

Early Development: (Clothes and Fashion) - Secondary

**My Mum and Dad make me laugh -**  
***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 different clothes (Activity 1)

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

**Accept shared sensory exploration | Participate in shared activities sustaining concentration for short periods of time**

You will need a variety of different clothes.

Support your child to explore each item of clothing through their senses - using sensory cues to introduce these.

Support your child to try on the clothing building in opportunities for anticipation where possible. Examples: for a hat, prompt '1,2,3' and then place on the head, for a tie, have the tie loosely in place and then prompt '1,2,3' and then gently 'flap' the tie up and down.



# Supporting Engagement (Activity 1)

**Exploration** - Does your child build on their initial reaction? For example, after introducing a particular item, such as a patterned scarf, does your child start to move their fingers / hands to explore the item more, do they bring it to their face to look at it, or if it has been placed next to them are they moving their head / eyes to visually explore the patterns?

**Anticipation** - When exploring the clothes, does your child act surprised or do they respond in anticipation? For example, if you are introducing the hat using the prompt '1,2,3' do they look upward or move their hands to their head? Encourage anticipation through the use of exaggerated prompts which you can then lengthen or reduce to support generalisation.

**Realisation** - How is your child interacting with the activity? Are they allowing you to do all the work or are they demonstrating actions which suggest they would like more control over the activity? Are they gesturing toward certain items or displaying behaviours which indicate they do / do not want to try on particular items?

**Persistence** - Does your child sustain attention for long enough to actively explore the clothing? If they like a particular item try moving it slightly out of reach to see if they will attempt to continue exploration.

**Initiation** - Is your child acting spontaneously / independently or do they need to be prompted? Try leaving different items within reach and see if they independently interact with any of them.



# Exploring spots and stripes (Activity 2)

The aim of this activity is for your child to:

## **Attend to visual stimuli.**

You will need some spotty and stripy items (or you can use the images on lesson slides 10-13).

Allow your child to visually explore these items.

Then direct where they look or what they look at pointing to each spot or stripe- verbalising as you do so.

Repeat this but use your child's finger instead of your own.



# Supporting Engagement (Activity 2)

**Exploration** - Does your child build on their initial reaction? For example, after noticing an initial stripe or spot, do they start to engage with the activity? Do they look at one spot or start looking around for more? To support exploration you could use a torch to highlight the spots and stripes or use an animated version.

**Anticipation** - As you run through the routine of looking at, pointing out and then supporting your child to touch the spots / stripes notice where they are looking or if they start to vocalise with you.

**Realisation** - How is your child interacting with the activity? Are they only following your prompts or are they demonstrating actions which suggest they would like more control over the activity - such as vocalising or reaching out to the spots / stripes without your support?

**Persistence** - Does your child sustain attention for long enough to actively explore the patterns or do they only briefly notice them? Do they attempt to touch them?

**Initiation** - Is your child acting spontaneously / independently or do they need to be prompted? Place one of the patterns within reach and see if they independently interact with any of them.



## Creating spots and stripes (Activity 3)

The aim of this activity is for your child to:

