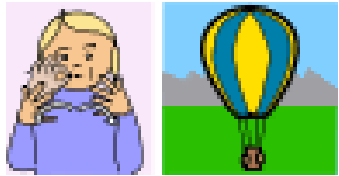




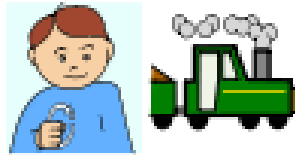
# 7<sup>th</sup> Edition of Home Learning – Listen and Play



balloon



bus



train

We hope that you will enjoy using stories written by a variety of authors as a source for providing a platform for our rich source of ideas, activities along with lots of songs to assist with vocabulary and communication.

We've tried to make the activities accessible to everyone where possible. To do this you may have to try one of the alternative ideas to make it easier/harder.

REMEMBER, these are ideas for home learning. You do not have to do them, we just want to give continued learning support through this time and assist in giving focus/structured ideas for the day/week. The MAIN objective is, dip in, have a go, get the family involved and have fun!

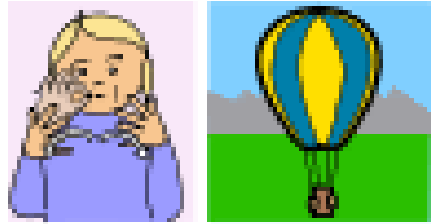


balloon



balloon

# Up, Up, Up!



balloon

## Song and Story

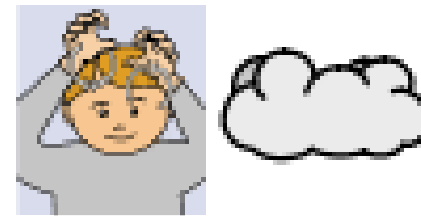
[https://www.youtube.com/watch?v=Lrd0TiER\\_J0](https://www.youtube.com/watch?v=Lrd0TiER_J0)



moon



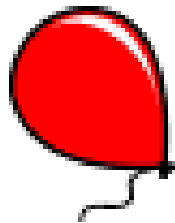
bird



cloud



high



balloon

# Developing Communication and Literacy

**Up, Up, Up! Song and Story – You will be singing this delightful tune all day long (Link on previous slide)**

**Questions:**

After watching and listening to the YouTube clip a few times, have a try at the tasks below. Enjoy spotting the answers to the following questions with your child:

Which vehicles did the children see from the balloon?

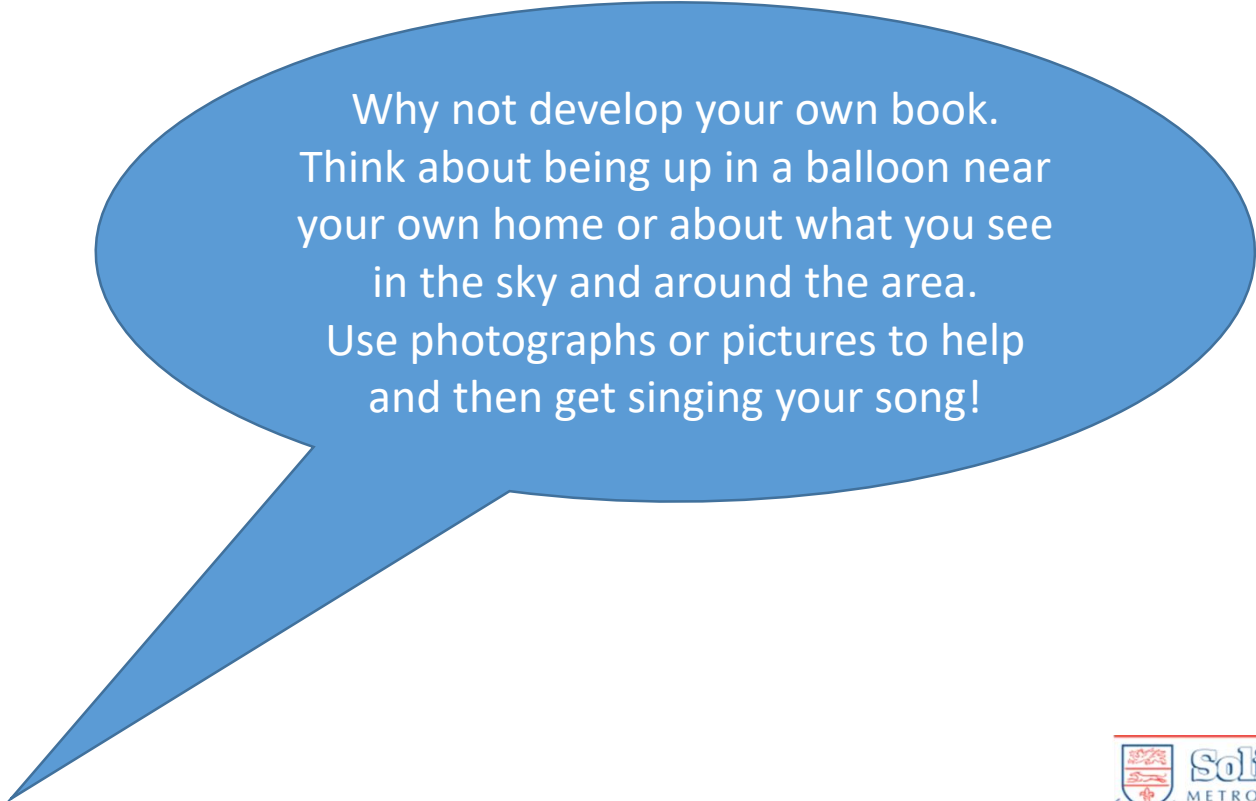
Who was jumping in the sea?

