

### Roots Planning for Home Learning - Autumn Term

Below are a list of key skills to focus on with your child while they are not attending school. From the list of suggested ideas, choose which activities you think will suit the needs of your child the best. They do not need to be done at specific times of the day but just as opportunities arise.

Area	Key Skills	Suggested Activities
Independence	Dressing	<ul style="list-style-type: none"> <li>● Let your child choose the clothes they would like to wear from a choice of 2, as they get better at making choices you can increase the number of options you give them.</li> <li>● Name each item of clothing, pick it up or encourage your child to pick up the named item.</li> <li>● Help your child think about the order that they need to get dressed “what goes on first, pants or trousers?”. Use these sequencing cards to show your child as they are getting dressed <a href="https://do2learn.com/picturecards/printcards/selfhelp_dressing.htm">https://do2learn.com/picturecards/printcards/selfhelp_dressing.htm</a></li> <li>● Help your child with trickier items of clothing but have a clear objective: e.g. pulling up trousers, pulling down a jumper.</li> <li>● Get your child to help with the laundry, here are some tips from a Speech and Language Therapist and Sheffield Children’s hospital to support your child’s language skills <a href="https://www.youtube.com/watch?v=HeYfyH0krKg&amp;list=PLMIZqixhKCwsc2JPQXnTC-H5G2l4KGffb&amp;index=20&amp;t=0s">https://www.youtube.com/watch?v=HeYfyH0krKg&amp;list=PLMIZqixhKCwsc2JPQXnTC-H5G2l4KGffb&amp;index=20&amp;t=0s</a></li> </ul>
Social & Communication	Joint attention & adult focussed activity	<p><b>Focus on faces and eye contact</b></p> <ul style="list-style-type: none"> <li>● Sit in front of a mirror with your child, mimic their expressions.</li> <li>● Sit in front of your child, play peekaboo, vary how long your pause before revealing yourself. Encourage them to put their hands over their faces and respond with ‘boo’ when they reveal themselves. Use silly voices to gain their attention and keep them engaged.</li> <li>● Sit in front of your child and show them that you are listening, return their smiles, let them guide any interaction, this may only be brief but over time can build into longer interactions.</li> </ul> <p><b>Play and turn taking</b></p> <ul style="list-style-type: none"> <li>● Get down on the same level to join them in their play.</li> </ul>

		<ul style="list-style-type: none"> <li>● Provide play opportunities with objects that are easily to share</li> <li>● Bricks/construction: build or knock down towers together, count the bricks, take turns placing bricks <a href="#">Types of Play: Building and Constructing</a></li> <li>● Cars/ vehicles: Make noises (brumm, vroom, beep beep, crash) comment upon what is happening “I’m driving to the shops” “oh no, traffic jam!”</li> <li>● Small figures (animals, people, dinosaurs) Use your child’s interests to influence play, you could link your play to stories you have read together,</li> <li>● Sensory items (sand, water, rice, cereals, playdough, shaving foam, jelly): Explore items together, model sprinkling, pouring, drawing in resources, moving with spoon, spade, filling and emptying pots. Narrate what you and they are doing. <a href="#">List of Sensory Play Activities &amp; Ideas</a></li> <li>● Mark making: Use a variety of mark making resources, crayons, pens, pencils, chalk, different coloured papers and notebooks. You could even use water and a paint brush to make marks on a wall or floor outside or making marks in mud with a stick. <a href="#">Mark-Making</a></li> <li>● Share a book together: Here are some tips from a Speech and Language Therapist and Sheffield Children’s hospital <a href="https://www.youtube.com/watch?v=nzgXUGBDaaU&amp;list=PLMIZqixhKCwsc2JPQXnTC-H5G2l4KGffb&amp;index=4&amp;t=0s">https://www.youtube.com/watch?v=nzgXUGBDaaU&amp;list=PLMIZqixhKCwsc2JPQXnTC-H5G2l4KGffb&amp;index=4&amp;t=0s</a> <b>Shifting attention</b></li> <li>● Point and name interesting objects. This can be things you spot in the street ‘truck’, look a dog’, ‘here is mummy’. Or switching attention to a new toy, ‘Wow look at this!’ demonstrating how to play with.</li> </ul>
Self- Help	Washing hands	<ul style="list-style-type: none"> <li>● Support your child to wash their hands after going to the toilet, before eating, and when going out or returning from different locations.</li> </ul>

		<ul style="list-style-type: none"> <li>● Look at where your child needs help - turning on the tap, pressing for soap, rinsing hands. Focus on this area to help your child become more independent. When they have mastered this, pick something else to focus on.</li> <li>● Encourage your child to rub their hands thoroughly with the soap, you could sing a song to make sure they do this properly <a href="#">How to wash your hands NHS song   NHS</a>, experiment with different songs to see which ones motivate them the most.</li> <li>● Model washing and rubbing your hands so that your child can copy.</li> <li>● You can use visual cards to show your child the sequencing of washing hands. Use this sequence strip to support your child with visuals <a href="#">Educational Resources for Special Needs</a></li> </ul>
Physical development	Gross motor skills: Dance and movement	<ul style="list-style-type: none"> <li>● Encourage your child to move, dance in whatever way they feel comfortable.</li> <li>● Put on your child's/your favourite band and dance together.</li> <li>● Practice some action songs like 'head shoulders knees and toes', get them to copy your movements, you may need help them move their body parts.</li> <li>● Gonoodle is a great website with lots of links to different movement activities and dances <a href="https://family.gonoodle.com/">https://family.gonoodle.com/</a></li> <li>● Try some 10 Minute Shake up activities <a href="https://www.nhs.uk/10-minute-shake-up/shake-ups">https://www.nhs.uk/10-minute-shake-up/shake-ups</a></li> <li>● Dance 'n Beat Lab channel <a href="#">Dance 'n Beats Lab</a></li> </ul>