

Early Development: (Seasons) - Secondary

**The Four Seasons- *Activities to extend
your child's learning***
Teacher/Parent/Carer notes

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Explanation

- This document is designed to support the adult working alongside the child using the slides for lesson 2.
- For each activity there is a brief explanation outlining the aim of the activity as well as ideas to support delivery.
- For some activities, additional resources such as templates have been included.
- In addition there is a section on ‘Supporting Engagement’. This outlines some of the things to look out for in terms of exploration, anticipation, initiation, realisation and persistence (The Engagement Model) and how you can develop these within the activity. It is important to note that when using the Engagement Model you should only be changing one thing at a time, rather than attempting to increase engagement in all areas simultaneously. There is no one size fits all and activities and learning should be tailored to your child’s needs and based upon your observations and interactions with your child.



Exploring the Spring rains (Activity 1)

The aim of this activity, depending on the level of your child, is for your child to:

Accept sensory experiences | Continue to explore sensory stimulus after adult initiated activity

You will need a tub of water, some wellies, a spray bottle and an umbrella.

Use the objects above for a sensory exploration of the spring rains - ideas are outlined on the lesson slide.



Supporting Engagement (Activity 1)

Exploration - Does your child build on their initial reaction? For example, after resources are presented do they move their fingers/retain focus on the resource briefly or for extended periods?

Anticipation - When exploring the resources does your child act surprised or do they respond in a way that is appropriate to explore that resource? For example, are they expecting the rain as they move away from the umbrella, or are they expecting splashes from the puddle activity? Use sensory cues to develop this, reducing as your child builds up their engagement.

Realisation - Is your child attempting to grab the resources themselves or showing signs that they would like to? Do they move their hand through the water or start to move their feet toward the water tub? Present the resources in a way that is accessible to your child so they are able to have more control.

Persistence - Does your child sustain attention for long enough to actively explore each resource? Find ways to enhance the resources or present them in different ways to capture their attention and increase the length in which they explore. Once a child is engaged with a particular resource you could try moving it slightly out of reach or hiding it under a cloth to see if they search for it in order to continue engagement.

Initiation - Is your child acting spontaneously / independently or do they need to be prompted? Try removing a resource they are exploring and see if they call out for its return. Present the water tub so they can independently explore it and see if they attempt to.



Exploring the autumn wind (Activity 2)

The aim of this activity, depending on the level of your child, is for your child to:

Respond to sensory stimuli | Actively explore sensory items.

You will need a fan or hairdryer on the cool setting, dried or paper leaves.

Allow your child to explore the feel of wind on their skin. How do they respond? If appropriate connect the fan / hairdryer to a switch and let them control the activity

Use the fan / hairdryer to move paper or real leaves around the floor or in a tub. Encourage your child to watch them as they move.

You could also use this activity to promote cause and effect, giving your child control of a switch to activate the fan/hairdryer.



Supporting Engagement (Activity 2)

Exploration - Does your child build on their initial reaction? Do they move their head or arms around to explore the 'wind', or do they look around to explore what is happening to the leaves on the floor?

Encourage exploration with enthusiastic prompting. Use brightly coloured leaves to gain attention.

Anticipation - When exploring the resources, does your child act surprised or do they respond in a way that is appropriate to explore that resource? Use sensory cues to develop this, reducing as your child builds up their engagement. If you are using a switch are they looking to watch the leaves whilst pressing the switch or are they concentrating on the switch? Can you use a timer on the switch to encourage your child to anticipate when the leaves will stop blowing around?

Realisation - Is your child attempting to grab the resources themselves or showing signs that they would like to? Present the resources in a way that is accessible to your child so they are able to have more control.

Persistence - Does your child sustain attention for long enough to actively explore each resource? Find ways to enhance the resources or present them in different ways to capture their attention and increase the length in which they explore. If you are using a switch can you use sabotage to encourage persistence?

Initiation - Is your child acting spontaneously / independently or do they need to be prompted? Try removing a resource they are exploring and see if they call out for its return. Are they attempting to press the switch?



Exploring a tree through the seasons (Activity 3)

The aim of this activity, depending on the level of your child, is for your child to:

Briefly attend to a stimulus | Accept shared exploration of a stimulus | Participate in shared activities sustaining concentration for short periods (up to 30 seconds)

You will need either premade sensory pictures representing the tree in each season or the materials to make them with your learner.

Support your child to explore the different pictures through different senses - ensuring you cue them in. Alternatively explore the separate items as you make the picture. Look at the colours. Touch and feel the different textures. When creating the pictures ensure they are 3D or have elements that raise or 'flap away' from the page. Listen to the tissue paper leaves. You could even add perfumed scents for the flowers and the fruit.



Supporting Engagement (Activity 3)

Exploration - Does your child build on their initial reaction? For example, after resources are presented do they move their fingers/retain focus on the resource briefly or for extended periods?

Anticipation - When exploring the resources, does your child act surprised or do they respond in a way that is appropriate to explore that resource? Use sensory cues to develop this, reducing as your child builds up their engagement.

Realisation - Is your child attempting to grab the resources themselves or showing signs that they would like to? Present the resources in a way that is accessible to your child so they are able to have more control.

Persistence - Does your child sustain attention for long enough to actively explore each resource? Find ways to enhance the resources or present them in different ways to capture their attention and increase the length in which they explore. Once a child is engaged with a particular resource you could try moving it slightly out of reach or hiding it under a cloth to see if they search for it in order to continue engagement.

Initiation - Is your child acting spontaneously / independently or do they need to be prompted? Try removing a resource they are exploring and see if they call out for it's return.