Who was walking in the desert?

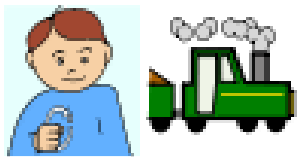
Do you think you can really touch the moon?

Look up. What do you see?

Why is the balloon in the air and not on the road?

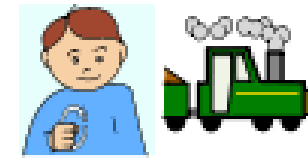


Why not develop your own book.  
Think about being up in a balloon near your own home or about what you see in the sky and around the area.  
Use photographs or pictures to help and then get singing your song!



train

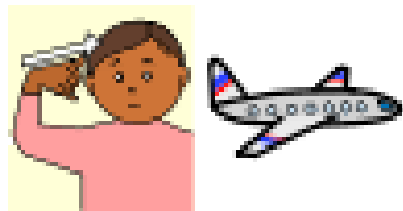
# Sounds and Off they go!



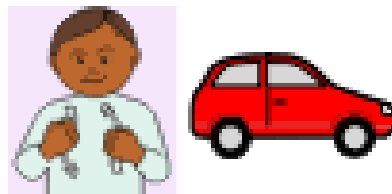
train



bus



Aeroplane



Car



Racing car



motorcycle

Choo, Choo, Clickety-Clack! Book to share

<https://www.youtube.com/watch?v=kzLTMy9XLJI>

## A Fun Sound and Ready Steady Go Activity

**What you will need:** A selection of vehicles in a bag and a ramp/tunnel or slide for the vehicles to travel down.

**What to do:** Introduce one vehicle with a sound “Choo Choo”, point to your ear and say “I can hear the train” “Choo Choo”. Show your child the train and repeat the sound “Choo Choo”

**Ready, Steady GO:** Hold the train at the top of the slide and tell/sign for the train to “wait”. Model the words/signs “Ready Steady GO” and release the Train on word/sign “GOOOO”

Repeat this several times, letting your child have a turn too.

Once you have modelled this a few times or your child has copied the word/sign “Gooo”, see whether your child will fill in the gap when you leave a PAUSE. “Ready, Steady, .....(Pause)..... Your child may sign/make a sound for Go. Release the train.

If not, model the word/sign for your child a few more times then try leaving a pause again.

*\*\*Top tip – Begin by introducing a new sound and vehicle regularly to keep your child’s interest. When you show your child a new vehicle, move the other vehicles away, this way you will encourage shared attention and listening. Increase the number of vehicles as your child becomes more familiar with the activity and different sounds. HAVE FUN!*

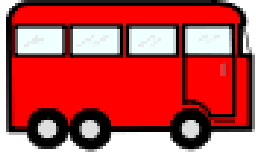


bike



boat





bus

# Wheels on the Bus

Find your dolls and teddy's and build a bus in your garden using chairs or cushions.....share a story/song about a bus with friends!

<https://www.youtube.com/watch?v=0peZ5AN5vs8>



## Rhyme/song

*The wheels on the bus go round and round,  
Round and round, round and round  
The wheels on the bus go round and round  
All day long.  
The bell on the bus goes ding, ding, ding.  
The wipers on the bus go swish, swish, swish.  
The driver on the bus says "Any more  
fares?"*

**Level 1 Activity** – choose a song book about a bus.

Look at the cover & talk about it.

