

Week 2

Hi everyone , I hope you are all keeping safe and well.

Online resources link is below from the NCSE to support your child with speech and language and occupational therapy, more resources will be added in the coming days.

<https://ncse.ie/online-resources>

Language and Communication

Continue to work on using the Grace App especially during meal times and when your child would like to do a preferred activity encourage them to use the Grace App/Storyboard app

Encourage eye contact , if you have some bubbles this is a great way to encourage your child to look and they can request more with their App /gesture , lamh sign or eye-contact

The lamh signs we are working on this month are **please** and **thank you** , encourage your child to use these signs throughout the day. You can model them for your child .

https://www.youtube.com/watch?v=0m5pFYuS_Qs

This month our theme is animals - **cat, dog, bird, cow, sheep, pig, chicken, horse**. Encourage your child to sing or do lamh sign for the animals. If you have some farm animals at home you can use these too, see can your child point to or show you the animals.

Receptiveness to Language

The prepositions of the month are **beside** and **between**.

Encourage your child to say hello they can use the lamh sign or shake your hand. Play the song belong.

Sing/Play hello song <https://www.youtube.com/watch?v=tVlcKp3bWH8>

To show the time passing we use a different smell jar for each day . Monday : coffee Tuesday :vanilla Wednesday:Lemon Thursday:Mint Friday: Lavender . You can try this with any scents. We keep these scents the same each week.

Sing/Play Days of the week song <https://www.youtube.com/watch?v=3tx0rvuXIRg>

Read or play **The Very Hungry Caterpillar** <https://www.youtube.com/watch?v=75NQK-Sm1YY>

Encourage your child to point to the different foods , label each food for your child. If you made your sensory bag last week put the foods out in order and encourage your child to select the named foods or order them if they can.

What's inside the bucket ?

What's inside the bucket , this session takes place at least 3 times a week. It is a fun activity that increases shared attention. Below is a link from Gina Davies who explains how you can carry out this session if you wish to do so

<https://www.youtube.com/watch?v=hkrjx1uAF5w>

Below is an example of stage 1 and 2 attention autism. You can play it or create your own bucket/box

<https://www.youtube.com/watch?v=gbOSctCL6bw&t=427s>

Writing

Before colouring practice fine-motor skills

Puts some clothes pegs on a box/lunch box -encourage your child to take them off

Build with lego, this can be an enjoyable activity and will help them to improve their motor skills.

Continue to work on the colour green , If you have some green crayons , your child can do some colouring. Draw the outline of a leaf and encourage them to colour.

If you have a printer their is a template of a leaf in the link below and other colouring pages related to this weeks story

https://www.twinkl.ie/resource/t-t-1229-the-very-hungry-caterpillar-colouring-sheets-?sign_in=1

SPHE

Encourage and continue with independent living skills

Breakfast Time Routine

- Choose their breakfast from a choice of 2 options
- Bring their plate to the table
- Practice pouring if having cereal or juice
- Put their utensils away or push to the side
- Put any rubbish in the bin

Pupils should continue to practice washing their hands

Dressing for Spring

- Put different items of clothing for Spring in a bag
- Say time for Spring clothes box
- Take out Spring clothes and allow child to explore different items and label each one your child picks out of the bag

SESE

History

Look at your digital diary you created last week or look at photos from the past . Discuss what is happening in the picture . Encourage your child to point to familiar objects or people in the photos.

Geography

Discuss the weather with your child. In class we have created sensory weather for your child, you can try this at home . Use water in a spray bottle to indicate rain, cotton wool glued to card for clouds, use a home made paper fan to indicate the wind and a yellow circle on card to indicate the sun .

Science

Make some play-dough , involve your child in making the play-dough . Recipe is one cup of flour , one cup of salt tablespoon of oil and food colouring if possible.

It is Spring Time plant some seeds if you have some and encourage your child to water them , they can watch them grow. If you don't have any just water the flowers or trees. This will help with motor skills.

Maths

Get some red and green items and encourage your child to sort them by colour

Continue to identify green objects in the house or garden

Continue to do single insert puzzles

Visual Arts

Do a Spring scene

Paint some card/paper green

Make a sheep use cotton wool encourage your child to tear the cotton wool and then stick it to the sheep

<https://www.pinterest.ie/pin/769552655064278748/?autologin=true&d=t&mt=login>

We normally do a sensology session during the week. This is an enjoyable way to awaken each sense.

Sensology workout

Introduction and Hello session

Play music of choice and clap

Let your child look in the mirror while song is playing

I have a body

Rock and Stop

Gently rocking from side to side chanting rock and rock and stop

Patting under arms

From arm-pit to elbow, elbow to wrist, 2 times on each side

Squeezing shoulders

Squeeze shoulders, two times on each side

I have eyes

Indicate where the eyes are , touch the cheek to alert to the activity

Move the torch from left to right so your child can track the light with their eyes

I have ears

Indicate where the ears are

Behind the child use a Big Mack or a toy that makes a noise from one ear to the other and back again

I have mouth

Everyone have a taste here is some custard

If possible put a little custard on the tongue

I have nose

Offer scent , If you have a bottle of vanilla essence or a scented candle

I have skin

Paintbrushes and sponges

Feel with one hand/foot

Feel with both together

Place sponge on palm of hand and sole of foot and move from heel to tip of foot

