maths

11:55 Tidy Up

12:00 Lunch, Play & Toileting

13:00 Afternoon Song

13:10 Art/Topic/Music/Cooking

13:40 Activities – free play

14:00 Play & Toileting

14:20 PSED

14:45 Tidy Up

14:50 Story

15:00 Songs and Goodbye song

15:05 Toileting and Goodbye walk

If you can't fit it all in...

Make sure to spend 15 minutes a day completing the 4 tasks:

1. Rhyme/Song time – singing counting songs, action and nursery rhymes.
2. Fine Motor Skills - name writing/tracing, threading or try dough disco:
<https://www.youtube.com/watch?v=br890A4LLJU>
3. Counting and Shapes – careful 1:1 counting of objects, build tall/short, big/small towers and make pictures from shapes.
4. Reading – read two stories and ask who, what and where questions.

I have recorded the songs to help with the tunes and they are attached to the email.

Activities



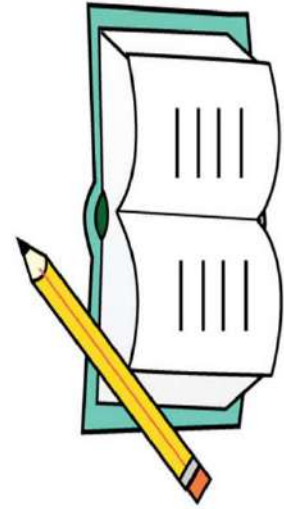
Music



Snack



Story

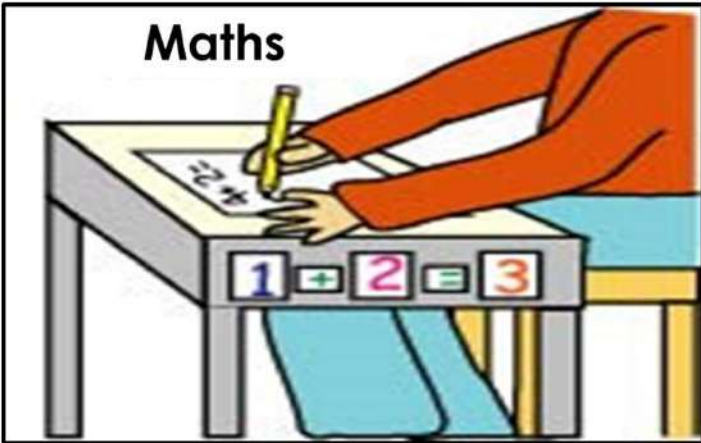


English

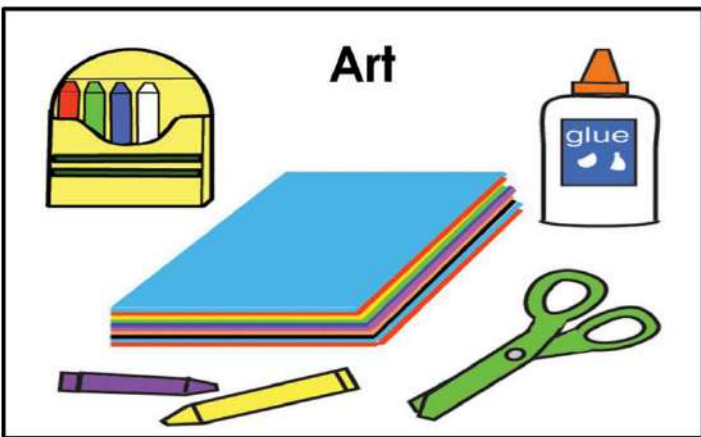


Topic

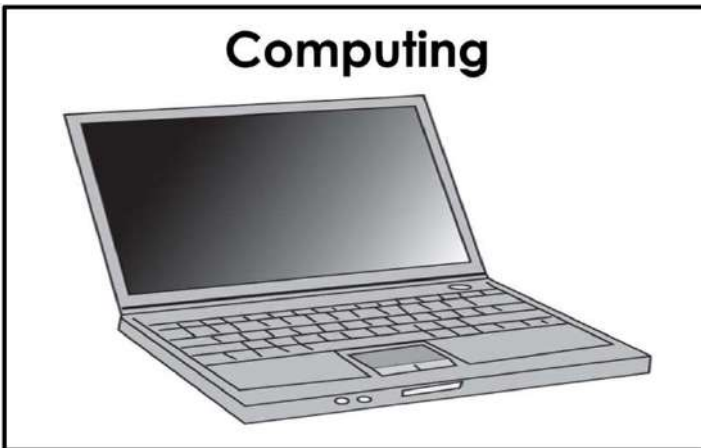
Maths



Art



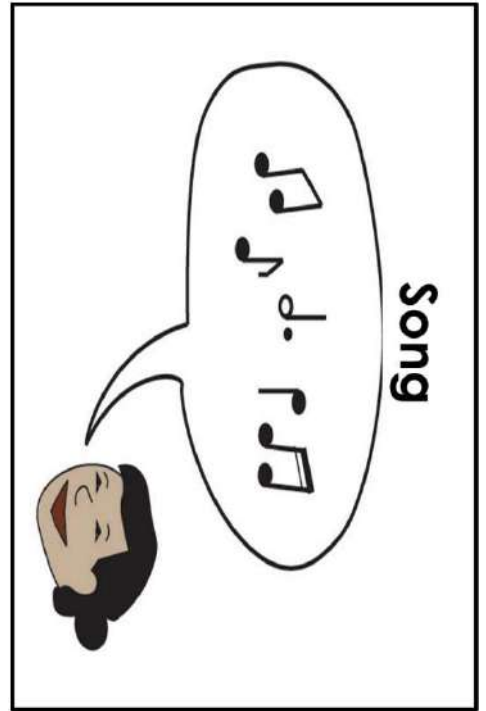
Computing



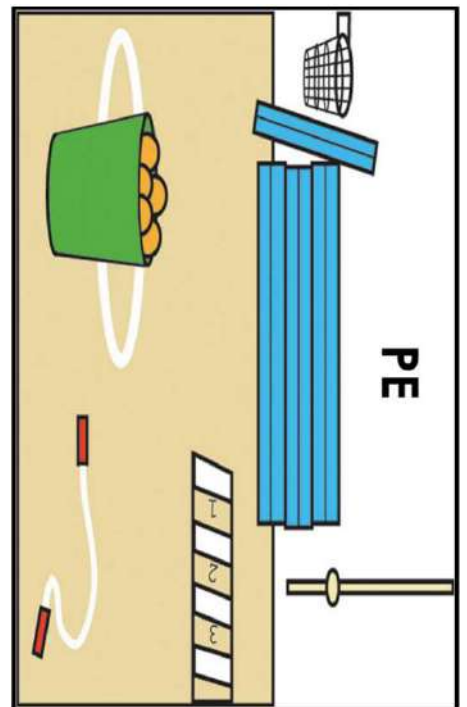
Ipads



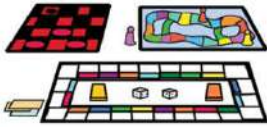
Song



PE



PSED



Lunch



Undress



Cooking



Dress



Goodbye Walk



Tidy up



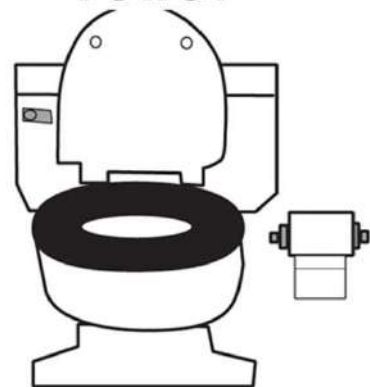
Sensory Play



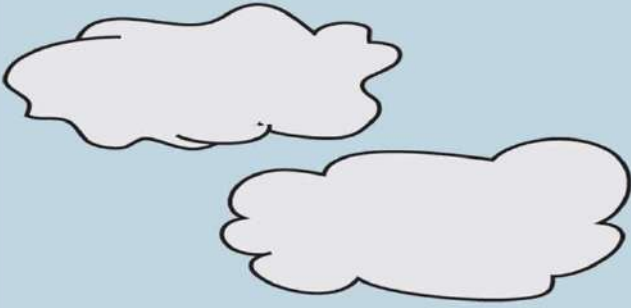
Goodbye



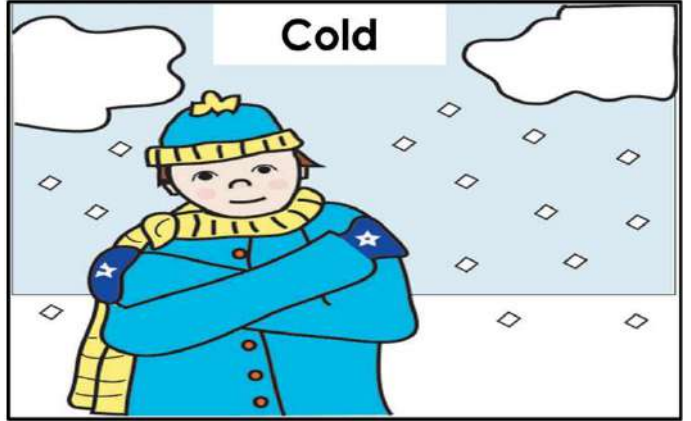
Toilet



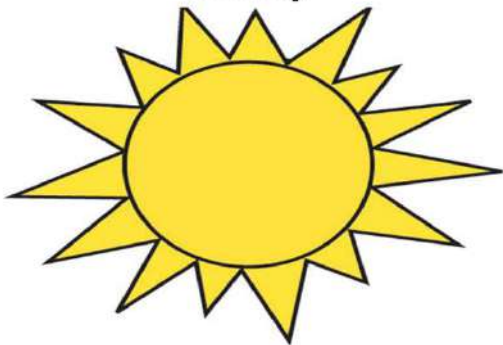
Cloudy



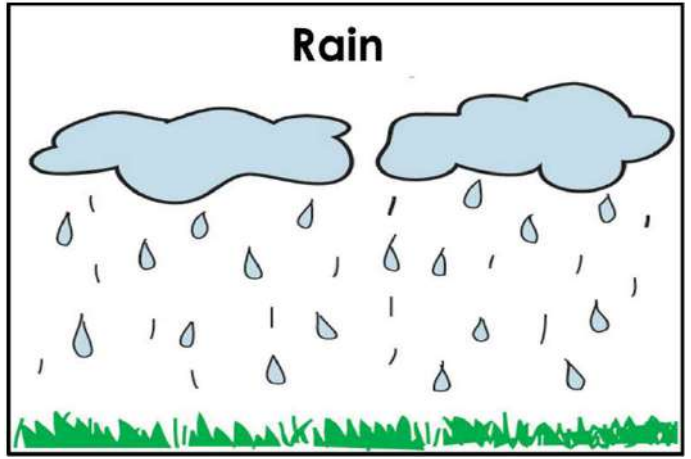
Cold



Sunny

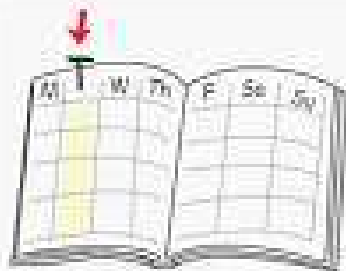


Rain

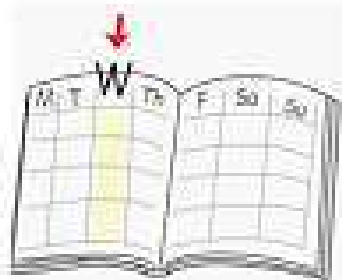




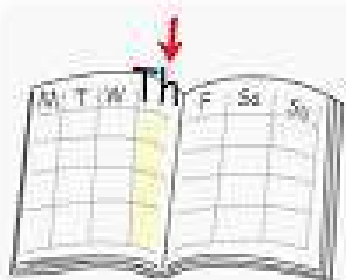
Monday



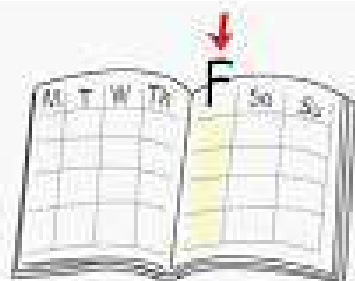
Tuesday