Turn the page and point to the wheels. Sing the verse.

Put the book aside and using a toy bus or template bus on slide 9, sing the verse again spinning the wheels again.

Pause after two repetitions of round & round to see if the child will complete the line.

Finish off the verse, put the bus aside and return to the book/toy.

Sing each page twice, once with the book & once with the bus.

If you don't have people just pretend....have fun!

**Expected Outcomes** – recognises melody understands actions phrases in songs.

-Repeats an action/word from the song.

-Recognises words that are part of a whole.



bus

# Wheels on the Bus

**REPEAT LEVEL 1 ACTIVITY AGAIN BUT FOCUS ON THE LEVEL 2/3 OUTCOMES....SEE HOW THEY DEVELOP**

## Level 2 :

Now that your child is more familiar with this song

Focus this time on the Verb Phases e.g. *Open and shut, up and down, any more fares*

Point out and count the plurals: *Windows, wheels, wipers.*

**Expected outcome:** For your child to join in with more words

**Extend:** Talk about the child's experience on a bus/when they have seen a real bus.



## Level 3:

**Listening activity:** Your child may be able to add the correct action from hearing the words alone. e.g. Adult sings "*The wipers on the bus*"  
Child joins in moving arms side to side like wipers

Sing the first line of the song and see if your child can complete the verse.

**Expected outcome:** For your child to sing most of the words and to copy intonation in song.

**Extend:** Talk about your own bus experience and ask others about their experiences.



Children's Services and Skills Directorate

SEND 0-25 Service

Special Inclusion Support Service

Sensory and Physical Impairment Team – Feb '21



# Craft and Social Skills



When you create your masterpiece bus, boat, plane or rocket with art materials please think about the following:

- Practice initiating (requesting for materials)
- Sharing the supplies with others engaging in the activity alongside them
- Use signs if needed (on next slide)



As you are making, say -

**BRUMM, BRUMM, goes the engine!**

(Or similar for your transport)

Pause, wait, listen.....

Say...

**BEEP, BEEP, goes the horn!** (or other noise)

**Your turn now!**



# Bus Activity or other transport make and do

## Activity 1.

Make and do!

Lets make a bus, no printer, have no fear have a go and copy the bus template! See slide 8 or make own transport design

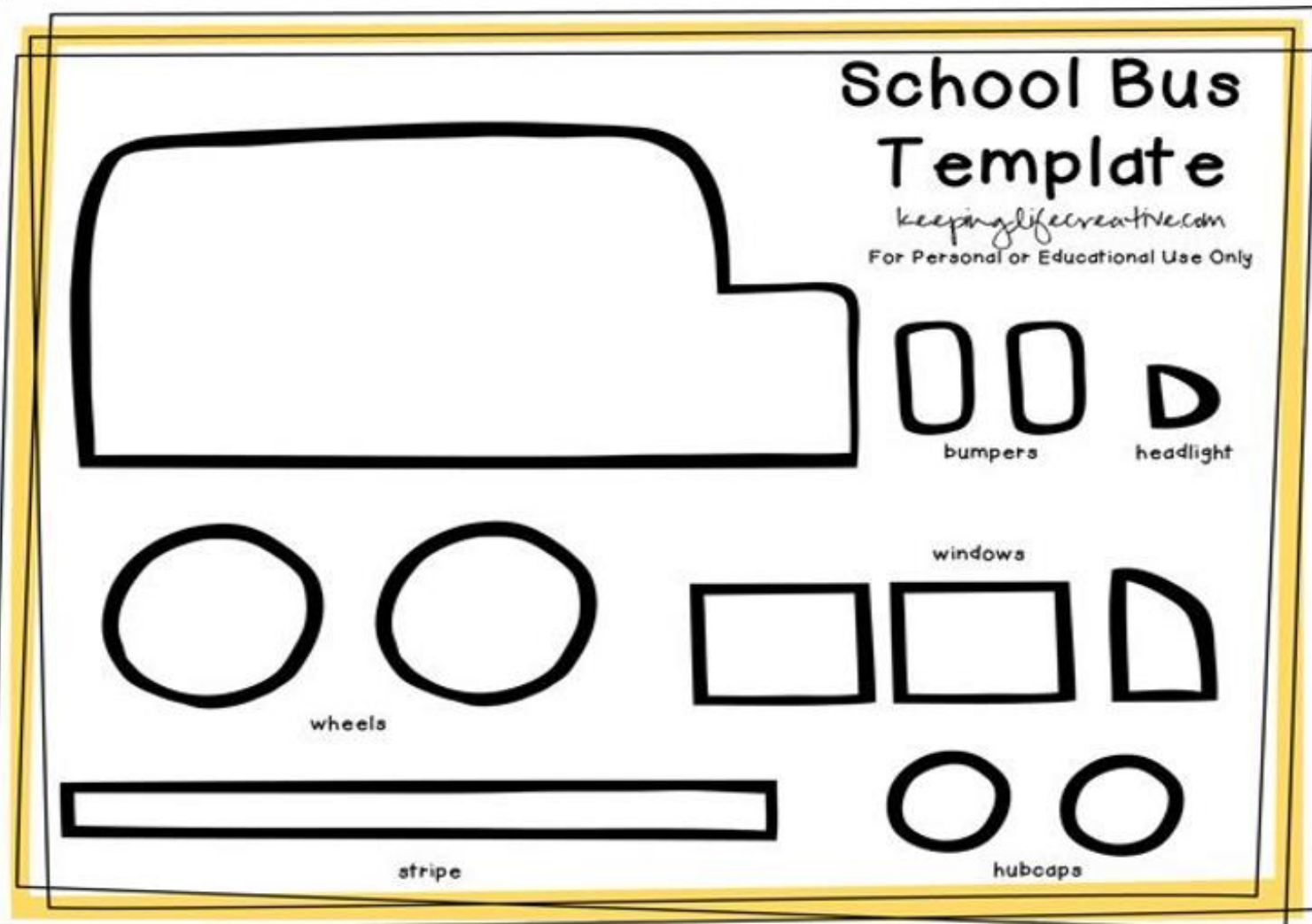
What you will need:

- A piece of strong cardboard - old cereal box?
- A pen to draw
- Scissors to cut out
- Colours
- Glue to stick your wheels on!

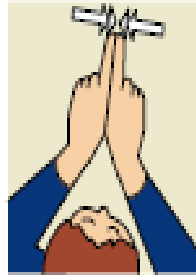




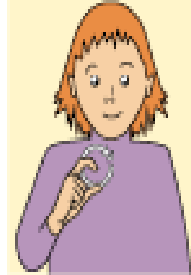
# Craft and Social Skills



# Craft and Social Skills



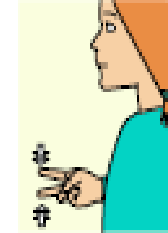
same



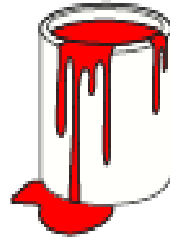
colour



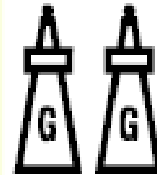
more



scissors



paint



glue



draw



Rocket

# Zoom, Rocket, Zoom!



Rocket

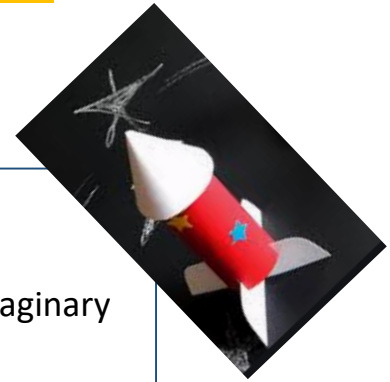
## Imaginary play

<https://www.youtube.com/watch?v=uIDA29Y7f3k>

**What you will need:** Your imagination!

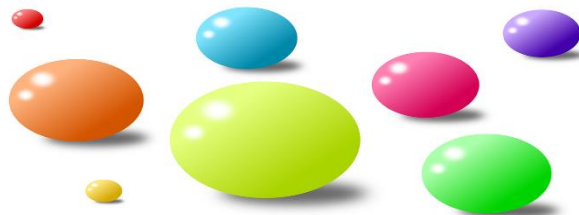
.....and a few props if you have them lying around.

- 2 boxes with a square cut out. A perfect Astronaut helmet for you and your child - No Box? Just wear that imaginary helmet.
- Maybe make the rocket from Slide 9?
- Indoors –Cushions/balloons to represent the different planets you will visit.
- Outdoors – balls scattered across the garden.



## Ideas of language to use during play –

1) **Act out** and **describe** how you/objects are travelling



- **Zoom** around in your rocket

- **Float** like an astronaut

- Wow, the planets are **spinning round and round**

- