

Physical Activities

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| <ul style="list-style-type: none">• Walking like an animal—can you make the noise too?• Games with balloons—blow them up, keep them in the air, can you catch it / kick it?• Blowing bubbles—can you count them / pop them / chase after them• Obstacle courses using cushions, chairs, incorporate the stairs too—can you do 2 at a time?• Digging for treasure in mud / sand• Yoga (page 6—8)• Challenge games (page 9)• Cutting up food with a knife• Threading shoelaces through shoe eyelets• Learn to tie shoelaces• Threading pasta onto string• Make shapes from playdough—cut and mould the dough (playdough recipe page 22)• Posting objects into containers e.g. beads into a bottle• Cut out a shape from cardboard and wrap string around it• Thread pipe cleaners through a colander• Thread beads onto spaghetti• Mark making in flour / rice• Stacking cups into towers• Playing card towers• | <ul style="list-style-type: none">• Opening bottle tops• Using scissors to cut favourite things out of a catalogue / magazine• Making slime (recipe page 30)• Raking / sweeping leaves• Ball games—large and small ball throwing and catching games• Watering plants using spray bottle• Pouring water / sand• Use tweezers / kitchen tongs to pick up small objects and place in a box (if you place a box either side of the student, you will also be encouraging your child to cross the midline which supports core strength and stability)• Sorting small objects into boxes / pots e.g. buttons and beads• Screw the nut onto the bolt• Use water dropper / pipette to move water from one container to another• Hanging out laundry using pegs• Use fingers to button or buckle up clothing• Peeling fruit independently• Use a hole punch to punch holes in paper (strengthens hands)• Popping bubble wrap• Painting with bubble wrap (printing or tape bubble wrap to feet / hands)• Hammer nails into wood• Use a screwdriver• |
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Fine Motor Activities

The following activities involve the use of manipulatives to support young children's fine motor development, and will help to build the strength and dexterity necessary to hold a pencil appropriately.

1. Mould and roll Play-Doh® into balls—using the palms of the hands facing each other and with fingers curled slightly towards the palm.
2. Roll Play-Doh® into tiny balls (peas) using only the fingertips.
3. Use pegs or toothpicks to make designs in Play-Doh®.
4. Cut Play-Doh® with a plastic knife or with a pizza or tracing wheel by holding the implement in a diagonal grasp.
5. Tear newspaper into strips and then crumple them into balls. Use the balls of paper as stuffing for scarecrows, puppets, or other art projects.
6. Scrunch up one (1) sheet of newspaper in one hand—great for building strength!
7. Pick up objects using large tweezers such as those found in the Bed Bugs® game. This can be adapted by picking up Cheerios®, small cubes, small marshmallows, pennies, etc., in counting games.
8. Shake dice by cupping the hands together, forming an empty air space between the palms.
9. Use small-sized screwdrivers like those found in an erector set.
10. Use lacing and sewing activities such as stringing beads, Cheerios®, macaroni, etc. Also, if available, plastic-coated string—S'getti String®—works great with cut up drinking straws.
11. Use eye droppers to "pick up" colored water for color mixing or to make artistic designs on paper. Turn coffee filters into an art project!
12. Roll small balls out of tissue paper, and then glue the balls onto construction paper to form pictures or designs.
13. Attempt to turn over cards, coins, checkers, or buttons, without bringing them to the edge of the table.
14. Make pictures using stickers or self-sticking paper (O) reinforcements.
15. Play games with the "puppet fingers"—thumb, index, and middle fingers. At circle time, have each child's puppet fingers tell about what happened over the weekend or use puppet fingers in songs and finger plays.

Scissor Activities

When scissors are held correctly and when they fit a child's hand well, cutting activities will exercise the very same muscles which are needed to hold a pencil correctly, that is, between the thumb and index finger with the pencil resting on the middle finger. The correct scissor position is with the thumb and middle finger in the handles of the scissors, the index finger on the outside of the handle to stabilize, with fingers four and five curled into the palm.

1. Cut up junk mail or magazine subscription cards.
2. Make fringe on the edge of a piece of construction paper.
3. 3. Cut Play-Doh® with scissors. 4. Cut straws or shredded paper.

Sensory Activities

The following activities ought to be done frequently to increase large muscle strength and endurance. These activities also strengthen the child's awareness of his or her hands.

1. Wheelbarrow walking, crab walking
2. Clapping games (loud/quiet, on knees, together, etc.)
3. Catching (clapping) bubbles between hands
4. Draw in a tactile medium such as wet sand, salt, rice, or "goop." Make "goop" by adding colored water to cornstarch until you have a mixture similar in consistency to toothpaste. The "drag" of this mixture provides feedback to the muscle and joint receptors, thus facilitating visual motor control.
5. Pick out small objects like pegs, beads, coins, etc., from a tray of salt, sand, rice, or putty. Try it with eyes closed too. This helps develop sensory awareness in the hands.