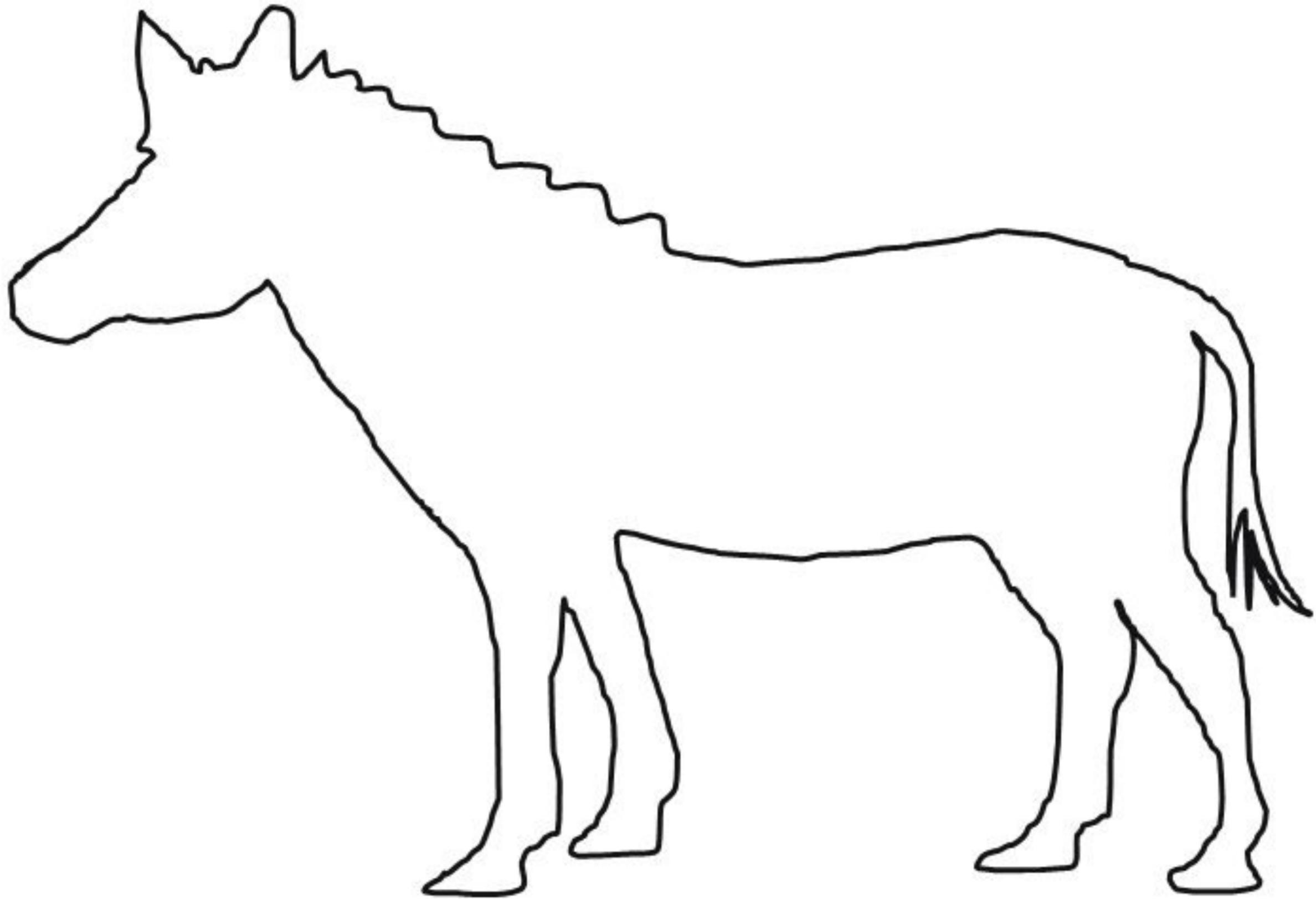
**Develop understanding of cause and effect by observing the results of their own actions.**

