

Outline for Home Activities for IB Students

Class – IBLCSNT

Theme – Springtime

Date – 27/04/20



What have we been focusing on in class:

Communication

- Choosing between different items and showing likes/dislikes
- Starting interactions with adults and peers
- Recognising different facial expressions

Engagement

- Focusing on tasks and tracking objects
- Anticipating events

Motor

- Improving our fine-motor skills

Maths

- Counting in everyday situations and finding the correct number

Some of us have also been working on:

Communication

- Starting to match letters

Maths

- Comparing items based on size

Below is an outline of ideas/activities that relate to our theme. We have separated these into the different areas of learning that your child needs to focus on.

Area of Learning: **Communication**

Description of Activities

Resources

- Intensive Interaction – spend time copying the actions and noises of your child or young person

Yourselves

- Sensory Story – Megs Veg – read this with your child or young person. The story is attached separately with notes of props and actions for how to bring the story to life. Please adapt the props with whatever you have in the house!



Objects for the story
– see the separate document.

- Mark making/Craft ideas:

- Leaf art – sensory of collecting dry leaves etc. outside then decorating them with pens or paints
- Egg carton printing flower art



Leaves
Glue
Paint or felt tips
Paper
Egg boxes

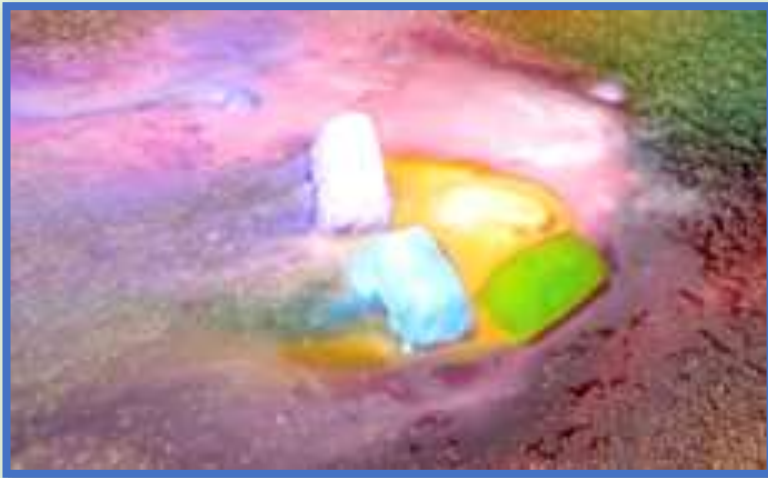
Outcomes: They will have experienced

- Showing dislike and like of the feel of different materials (story objects, leaf textures)
- Observing your reactions to different parts of the story
- Focusing on and tracking different objects during reading the story
- Holding and moving objects (craft activities)
- Fine-motor development (craft activities)

Area of Learning: **Sensory**

Description of Activities

Its getting warm! Try the Frozen activities from Mr Jackson's sensory play book! Ice cubes, frozen juices, whatever you have in!



This activity is all about pouring, choice making and exploring. Don't worry about what you have in – anything will work. Pupils should choose what they want to try freezing and help to pour in to ice tray etc.. A funnel can make this particularly fun, and help make the pouring sounds louder. Adding glitter etc. adds more elements of choice regarding colours

Resources

Ice cube tray or something to freeze in

Different liquids to freeze

What they will have done/experienced

- Showing dislike and like of different textures and temperatures!
- Expressing choice
- Observing your reactions to the temperature of the items – try to be over the top!
- Focusing on and tracking different objects while pouring etc. (can also track the sound)
- Fine-motor – helping to pour different liquids and manipulating the frozen items

Area of Learning: Motor Skills

Description of Activities

At the learning centre the pupils undertake lots of different activities in order to help them develop greater control of their hands and fingers. As college we have been working on threading buttons, playdough manipulation, model building and holding different mark-making tools (e.g. pencils or paintbrushes). All of these tasks could be undertaken at home – please just use what you have around! Examples could include:

- Lacing shoes (not tying)
- Colouring, painting etc
- Building with lego etc. etc.
- Playdough work (this can also be made with items at home....see this link <https://www.thebestideasforkids.com/playdough-recipe/>)



Resources

Household items

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What they will have done/experienced

- Held various objects (whether grasps using their whole hand or fingers)
- Squeezed and rolled various objects (including play dough).
- Moved objects from one place to another.
- Sorted objects into different piles.

Area of Learning: Living Skills

Description of Activities

At the start of the day, your child or young person can help to set up – making drinks, making toast or cereal and tidying up/cleaning. Give them a job during breakfast or other meal times and help them to complete it (this could be washing up as a sensory activity, for example, or helping to spread butter on toast etc. etc.)



Resources

Normal breakfast items

What they will have done/experienced

Depends on chosen task but...

- Carried out different parts of everyday routines (washing themselves, preparing food, cleaning, etc)
- Know the order in which things need to be done (washing themselves, preparing food, cleaning, etc).
- Made choices as to what they would like for breakfast
- Held, moved, squeezed the objects to help motor-skills

Area of Learning: Maths

Description of Activities

- Exploring and feeling plants in the garden as a sensory task and then comparing heights. Can place on paper and draw around to help recognise sizes
- Comparing family members of items from around the house based on size
- Stacking items (blocks etc.) Compare size of items and work on anticipation as it falls over!



Resources

Paper
Marker

Plants from garden

Blocks to stack

- Counting and finding the correct number using this webpage <https://www.topmarks.co.uk/learning-to-count/ladybird-spots>
- Counting items from around the house – use leaves from the garden or the pupils favourite items, whatever suits! Pupils can explore and interact as you count



Web page -
TopMarks

Items to count or
explore

- Sensory maths – Simple cooking. Possible recipe:
- Cookies - ingredient availability dependent! – <https://www.bbcgoodfood.com/recipes/collection/cookie>

Ingredients for
cooking – see recipes

Outcomes: They will have experienced

- Anticipation before tower falls
- objects that are tall and small (feeling, stretching, reaching, measuring, commenting on).
- counting ingredients into the recipe.
- measuring (with help), smelling, tasting, feeling different ingredients
- observing your reaction to ingredients
- holding objects (with support) to complete the recipe
- choosing what they would like to add to the recipe (particularly different spices via smells)

Other Information and ICT

We have made written an explanation for the meaning of some of the words used in this outline to help you if some of the words are unknown to you. This is on the New Bridge Website where you got this outline from.

If you have access to a smartphone or tablet the following apps are really useful for helping with interaction, eye focusing, tracking, etc.

- Banuba (virtual reality face changing programme)
- Magicfluids lite

- HFHS Particles
- Chatterpix
- Doodle Dandy
- Bubble Wrap
- Dropophone