Crossing the Mid-Line

The establishment of hand dominance may still be developing. Until it does, a child may switch hands at the midline when doing certain activities. The following activities are intended to help facilitate midline crossing:

1. Encourage reaching across the body for materials with each hand. It may be necessary to engage the other hand in an activity to prevent switching hands at midline.
2. Refrain specifically from discouraging a child from using the left hand for any activity. Allow for the natural development of hand dominance by presenting activities at midline, and allowing the child to choose freely.
3. Start making the child aware of the left and right sides of his body through spontaneous comments like, "kick the ball with your right leg." Play imitation posture games like "Simon Says" with across the body movements.
4. When painting at an easel, encourage the child to paint a continuous line across the entire paper. Then also one from diagonal to diagonal.

Body Stability

The joints of the body need to be stable before the hands can be free to focus on specific skilled fine motor tasks. Activities include:

1. Wheelbarrow walking, crab walking, and wall push-ups
2. Using Silly Putty® and outside play with playground equipment like monkey bars.
3. Throwing a ball through an old tire or at a cardboard target.
4. Dancing or marching to music

Hand-Eye Co-ordination

This involves accuracy in placement, direction, and spatial awareness.

1. Throw bean bags/ Koosh® balls into a hula-hoop placed flat on the floor. Gradually increase the distance.
2. play throw and catch with a ball. Start with a large ball and work toward a smaller ball. (Koosh® balls are easier to catch than a tennis ball.)
3. Practice hitting bowling pins with a ball. (You can purchase these games or make your own with soda bottles and a small ball.)
4. Play "Hit the Balloon" with a medium-sized balloon.

Dexterity Activities

When a certain amount of body stability has developed, the hands and fingers begin to work on movements of dexterity and isolation as well as different kinds of grasps. Children will develop fine motor skills best when they work on a VERTICAL or near vertical surface as much as possible. (i.e. chalkboard, whiteboard, 3" desk binder). In particular, the wrist must be bent back in the direction of the hand.

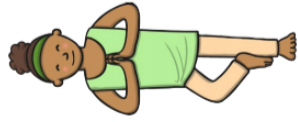
1. Attach a large piece of drawing paper to the wall. Have the child use a large marker and try the following exercises to develop visual motor skills: Make a letter, number, or letter part (stroke) model— one per sheet of paper. Have the child trace over your line from left to right, or from top to bottom. Have them trace over each figure at least 10 times. Then have the child draw their figure next to your model several times.
2. Play "Connect the Dots." Again make sure the child's strokes connect the dots from left to right, and from top to bottom.
3. Trace around stencils. The non-dominant hand should hold the stencil flat and stable against the paper, while the dominant hand pushes the pencil firmly against the edge of the stencil. The stencil must be held firmly.
4. Attach a large piece of felt to the wall, or use a felt board. The child can use felt shapes to make pictures. Magnetic boards can be used the same way.
5. Have the child work on a chalkboard doing the same kinds of tracing and modelling activities as suggested above.
6. Paint at an easel. Some of the modelling activities as suggested above can be done at the easel.

Ocular Motor Control Activities

This refers to the ability of the eyes to work together to follow and hold an object in the line of vision as needed.

1. Use a flashlight against the ceiling. Have the child lie on his or her back or tummy and visually follow the moving light from left to right, top to bottom, and diagonally.
2. Find hidden pictures in books or magazines like Highlights for Children.
3. Practice maze activities.

Physical



tree pose



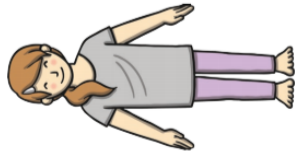
cobra pose



camel pose



lion pose



mountain pose



flamingo pose

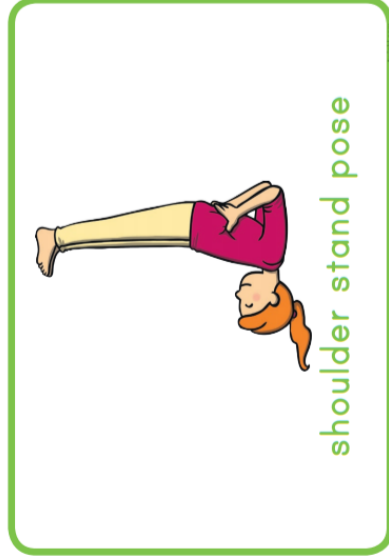


butterfly pose



elephant pose

Physical



Physical

Yoga Cards

Warrior II Pose - Virabhadrasana II

Benefits Strengthens and stretches legs and core; stretches chest and shoulders; relieves backaches.

- 1 Stand with your feet wide apart. Turn your left foot in and your right foot out 90°.
- 2 Inhale, and lift your arms parallel to floor.
- 3 Exhale and bend your right knee. Be careful not to extend your knee past the 90° point with your ankle.
- 4 Keep your torso tall, turn your head, and look out over your fingertips.
- 5 Inhale, straighten your legs and lower your arms. Repeat on opposite side.



Yoga Cards

Chair Pose - Utkatasana

Benefits Strengthens legs, stretches shoulders and chest.

- 1 Start in mountain pose.
- 2 Exhale, and bend your knees as if you were sitting in a chair.
- 3 Reach your arms towards the ceiling, with your palms facing each other.
- 4 Hold this pose and breathe.

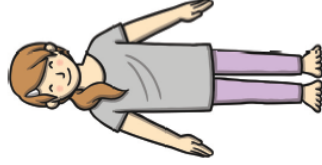


Yoga Cards

Mountain Pose - Tadasana

Benefits Improves posture, strengthens core, muscles and legs.

- 1 Stand tall with your weight balanced evenly on your feet.
- 2 Firm your thigh muscles and pull in your tummy.
- 3 Press your shoulders back and hold your arms out straight, a little way from your body.
- 4 Breathe deeply and hold as long as needed (at least two long breaths).

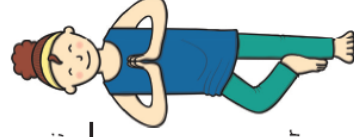


Yoga Cards

Tree Pose - Vrikshasana

Benefits Improves balance; strengthens thighs, calves, and ankles; stretches legs and chest; develops concentration.

- 1 Begin in mountain pose.
- 2 Lift your right foot, turning your knee out; place your foot below your left knee.
- 3 Press your hands together.
- 4 Raise arms overhead, and look up to your hands if possible.
- 5 Return hands to your chest, and lower your right leg.
- 6 Repeat with left leg.



Yoga Cards

Downward-Facing Dog - Adho Mukha Svanasana

Benefits Calms the mind; relieves stress; energizes the body; strengthens arms and legs; stretches upper and lower body; relieves headaches; back pain and fatigue.

- 1 Begin on hands and knees with toes tucked under.
- 2 Exhale, straighten knees and lift hips, so you are in an upside-down V.
- 3 Hold this position for as long as you like. Let your head hang down and breathe.
- 4 To release, exhale and bring knees to the floor.



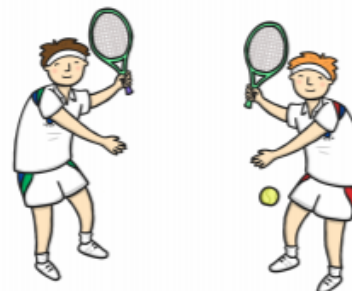
Physical



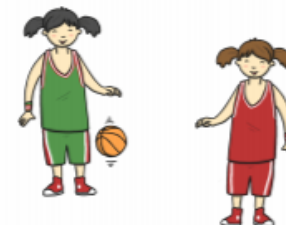
Throw and catch a ball with a friend.



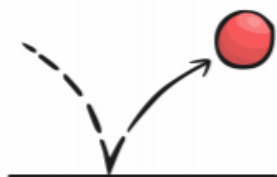
Make a trail and follow it.



Hit a ball to your friend.



Bounce a ball to a friend.



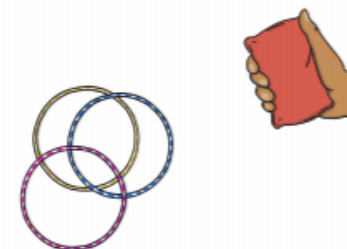
How many times can you bounce a ball?



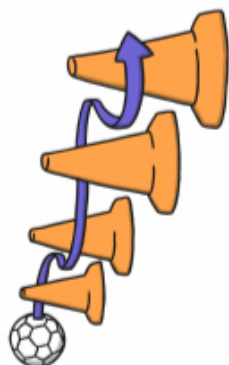
Do **5** star jumps.



Do **10** star jumps.



Throw **5** beanbags into the hoop.



Dribble the ball around the cones.



Throw **10** beanbags into the hoop.



Jump between the hoops.



How many times can you hop on one foot?

Communication Activities

- | | |
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| <ul style="list-style-type: none"> • Talking on the phone with school staff—we can call you! • Guess the object (put an object in a box and have student feel it to guess what it is, what does it feel like?) • Turn taking games e.g hide and seek, snakes and ladders, snap, clapping games, I spy • Make a video show and tell and send it to school on Evidence for Learning about your favourite toy at home • Presentation on your favourite topic • Blindfold game—student to give or receive directions to move around the house / garden without bumping into anything • Guessing game—I'm thinking about an object that you can eat; it is red and round. It's an apple—provide 2 or more objects for student to choose from • Memory games—set out 5 objects on a table, place a blanket over them and remove one—which one is missing now? • Read a story and retell in your own words. • Follow instructions to draw a shape picture e.g. draw a circle, draw a square inside the circle, draw a triangle on top of the square etc. • Singing hands—Youtube or any song that you can add an action e.g. Old MacDonald—sign the animals, make the noises • Lego games—request the brick you would like and wait for your partner to provide it • Dressing up game—find some glasses, socks etc • Choosing favourite TV programme and talking about it • Construction activities with another person | <ul style="list-style-type: none"> • Colourful semantics (page 14—21) • Musical bumps—dance when the music is on, sit down when the music stops • Simon says games • Identiplay activities (page 31—35) • Call and response games e.g 1 clap 2 times, you clap 2 times • Sharing resources • Clapping games e.g. A sailor went to sea, sea, sea / pat-a-cake • Do you know the sign? For animals / keywords • • |
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Communication



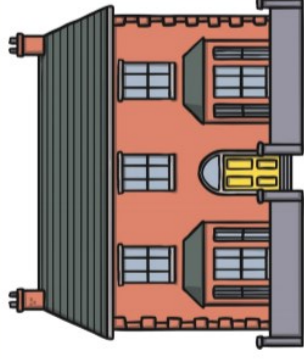
What is your favourite colour?
What do you think might be at the end
of a rainbow?