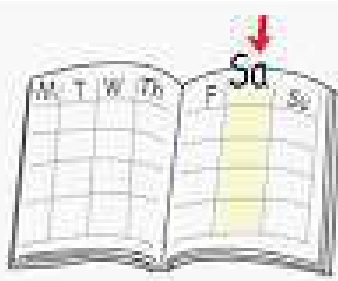
Wednesday



Thursday



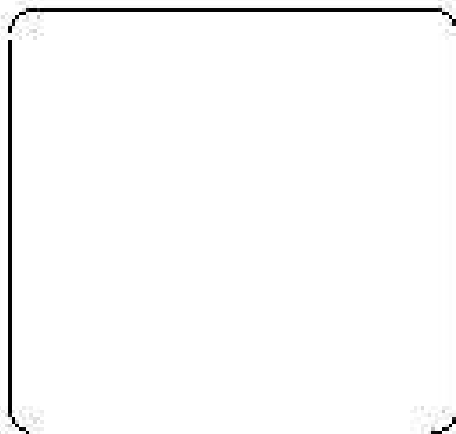
Friday



Saturday



Sunday





Twinkle twinkle



Zoom, zoom



Head and shoulders



Wind the bobbin



Ring of roses



Dingle Dangle Scarecrow



Incy wincy spider



Grand old Duke of York



Bingo



Baa baa



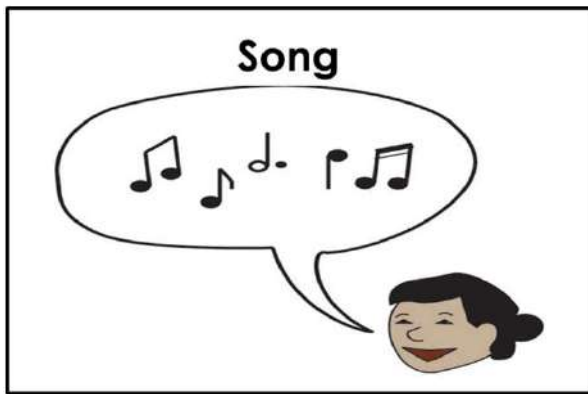
One, two, three



I can sing a rainbow



Old MacDonald



Good Morning, Day of the Week and Weather Songs – our class songs are attached as media files to help you with the tunes but you will need to adapt the names/weather as appropriate.

Good morning song: *'Good morning, how are you, it's so nice to see you, with a 1, 2, 3 and you and me and we're all back together again. There's...Mummy and Daddy and [child's name] and we're all back together aaaaa(thigh claps)gain (tickles).*

You could sing any song –just ensure it is the same each day to indicate the start of the 'school day'.

Days of the Week song: to the tune of the Adam's Family, *'Days of the week (clap, clap), days of the week (clap, clap), days of the week, days of the week, days of the week (clap, clap), there's Monday and there's Tuesday, there's Wednesday and there's Thursday, there's Friday and there's Saturday and then there's Sunday too, Days of the week (clap, clap), days of the week (clap, clap), days of the week, days of the week, days of the week (clap, clap)'. Explain that yesterday was X so today is X.*

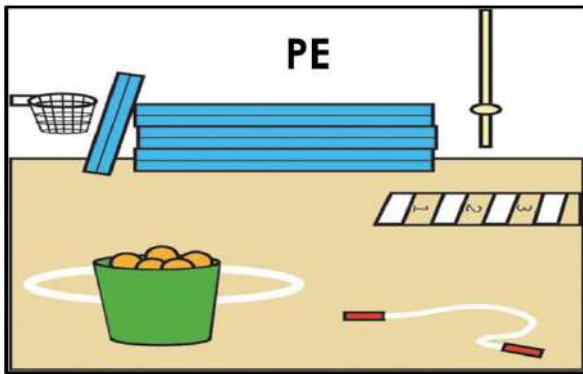
Weather song: Discuss the weather and label it using the symbols. We have a class weather song: What is the weather today? Oh what does the weather boy say? Today it's (it changes for each weather)

Cold, I'm feeling old, that is the weather today.