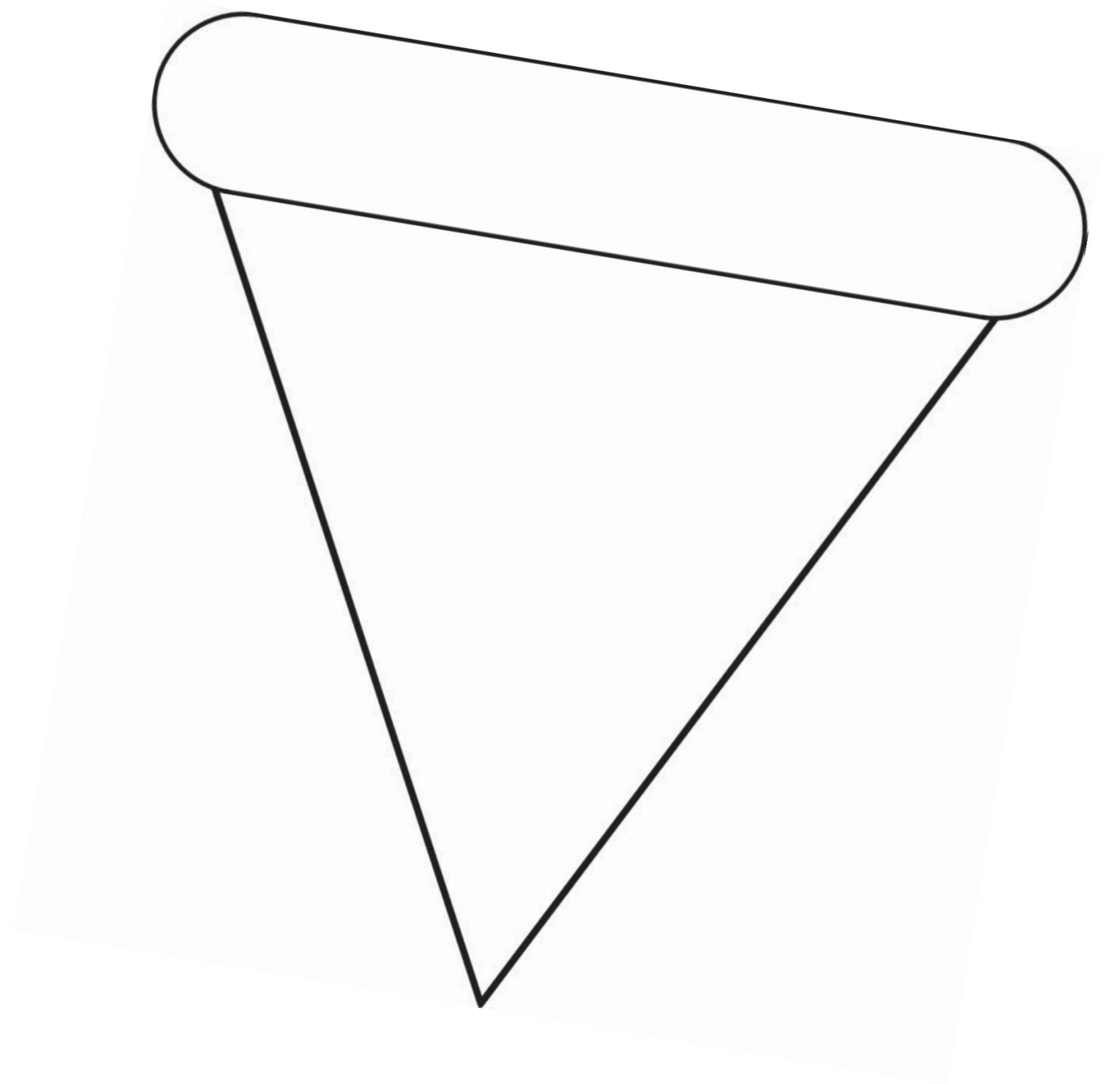
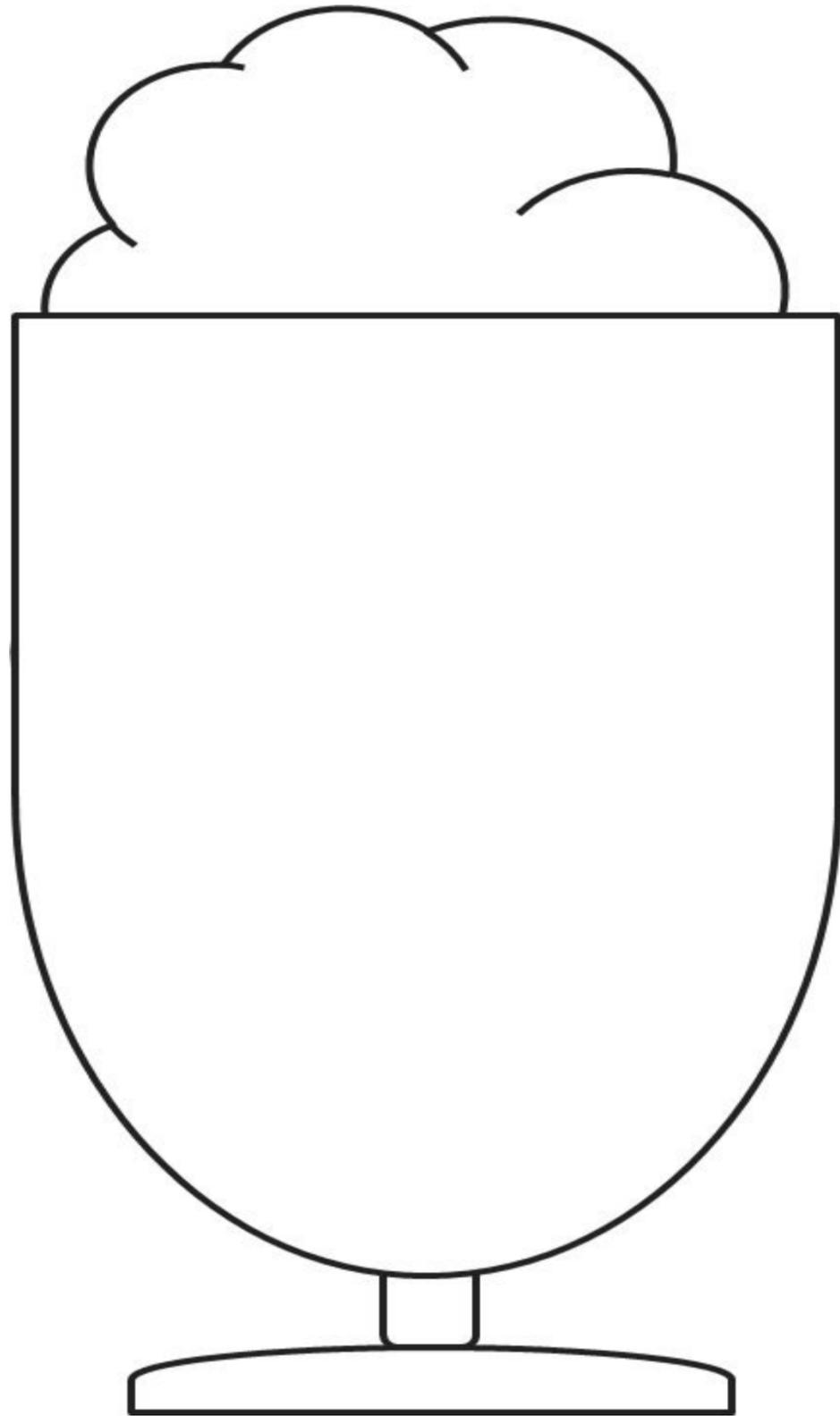
You will need some finger paints or large bingo style marker pens and the templates (found on pages 8-10).