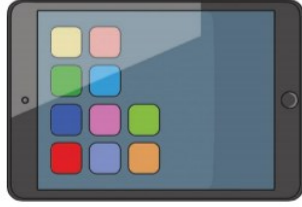
What is your favourite food?
What did you have for dinner last night?



Do you like football?
What is your favourite game to play?



Who lives in your house with you?
What colour is your front door?



Can you log in to a tablet?
What games do you like to play?



What is your favourite book?
Who read you a story last?



What size of shoe do you wear?
Can you tie your laces?

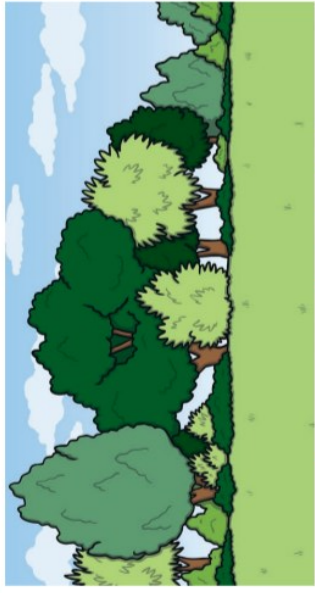


Can you ride a bike?
What colour of bike do you have/would you like?

Communication



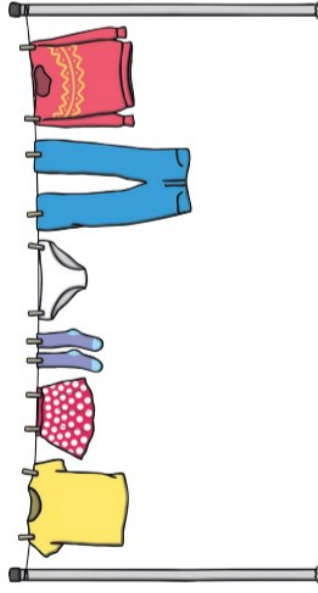
Do you have any pets?
What is your favourite animal?



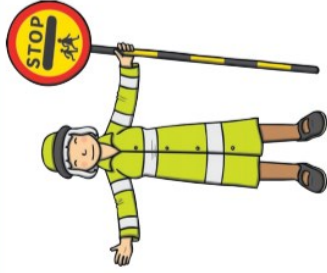
Have you ever climbed a tree?
Where did you last see a tree?



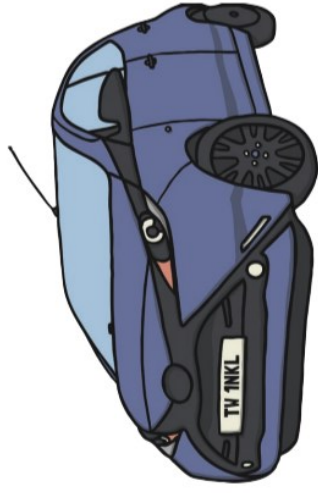
Can you write your name?
What are you good at drawing?



What is your favourite thing to wear?
Can you get dressed by yourself?



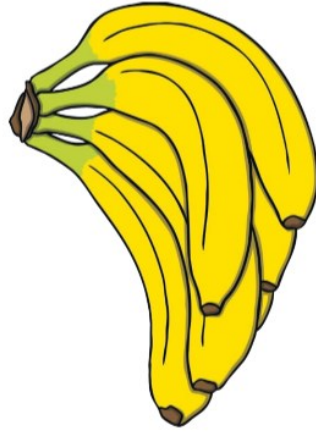
Who helps you at school?
Who helps you at home?



Why must you wear a seatbelt?
What colour is your car?



Do you have any brothers?
Do you have any sisters?



What is your favourite fruit?
What could we make with bananas?

Communication



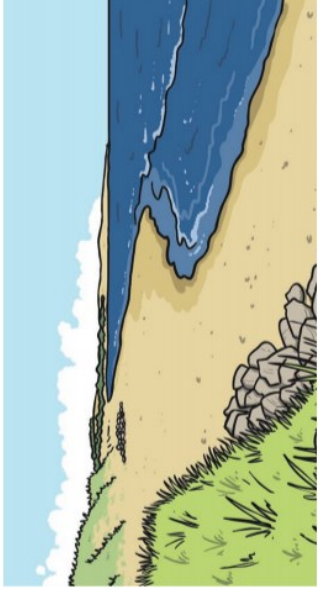
When can you see the moon?
How far away do you think the moon is?



Which colour of flowers are your favourite?
Why do you think bees like flowers?



What might you wear in the rain?
Where were you the last time you saw rain?



When might you go to the beach?
What might you see at the beach?



Who?



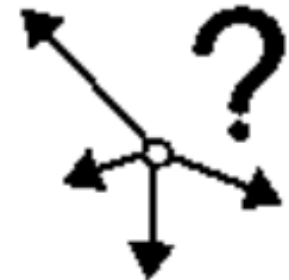
What



doing?



What?



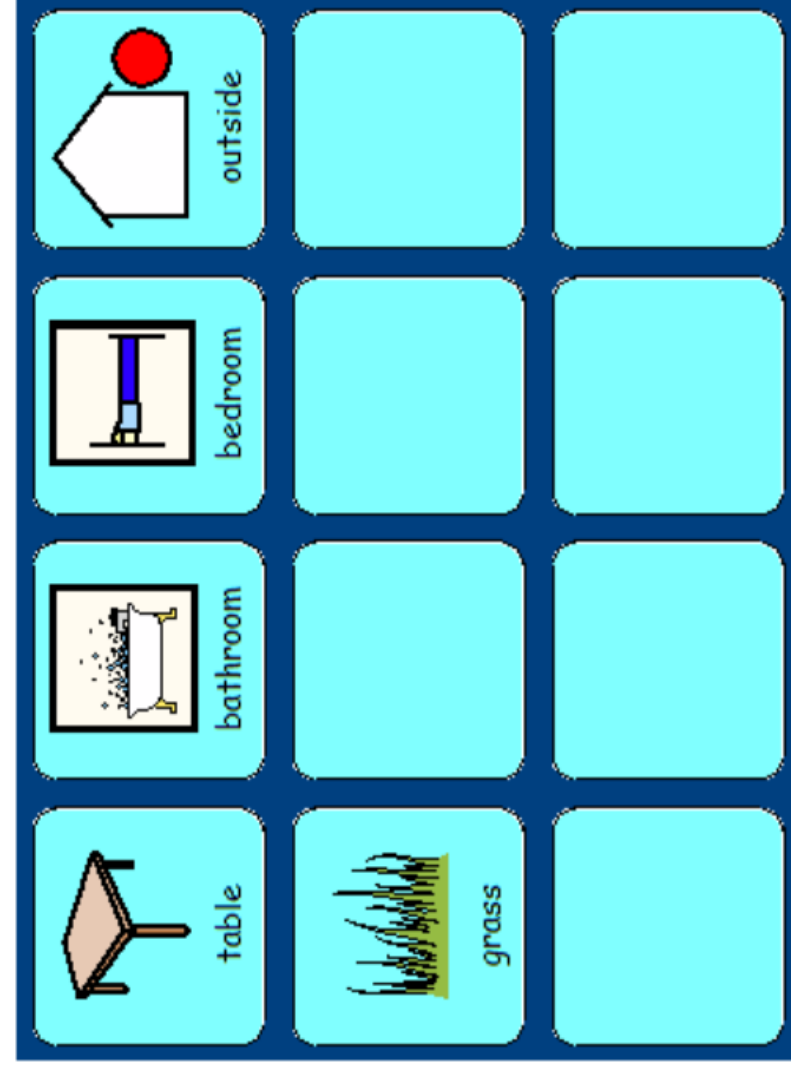
Where?



Communication



Communication



Communication



Communication



Communication



Communication



Communication



Playdough recipe

You will need

- 8 tbsp plain flour
- 2 tbsp table salt
- 60ml warm water
- food colouring
- 1 tbsp vegetable oil

Method

1. Mix the flour and salt in a large bowl. In a separate bowl mix together the water, a few drops of food colouring and the oil.
2. Pour the coloured water into the flour mix and bring together with a spoon.
3. Dust a work surface with a little flour and turn out the dough. Knead together for a few minutes to form a smooth, pliable dough. If you want a more intense colour you can work in a few extra drops of food colouring.
4. Store in a plastic sandwich bag (squeeze out the air) in the fridge to keep it fresh.

Cognition

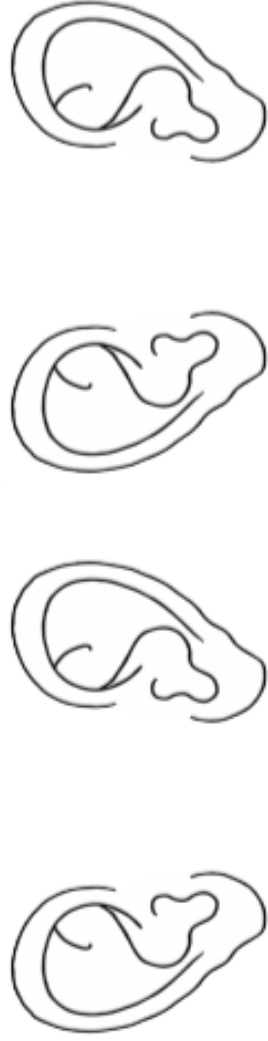
- Read a story and retell in your own words.
- Set the table for the correct number of people—you'll need a knife, fork, plate and glass for each person
- Weighing out food using electronic / balance scales
- Measuring out the amount of liquid using a jug
- How many cups / spoons to fill the bowl?
- Cooking
- Make playdough (page 24)
- Board games involving dice
- Card games e.g. snap / go fish
- Playing an instrument e.g. keyboard / xylophone / recorder
- Building and construction games
- Jigsaws
- Telling jokes
- Songs that combine singing and moving
- Draw visual timetable for the day—watching or doing it themselves
- Scholastic (all subject areas): <https://classroommagazines.scholastic.com/support/learnathome.html>
- Twinkl (all subject areas): <https://www.twinkl.com/>
- Purple Mash (all subject areas): <https://2simple.com/blog/using-purple-mash-when-school-closed/>
- 3P learning (all subject areas): <https://www.3plearning.com/distance-teaching/>
- Minecraft Education: <https://education.minecraft.net/>
- Oxford Owl (reading): <https://www.oxfordowl.co.uk/>
- Helpkidzlearn: username: **castle** password: **pupil1** <https://www.helpkidzlearn.com/>
- Other links: <https://docs.google.com/spreadsheets/d/1t3r618pd8MAi6V87dG2D66PtikoHdHusBpjPKXgm36w/htmlview?sle=true#gid=0>