Cloudy, I'm feeling lousy, that is the weather today.

Sun, we'll have some fun, that is the weather today.

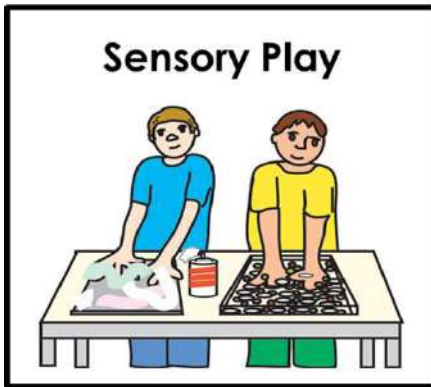
Rain, oh what a pain, that is the weather today.



PE – join in with Joe Wick’s Workout on The Body Coach’s YouTube Channel. Acorn Class really enjoy movement and being active so they will enjoy it. You could also try ‘5 a day’, which is more dance based, you can find it by searching for ‘5 a day dance’. Additionally, Jack Hartmann has lots of active counting songs alongside others. You can find his videos by searching for Jack Hartmann. He is American so avoid the alphabet songs with the American pronunciation of Z!

Get the children changed into their PE kits. It could be one outfit they wear each morning that they learn is their ‘home PE kit’. This encourages independence and practises those vital self-care dressing skills.

Make sure the children have some water and have some free play – ‘Activity’ time. I recommend using a timer so that they understand it will soon be finishing.



Have a tub/tray/plastic box/sink/bath/bowl (any container) with one of the following... put objects, letters, numbers, containers inside and let the children explore. Lots of language will naturally be formed such as: *it is full, can you empty it? The water feels cold, I see...* Enjoy it!

- Water - try adding food colouring, let your child choose the colour or colours.
- Shaving foam
- Rice/dry pasta/lentils or other small dried food pieces
- Sand
- Paint
- Ice
- Sensory bottles (you could make them together)
- Flour
- Salt dough/Playdough
- Have mirrors and torches to explore
- Instruments
- Natural objects (that you have collected on a short walk outside)
- Different textures to lie on/feel:
- crinkly tissue paper, hard card, soft wool, noisy foil...

SAND

Sand in your fingernails
 Sand between your toes
 Sand in your earholes
 Sand up your nose!

Sand in your sandwiches
 Sand in your bananas
 Sand in your bed at night
 Sand in your pyjamas!

Sand in you sandals
 Sand in your hair
 Sand in your knickers
 Sand everywhere!

by John Foster



English



Encourage your child to join in with repetitive phrases and finish the sentences.

Literacy

- Share pleasure in reading with your child. Share books together. Encourage your child to look at a range of different books such as, stories, poems, information books and comics. Talk about favourite stories and characters.
- Practise identifying letter sounds (phonics). Look for letters you see when you visit different places and demonstrate reading the words.
- Make word and letter sound cards for sounds or words your child finds tricky. Try saying them in funny voices to help practising them more fun!
- Encourage your child to explore writing using different materials such as pencils, chalk, crayons and pens. They could try writing letters into a tray of sand or flour using a finger or try painting letters onto a pavement using a paintbrush and water.
- Demonstrate different purposes for writing such as writing a shopping list, writing a greetings card or a postcard when on holiday. Encourage children to try writing for different purposes too and praise them for their efforts.

READ!

Read as a family, with your child, to your child. Read anything you have such as poems, stories, recipes and TV guides! Model how we can gain information from reading.

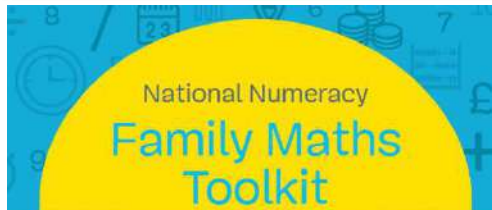
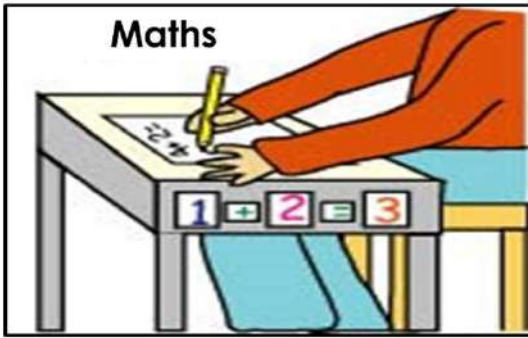
Phonics and Listening Games:

- Matching initial sounds and objects
- Listening carefully to segmented words to practise blending for example: f/r/o/g slowly segmented can your child blend the word and find the corresponding object? Word building activities. Identifying where a sound is coming from. Matching familiar sounds for example do they recognise a knock at the door and go to it?



Fine Motor Skills and Writing:

- Play with playdough or make your own salt dough. Roll into shapes and practise using cutlery.
- Colouring and pencil control skills.
- Name writing/tracing.
- Applying Phonics knowledge in writing simple sentences from spoken words using s a t p i n m E.g. Tim sat. It is a mat.



Use songs! 5 Easter eggs in the sweet shop
Round and fat with a ribbon on the top
Along came ... with a penny one day
Bought an Easter egg and took it right away.



Take an egg away each time.

Mathematics

- Look for numbers when you visit different places. Talk about house numbers, car number plates, prices of goods in the supermarket, etc. Challenge children to identify the numbers and say which number is one more or one less than the ones they see.
- Play dice games with your child such as snakes and ladders.
- Talk about simple addition and subtraction in practical ways. Use toys or other items to demonstrate addition by counting on and subtraction by counting back.
- Compare size, weight and capacity. Get your child using words like 'longer', 'shorter', 'taller', 'heavier', 'lighter', 'full' and 'empty'. Talk about things you see in the world around you, or create opportunities for comparison, perhaps by rolling playdough snakes ('Can you make a longer/ shorter one?') or pouring water into different cups during bath time.

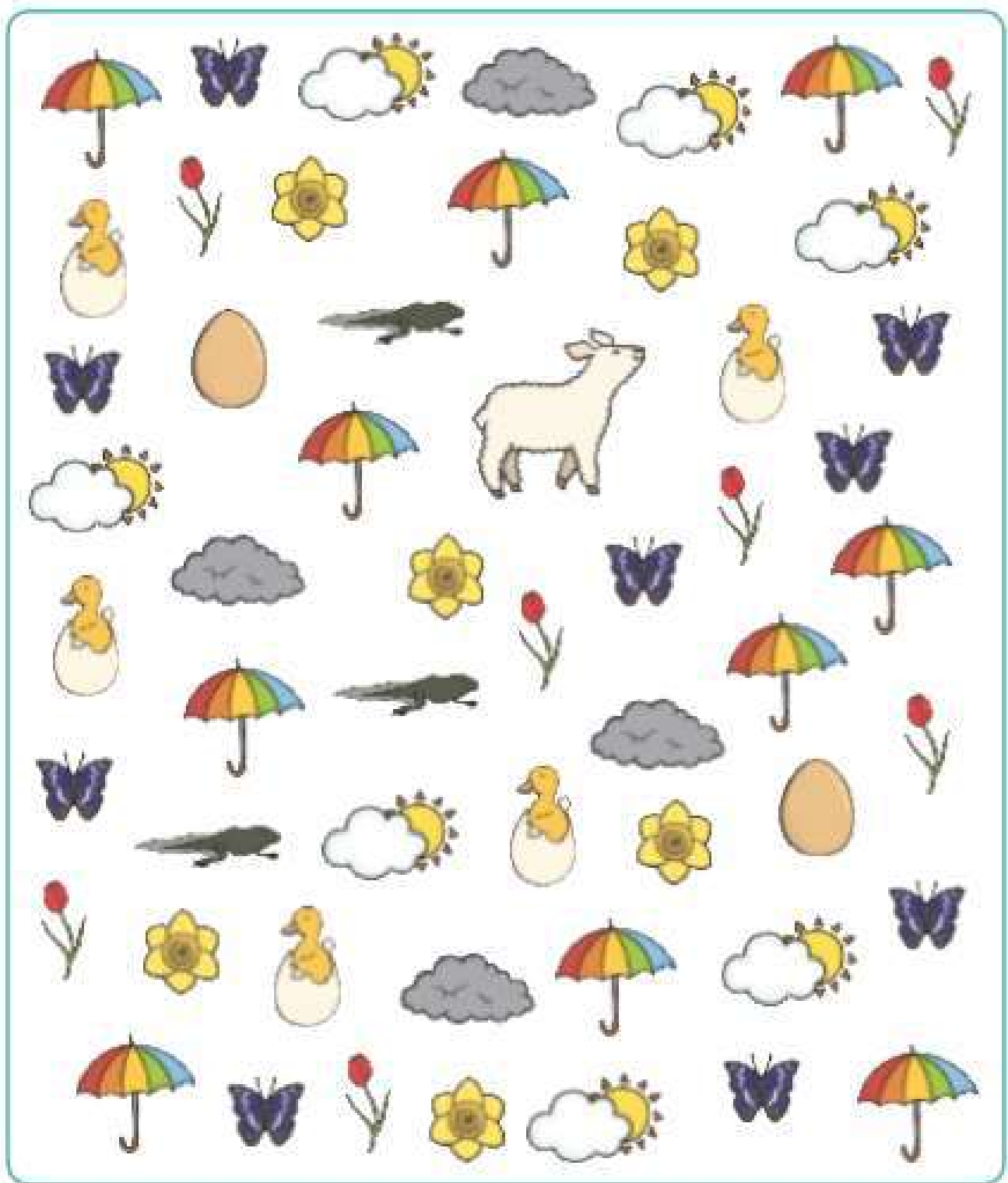
Some counting ideas:

- Recognising numbers as amounts – labelling amounts and making amounts from groups
- Counting specific objects from a group (see sheet on next page). Use real life objects – how many pencils? Can they recognise all of the pencils from a group, count them and identify the total as the last number they said?
- Give them an amount of teddies and ask them to share out bowls, spoons etc 1 each – don't give them enough so they have to ask for more!
- Apply counting in real life to help cook e.g. 4 spoons of flour. Write the instructions – can they follow them?

Some shape ideas:

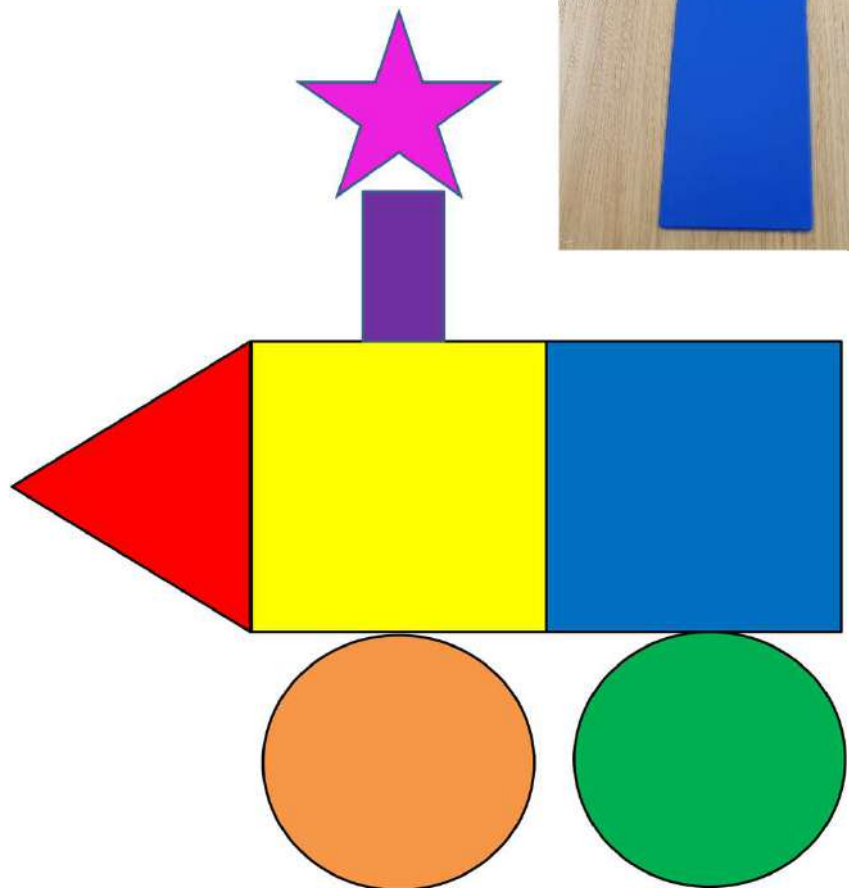
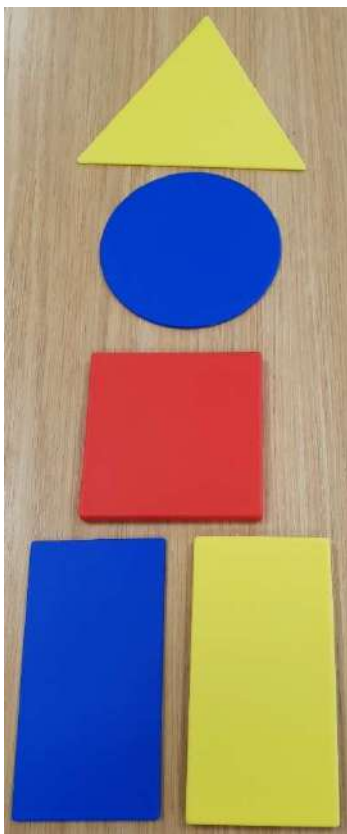
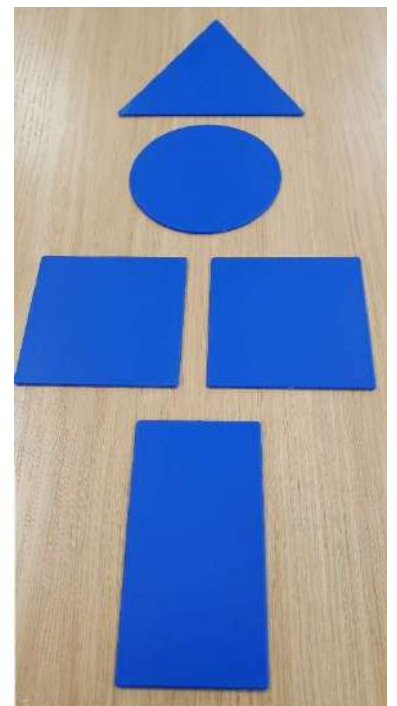
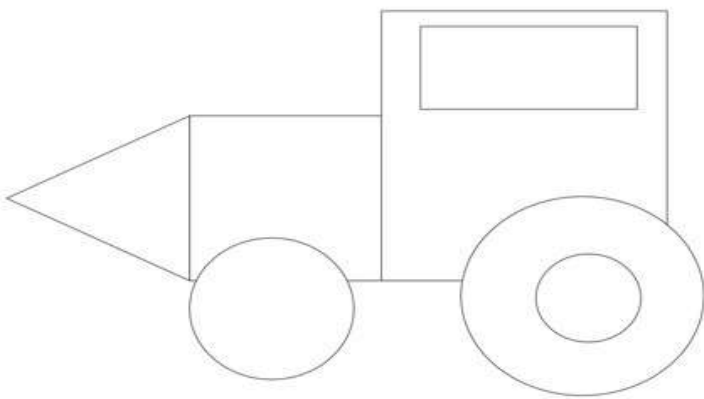
- Shape pictures – see examples on further slides.
- Go on a shape hunt and children take photos of what they find. The next day children can label their photos.
- Trace shapes on paper, in sand, include shapes in Sensory Play.
- Have shapes in a feely bag for children to identify by only touching them.

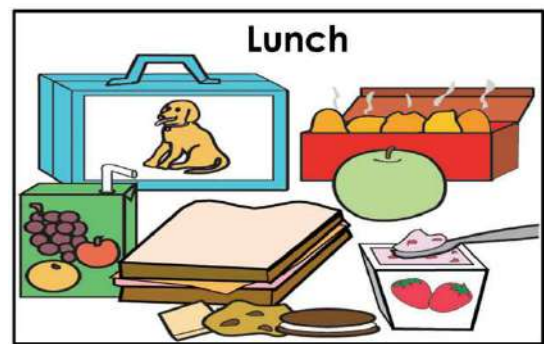
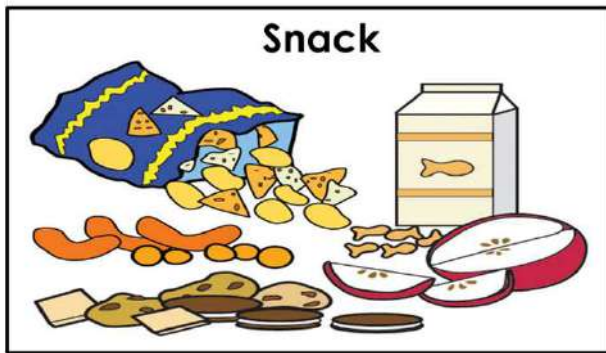
Spring I Spy and Count to 10



Shape pictures:

Cut up paper or card into shapes if you do not have any. Build a shape picture and your child has to ask you for what they need to copy it. You can challenge by changing the shape colours, sizes and the amount of different shapes you use.



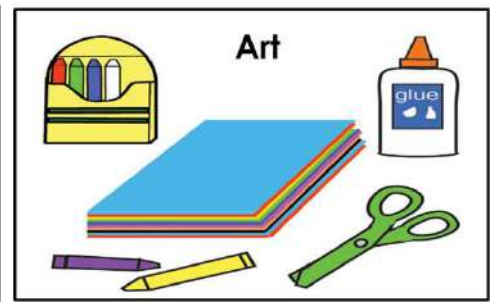
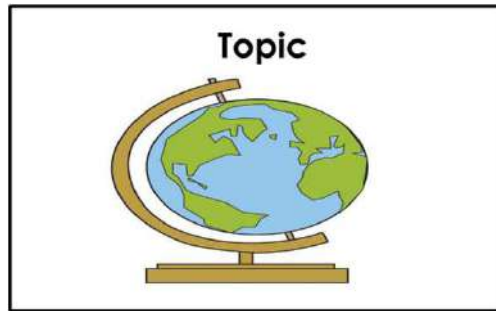


The children have been trying lots of new foods and we would love for them to continue eating a varied diet and to continue to develop stabbing and self-feeding with a fork.

At school, the children no longer require a 'first and then' approach but it is a good idea to support the new Snack and Lunchtimes at home with the board (available on the school website) and you can draw the foods or email me and I will make symbols. Use the 'first and then' visual support system to help them understand what is happening/expected from them during mealtimes. Show the food they find motivating and ask to "first try" the new/less desired food and when they have tried the food they are "then" given some of the motivating food. With newer foods children can progress through the 'trying stages':

- First the child puts the new food to their lips
- Secondly the child puts the new food in their mouth
- Thirdly the child bites and chews the new food
- Finally the child swallows the new food

As they become accustomed to trying the foods at home, you can progress onto whole meals, which is where the children have reached at school. The adult verbally says: 'first Lunch, then yoghurt' for example. Return to symbols/objects as needed to best support the child to try.



Children can choose activities to do with you or siblings or you can direct them. Remember they can be used to promote communication and interaction skills such as directing requests and adding attributes to sentences and turn taking (look at the PDP and SaLT targets).

Things to try:

- Drawing/colouring
- Painting
- Listen and dance to Music
- Make Music with instruments and by singing
- Look outside and see what minibeasts you can find. What is the weather like? What clothes do you need?
- Find natural materials to make pictures.
- Gardening – plant some seeds.
- Junk modelling – can they make a vehicle/character/animal?
- Cook/help to prepare dinner or an after school snack.
- Make a collage from newspapers, magazines, cards, wrappers...



Understanding the World

- Talk about special events in your family, such as holidays, weddings, birthdays and celebrations.
- Explore different weather conditions and talk about seasonal changes in the world around you.
- Go on a technology treasure hunt at home! Talk to your child about how we make these things work and how to use them safely.
- Look at different types of technology when you're out and about. They could explore using a camera to take photos on days out too.

Expressive Arts and Design

- Try some different creative activities using a variety of different materials such as; making musical instrument models using empty packaging, collage activities to make pictures using wool or coloured paper and mix colours of paint to paint pictures.
- Encourage children to sing their favourite songs and listen to music.
- Try using some toys or make some puppets and create your own story!
- Try setting up a pretend shop, restaurant, hairdressers salon, workshop or classroom. Role play as customers and shopkeepers, etc. and create stories and scenes together.



The children are very used to seeing this symbol. Throughout the day we are supporting the children's PSED but this is a nice time where the children play games and have some 'chill out' time with the adults and siblings. They enjoy partner activities and games.

Things to try:

- Any of the previous ideas for any of the areas of learning. They can all be made into games and activities to promote PSED.
- Play board games – make your own and design it around fun things you do as a family.
- Play games online with relatives that you may not be able to visit.
- Complete partner building activities such as Lego Building in the handy resources section.
- Sing songs and let the children wait for you to choose one.
- Have a favourite toy and play together with it exploring the toy and naming and describing.
- Name emotions with children. When you see they are happy say it! Label the emotion by saying: [name] I see you are happy.
- Play I spy using a description rather than a letter.
- Play I hear using familiar sounds including recordings of loved ones that they might not be able to see.
- Play ball games rolling/kicking/throwing and bouncing with a partner or as a small family group.

Personal Social and Emotional Development

- Try playing some simple board or card games together or try working together to build a jigsaw puzzle.
- Encourage children to talk about their likes and dislikes in terms of activities they like and do not like to do. Encourage them to explain their thoughts and feelings.
- Encourage children to be independent but to ask for help when needed. Encourage them to talk to familiar adults and children about activities they would like to do.
- Discuss different feelings – try acting out different emotions for children to identify.
- Discuss plans and routines and encourage children to talk about their daily activities.



We have a class Tidy Up song, which is attached and is: *Time to tidy up, tidy up, tidy up, time to tidy up, put the things away.*

Try to help the children to tidy up so they can see that the adults help too.



We have a class Goodbye song, which is attached and is: *Say goodbye, goodbye, say goodbye, goodbye, say goodbye, goodbye, say good bye, goodbye. Goodbye [name] 'goodbye', Goodbye [name] 'goodbye', say goodbye, goodbye, say goodbye, goodbye, say goodbye, goodbye, say goodbye, goodbye.*

Make sure to wave!



Go for a 'walk' to mark the end of 'school' and going 'home'. You could walk upstairs or go outside. It can be as long or as short as you would like it to be.

When you return it is after school so 'do' what you would normally 'do'. If your child changes, get them changed. If they have a snack give them a snack. Make the transition back to 'home' as predictable as a 'normal' school day.

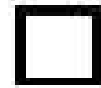
Additional handy resources:



circle



rectangle



square



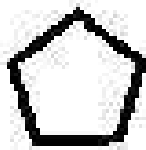
diamond



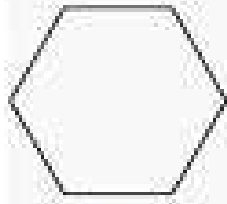
heart



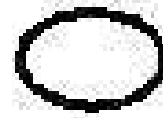
star



pentagon



hexagon



oval



triangle



1

one

2

two

3

three

5

five

6

six

7

seven

9

nine

10

ten

4

four

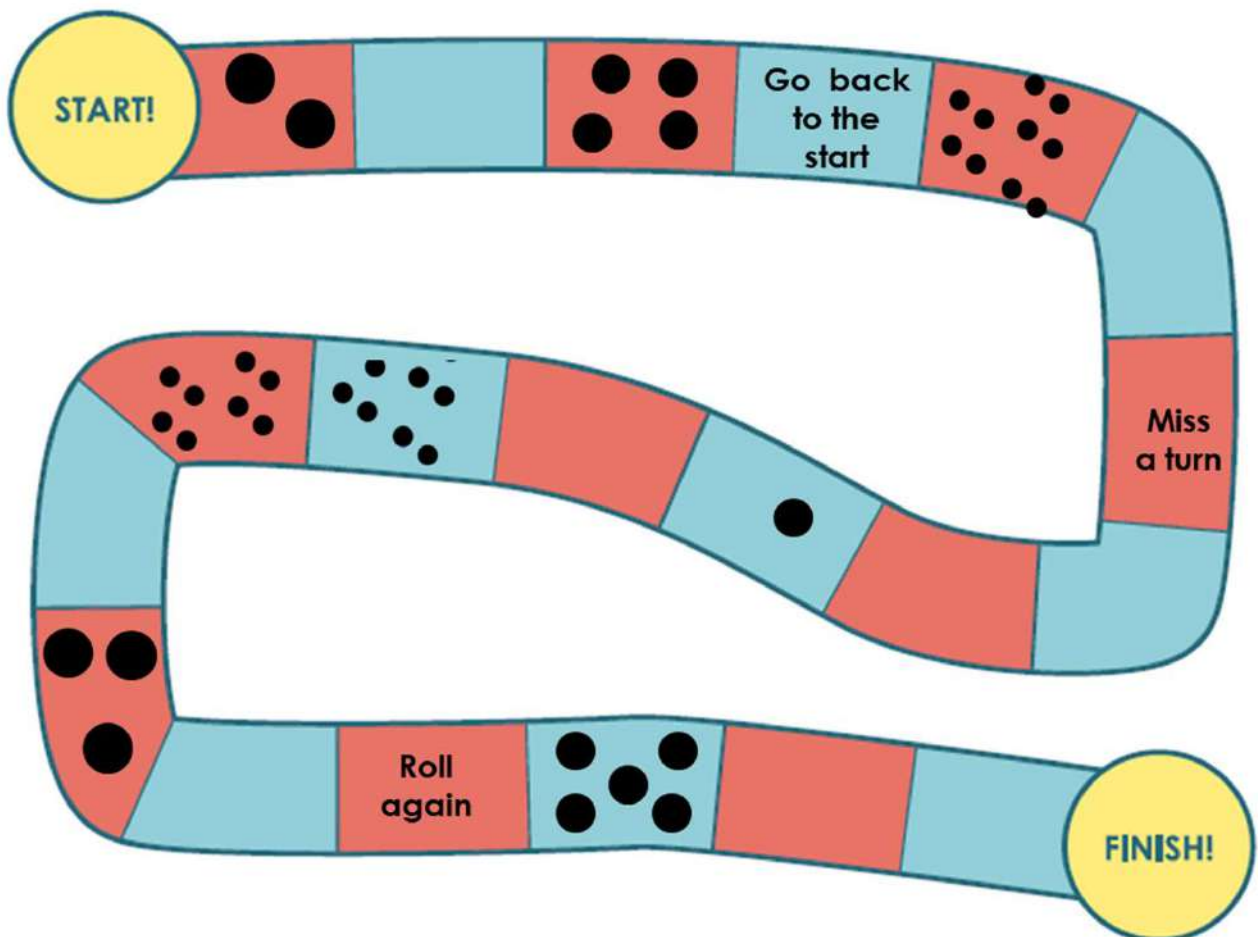
8

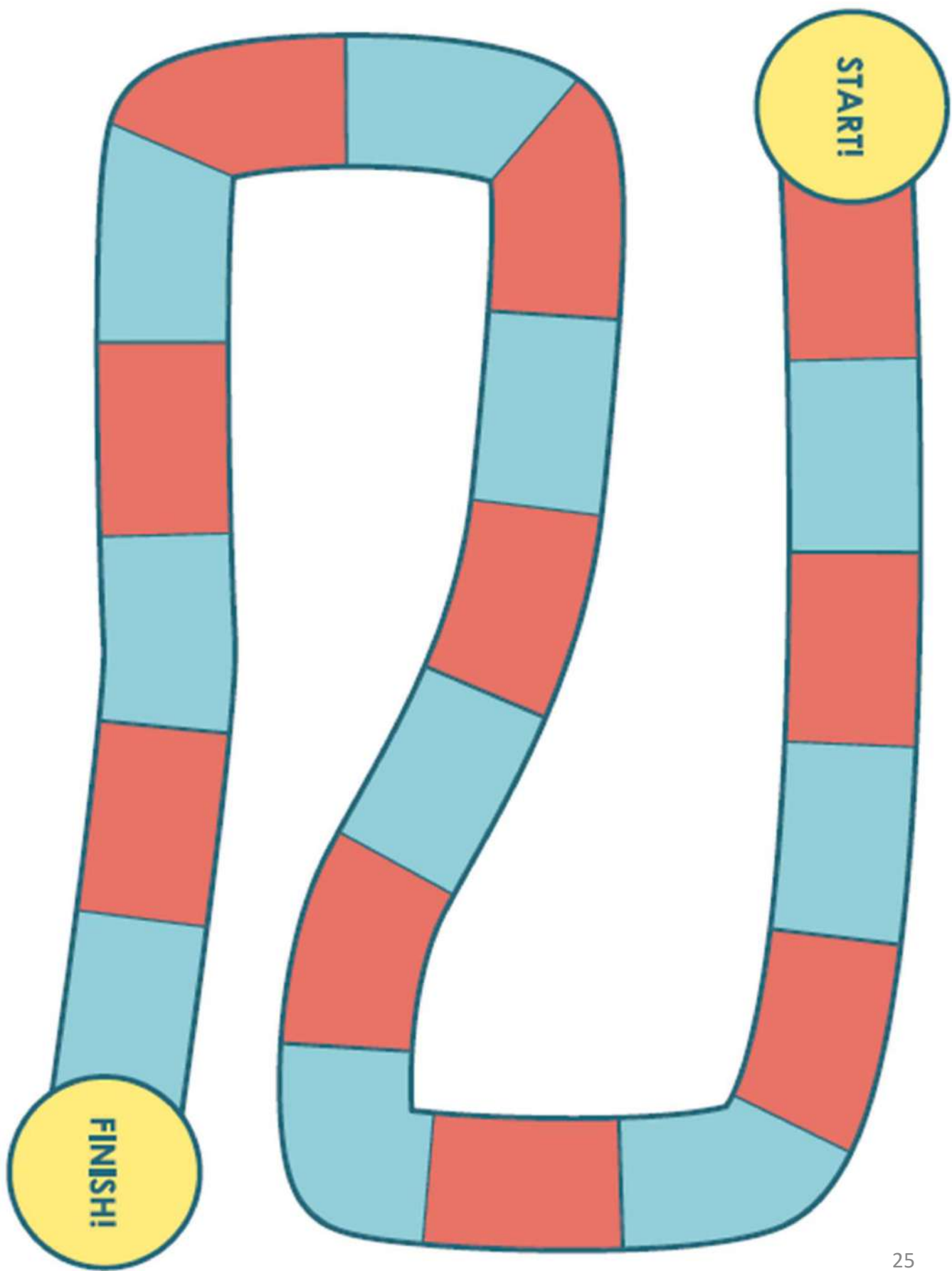
eight

Design a board game:

Use anything – numbers, letters, objects, photos – to make your own game. The children love rolling the dice and are getting better with turn taking.

For example: count the amount and find/write the corresponding number.





Dough recipes:

Basic Dough

- 2 cups plain flour
- 1 cup salt
- 1 tbsp cooking oil

Add water gradually to dough consistency.

This dough can also be used for modelling and then placed in a very low oven to dry for at least 12 hours.

This dough is firm, pliable and smooth. May need a little flour to stop it sticking.

Cooked Dough

- 200g plain flour
- 100g salt
- 1 tbsp cooking oil
- 2 tsp cream of tartar
- 300ml water
- Food colouring

Mix flour, salt and cream of tartar together in a big saucepan. Add water gradually to remove lumps. (Food colouring can be added to water or left to the end when you knead the dough). Put pan over a low to medium heat and cook, stirring constantly. (It is hard work!)

The mixture will suddenly begin to thicken. Continue stirring until the dough becomes very stiff. Remove pan from the heat. Scrape out dough on to a smooth surface. Soak pan immediately. Knead but take care – dough will be very hot in the centre.

Microwave Dough

- 1 cup/200g plain flour
- 1/2 cup/100g salt
- 2 tsp cream of tartar
- 1 tbsp oil
- 1 cup/300ml water
- food colouring (add to water)

Put all ingredients into a bowl suitable for the microwave. Cook at full power for 1 minute. Remove from oven and stir well. Put back in oven and cook for a further 1 – 1 1/2 minutes. Remove from oven and scrap out with a wooden spoon and leave to cool. Knead well, adding food colouring at this point. Store in a polythene bag to remain soft.



Dough recipes:

Elastic Dough

Large amount of white self-raising flour – 1½ kilo
Water to mix – approximately 500ml
Knead ingredients together until smooth and stretchy

Cornflour

175g cornflour
250ml water
Mix together with a spoon

Chocolate Playdough

2 cups water
½ cup salt
2 tbsp vegetable oil
2 tbsp cream of tartar
1/3 cup cocoa
3 cups flour

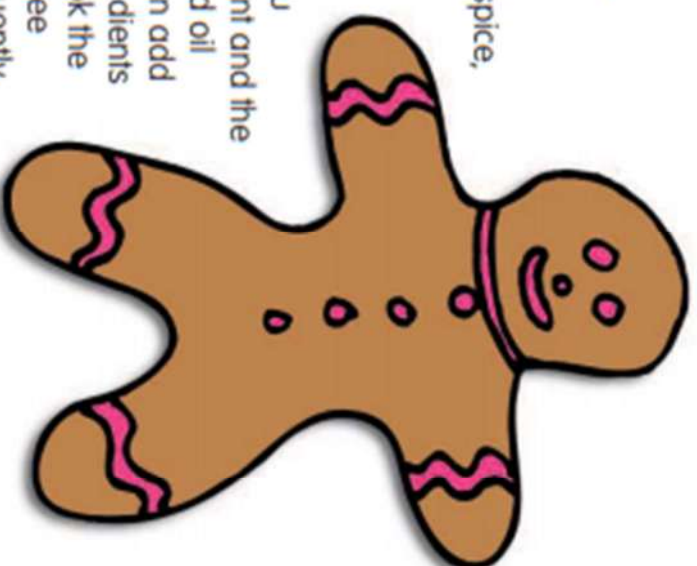
Bring water and salt to the boil.
Stir in remaining ingredients.
Allow to cool slightly.
Knead until smooth.

Gingerbread Playdough

1 cup flour
½ cup salt
2 tsp cream of tartar
1 cup water
1 tsp veg oil
lots of cinnamon, allspice,
ginger, nutmeg etc

Mix the dry ingredients. Play with the spices till you get the scent you want and the colour. Mix water and oil together first and then add them to the dry ingredients and stir. In a pot, cook the mixture for two to three minutes, stirring frequently.

The dough will start to pull away from the sides of the pan and clump together. Take dough out of the pan and knead the dough until it becomes soft and smooth. Allow to cool and store in an airtight container.

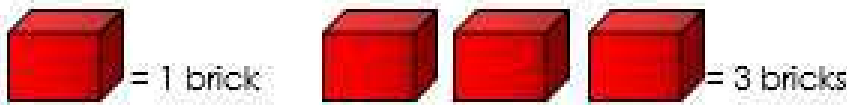


Lego building activities:

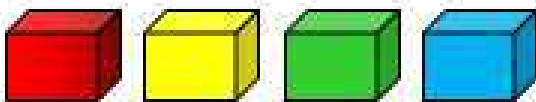
Work with your child. Take turns giving instructions and listening to instructions.

When giving an instruction include:

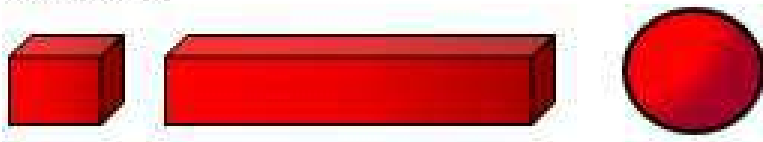
The number of bricks



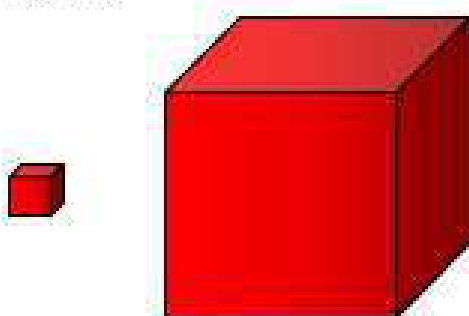
The colour



The shape



The size



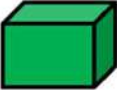
Anything else special about the brick?

[name] I want 1 red brick.

Try the giraffe on the next slides.

1.

Bricks needed:




x 2

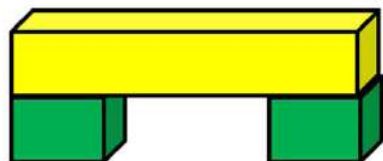


2.

Bricks needed:




x 1

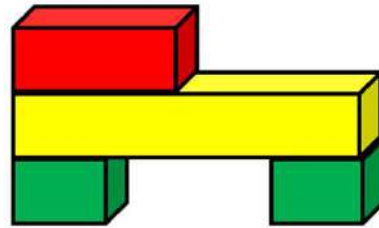


3.

Bricks needed:

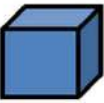


x 1

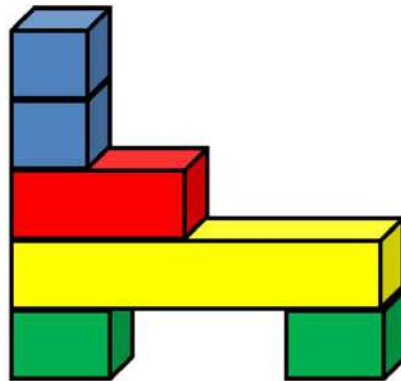


4.

Bricks needed:




x 2

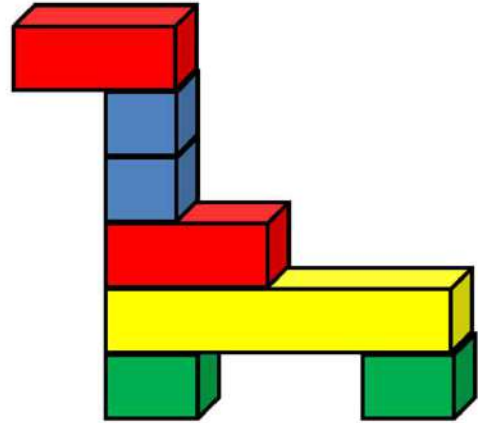


5.

Bricks needed:

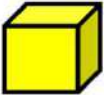


x 1

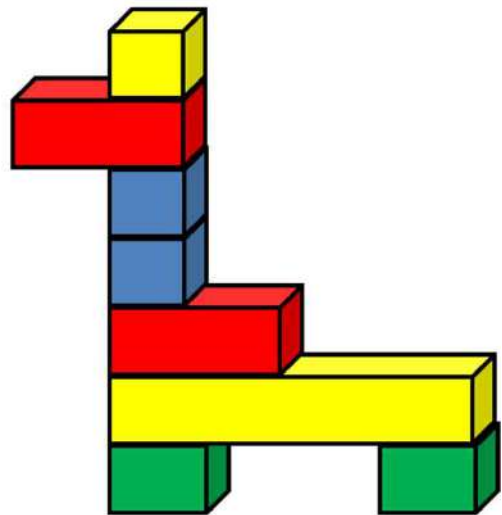


6.

Bricks needed:



x 1



Easter poems:



Easter Surprise!

Easter eggs,
Yellow and blue.
Easter eggs
For me and you.

Easter eggs,
Candy sweet.
Easter eggs
Are good to eat.

Easter eggs
Pretty and funny.
But....

WHERE OH WHERE IS THE EASTER BUNNY?



Easter Bunny

The Easter Bunny's feet
Go hop, hop, hop,
While his big pink ears
Go flop, flop, flop.
He is rushing on his way
To bring our eggs on Easter Day,
With a hop, flop, hop, flop, hop.

Easter Pencil Control Path Worksheet

Draw a line connecting the two pictures. Try to stay in the middle of the path!



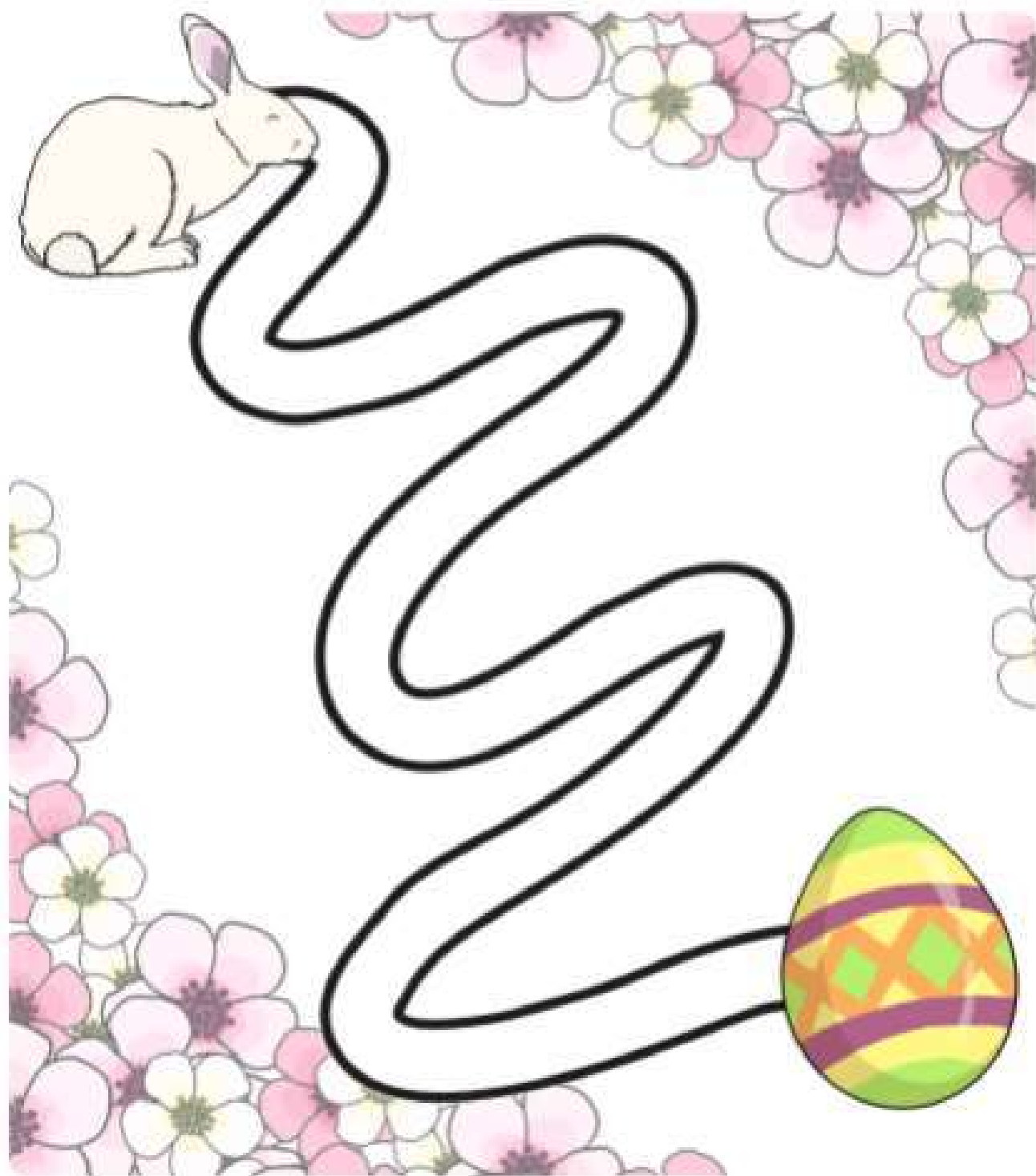
Easter Pencil Control Path Worksheet

Draw a line connecting the two pictures. Try to stay in the middle of the path!



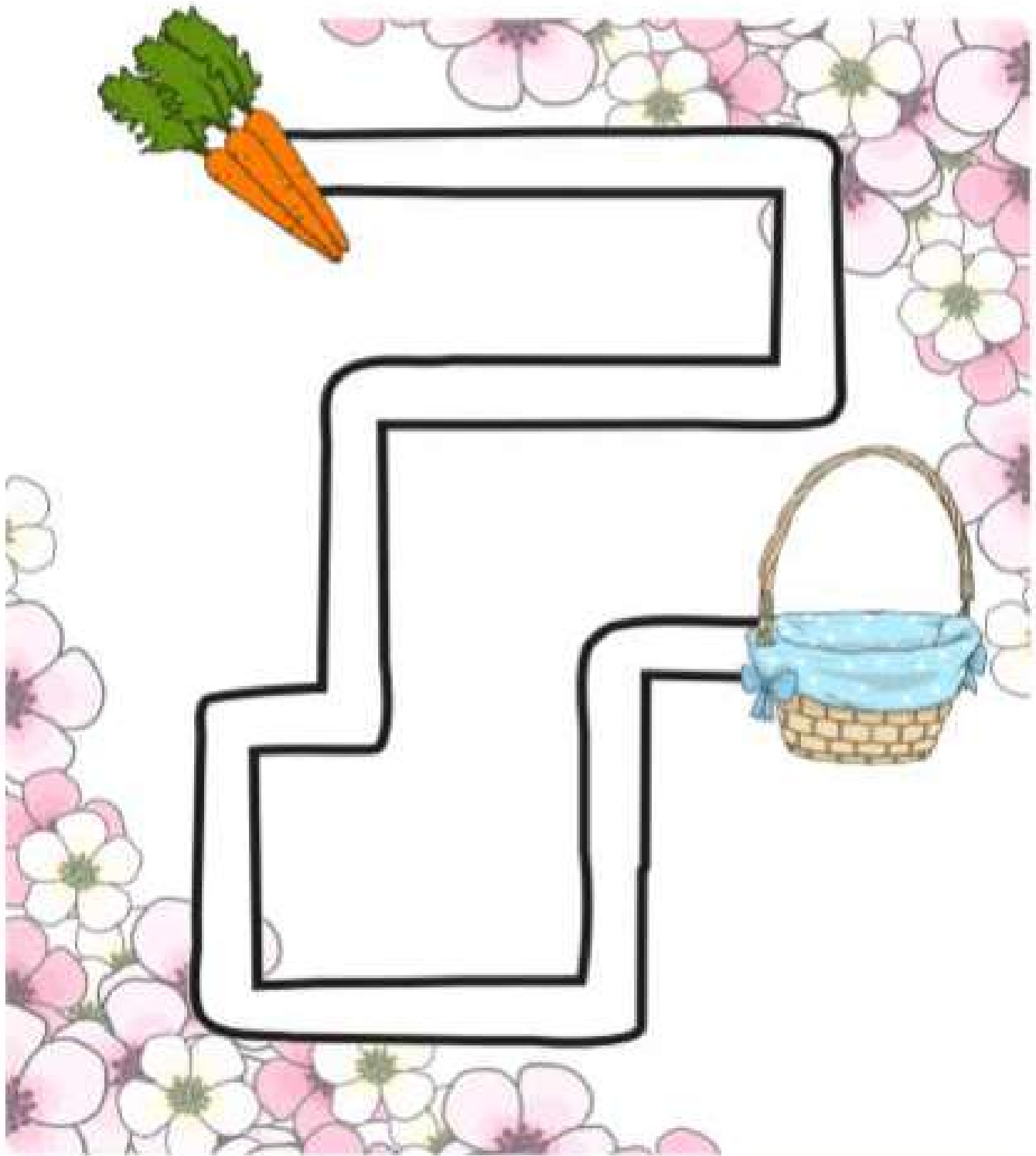
Easter Pencil Control Path Worksheet

Draw a line connecting the two pictures. Try to stay in the middle of the path!



Easter Pencil Control Path Worksheet

Draw a line connecting the two pictures. Try to stay in the middle of the path!



Match the patterns:

Cut out the eggs and the children match the pieces by the patterns.