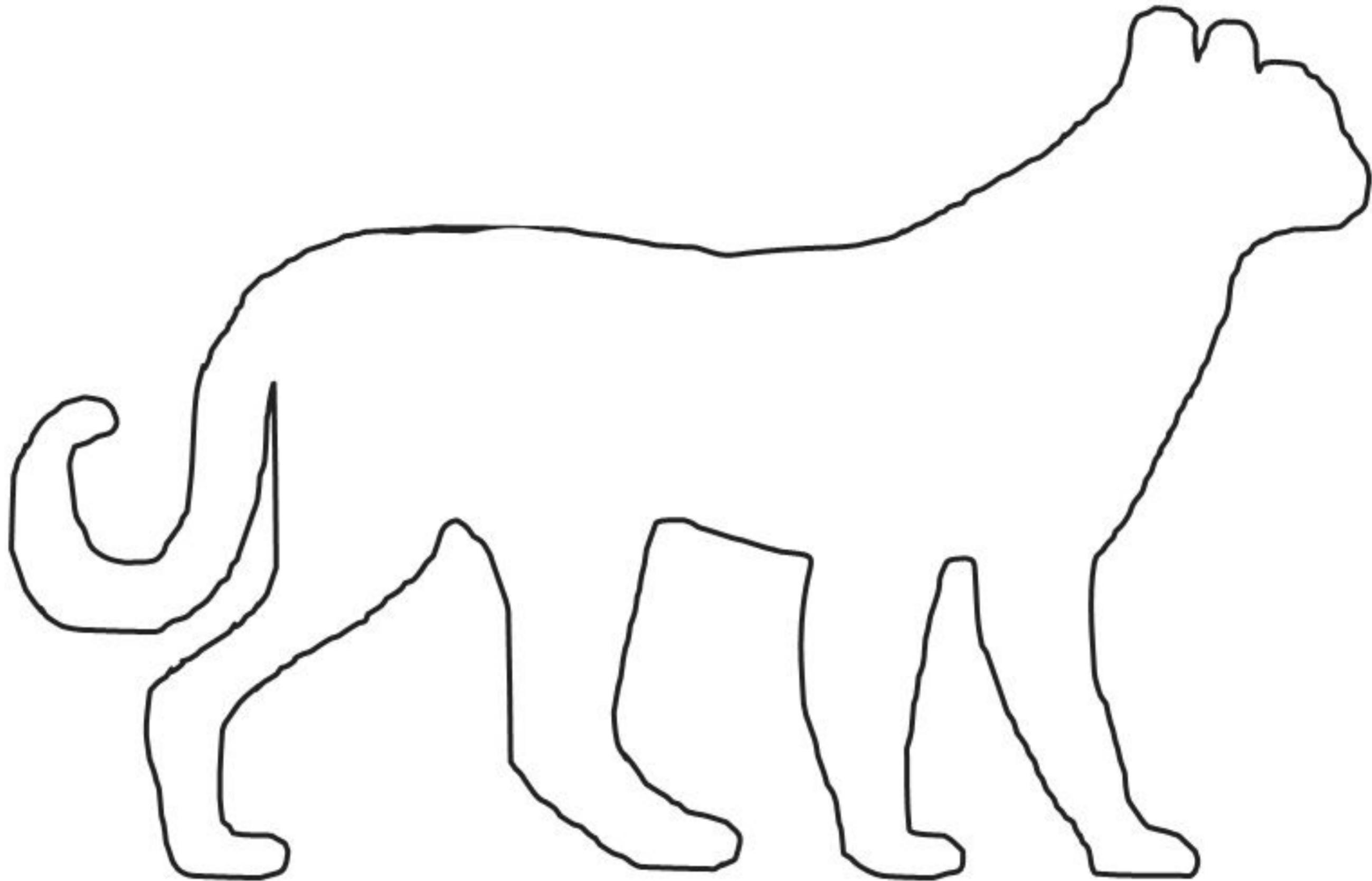
Support your child to use finger paints to add spots and stripes to different items from the story.