Social and Emotional

- Build a face (page 20—23) can you make a happy face? Can you draw a sad face?
- If you're happy and you know it clap your hands / angry and you know it stomp your feet etc
- Managing when I'm angry (page 24)
- Guess how I'm feeling—make a face, student to identify the correct emotion
- Turn taking games e.g . I spy, Simon says, Lego, snakes and ladders, computer games
- Make a list of things to do when I'm sad / tired / angry
- Imaginary play
- Play with puppets to re-enact home situations
- Compliment each other
- Model your feelings e.g. I feel disappointed today because it's raining and that means I can't hang out the washing
- Start a project—Let's see what kind of birds visit our garden each day / make a weather chart that you observe and change each day
- Yoga
- Mindfulness activities: www.gonoodle.com
- Peek-a-boo / hide and seek games
- My favourite thing activity—cut out pictures of student's favourite things from catalogues / magazines. Maybe also do a "dislike" picture too
- Friendly and unfriendly activity (page 36 -39)

Social and Emotional

My Face



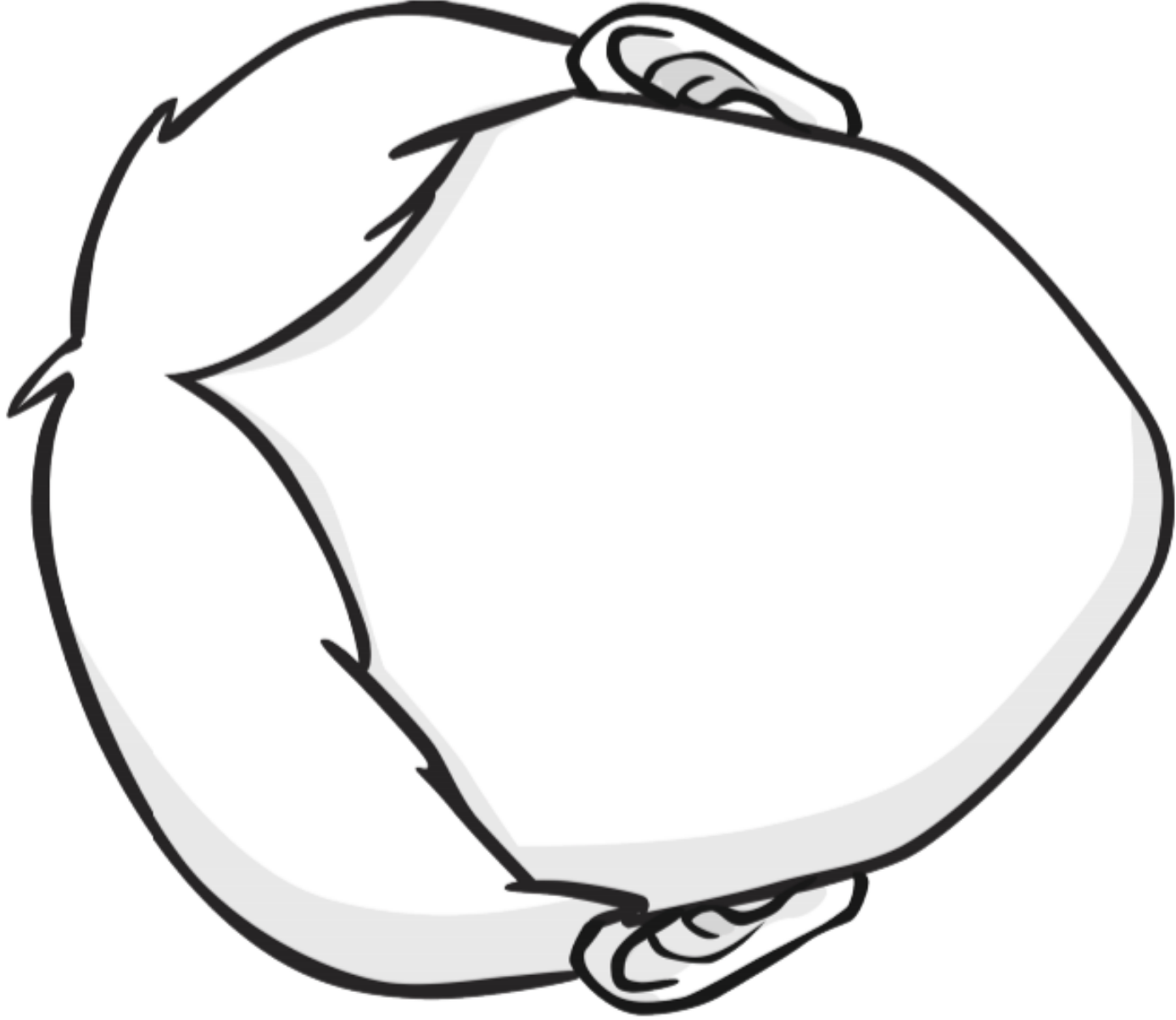
Social and Emotional

My Face



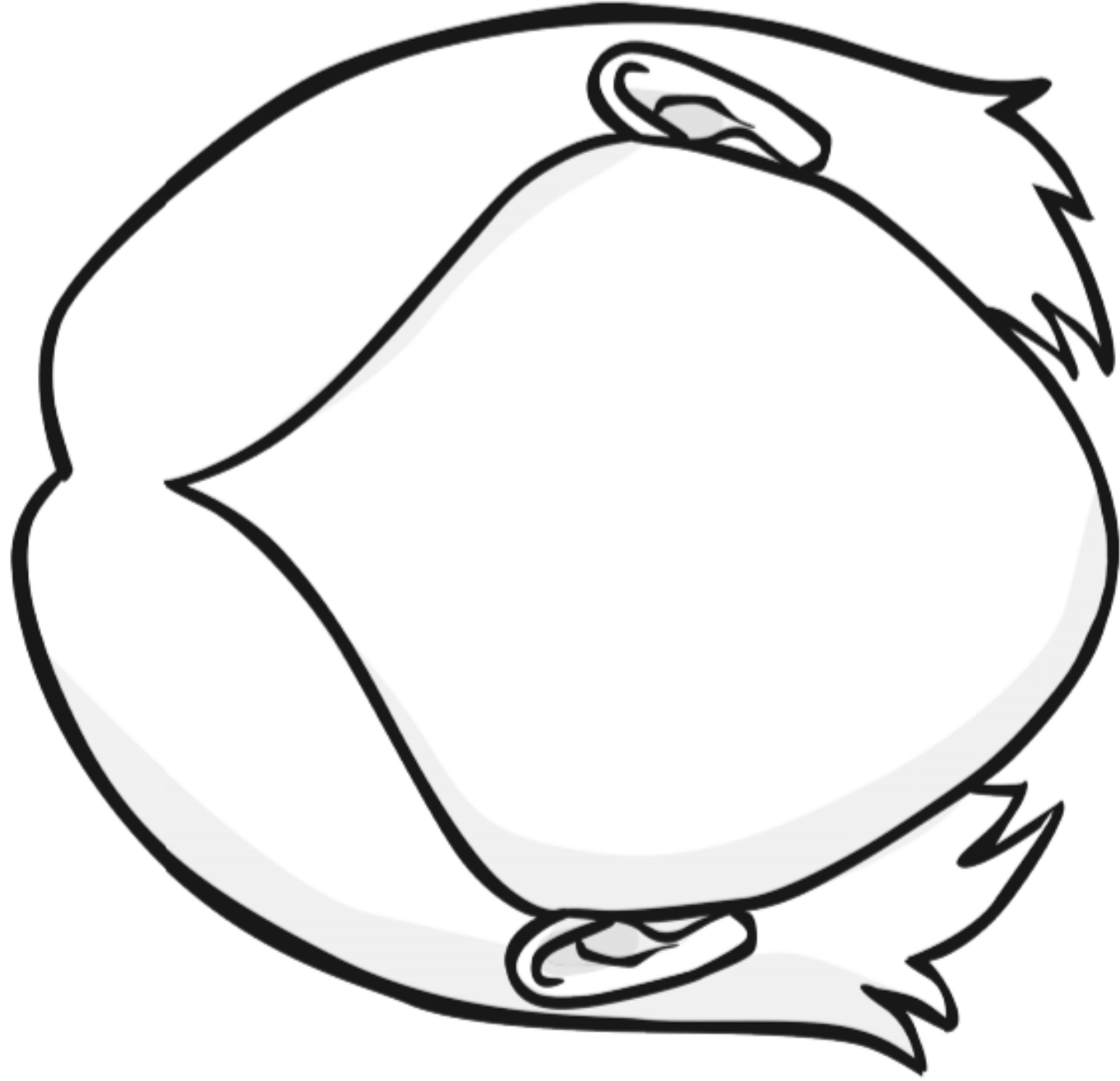
Social and Emotional

My Face



Social and Emotional

My Face

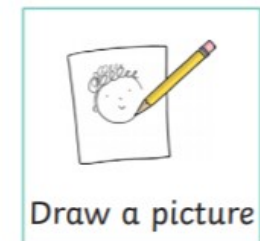
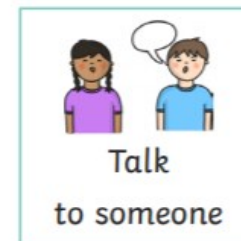
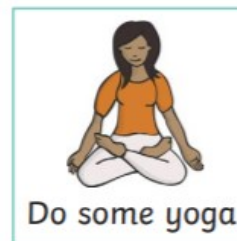
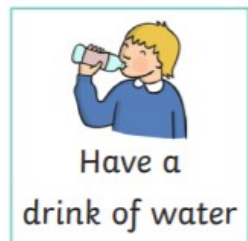
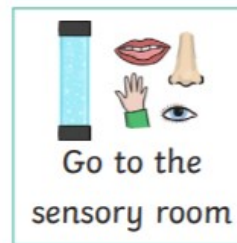
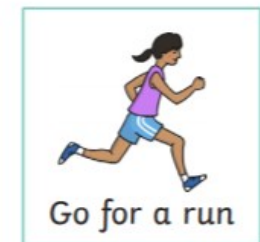
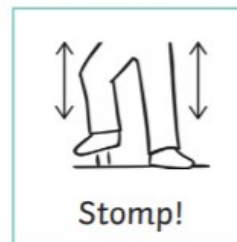


It's okay to be angry

When I'm angry I can...

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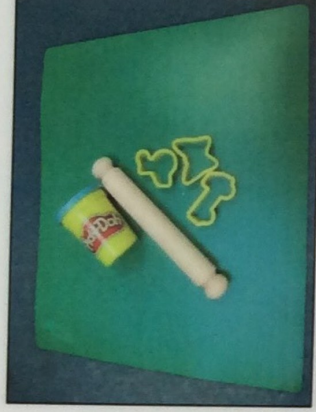
This will make me feel calm again.



Making Cornflour Slime

1. Add a few drops of the food colouring into the water and stir it with the spoon.
2. Pour some **cornflour** into the bowl.
3. Slowly add the water and food colouring mixture into the bowl and mix it with your hands.
4. If the **slime** is too powdery, add more water and food colouring.
5. If it is too runny add more flour.

Working with Play Dough



This kit contains:

- 2 play mats (1 green, 1 clear).
- 2 wooden rolling pins.
- 2 pots of blue play dough.
- 6 plastic shape cutters (2 butterflies, 2 tractors, 2 lorries).

Ensure your set is set up ready to start when you bring your child to play. Then allow him/her time to explore the toys before you begin.

Script:

Place the play dough in the centre of the play mat and pick up the rolling pin.

Say, 'Roll, roll, roll.'

Use the rolling pin to flatten the ball of play dough. Repeat the phrase, 'Roll, roll, roll,' until the play dough is flattened and approximately 1cm in thickness.

Say, 'Rolling pin down'. (Put the rolling pin down.)

Say, 'Shape'. (Pick up the shape cutter and place it in the centre of the play dough.)

Say, 'Press, press'. (Using your hand to press the shape into the play dough.)

Say, 'Shape out', (Lift the shape carefully from the play dough and put it to the side of the play mat.)

Say, 'Pick up the shape'. (Carefully remove the play dough from around the edge of the shape and lift the shape up.)

Say, 'Look, it's a ' (Look at the shape and smile.)

Once you have tried this a few times pause at the end of the script to allow the child time to move the play forward, before putting the set away.

Building Towers



This kit contains:

- 4 green cube bricks
- 4 long red bricks
- 2 flat red bricks

**Ensure your set is set up ready to start when you bring your child to play.*

*Then allow him/her time to explore the toys before you begin.**

Script:

Start to build the tower. Start with the flat red brick.

Say, 'red base'.

Put a green cube brick on top of the flat red brick.

Say, 'green brick on'

Put the long red brick on top of the green cube brick.

Say, 'red brick on'

Put a green cube brick on top of the long red brick.

Say, 'another green brick on'.

Put another long red brick on top of the green cube brick.

Say, 'another red brick on'

Say, 'tower built'.

Say, 'Uh oh! 3, 2, 1, fall down!

Push the tower down.

Finished.

Identiplay (FStage) - Tea time

This kit contains:

- 4 plates;
- 4 cups and saucers
- 4 knives, forks, spoons
- 2 jugs
- 2 dogs
- 4 pizza, chips, peas
- 2 big plates



Script

Set up tea set as above with toy dog at one place and plate of food and jug in the middle

Use the jug to pour a drink into the cups

Pretend to drink from the cup then help the dog to drink too

Say 'do you want some dinner?',

Serve up pizza, chips and peas onto the dogs plate and your own.

Pretend to eat

Extension

Start with an empty table and set up tea set, food and dog before starting.

Talk through what you are doing, 'saucer out, cup on top' etc

Animal Set



This kit contains:

- 2 cows
- 2 sheep
- 2 ducks
- 2 pieces of green card with a blue paper pond.

**Ensure your set is set up ready to start when you bring your child to play.
Then allow him/her time to explore the toys before you begin.**

Script:

Move the cow onto the field (green card).

Say, 'Cow - walk, walk, walk'.

Move the sheep onto the field.

Say, 'Sheep - walk, walk, walk'.

Move the duck across the pond (blue paper).

Say, 'Duck - swim, swim, splash'.

Finished.

Once you have tried this a few times pause at the end of the script to allow the child time to move the play forward, before putting the set away.

Puppet Play



This kit contains:

- 2 Puppets (1 elephant, 1 penguin)

Ensure your set is set up ready to start when you bring your child to play. Then allow him/her time to explore the toys before you begin.

Script:

Place puppet on hand, raise hand and start to look at the puppet.

Say, 'Hello, I'm..... What's your name?'

Move the puppet to your ear as if listening to its responses.

Say, 'How old are you?'

Repeat the action as if listening to the puppet – continue having a conversation with the puppet.)

Puppets can be used to have any number of conversations, but it is also useful to add a range of props and work with the puppet to 'play out' play scenarios, for example, writing a note, drinking a cup of tea or washing a dolly.

Once you have tried this a few times pause at the end of the script to allow the child time to move the play forward, before putting the set away.

Top Tips:

Some children may find talking to adults or children in direct conversation extremely difficult. Using a puppet to have a conversation not only models the process of having a conversation but also provides opportunities to begin to make conversations with the child.

Friendly



Unfriendly