As you undertake this activity build up a familiar pattern / routine, for example: dip finger in paint, move finger to above template, paint the spot, notice the spot and repeat. Building a familiar routine will support your child to develop their anticipation and awareness of routine.









# Supporting Engagement (Activity 3)

**Exploration** - Does your child build on their initial reaction? Are they showing curiosity or losing interest very quickly? Ensure you give your child plenty of time to explore what is happening, using cues if appropriate.

**Anticipation** - When creating the pictures, does your child act surprised at each spot / stripe or are they expecting the pattern to appear? Are they actively looking for it? Do they demonstrate awareness of sequence - for example, looking back or moving hand back towards the paint to repeat the activity? You can support this through verbal and physical prompts, reducing as your child builds up their engagement.

**Realisation** - How is your child interacting with the activity? Are they allowing you to do all the work or are they demonstrating actions which suggest they would like more control over the activity? Are they moving their own hands toward the paint or deliberately creating their own marks on the paper?

**Persistence** - Does your child sustain attention for long enough to actively explore the activity? If they are given time to make marks independently, do they show any indication that they are trying to repeat the activity such as slow hand or finger movement in direction of the paper/ subtle muscle movements whilst fixated on the paint / paper / finger?

**Initiation** - Is your child acting spontaneously / independently or do they need to be prompted? Do they only explore the paint in the way you are guiding them or do they attempt to explore in different ways? Do they, for example, try to smell or taste the paint? Do they attempt to use more than one finger?



# References

- Images on slides 8 - 10: Emma Pemberton, Oak National Academy.

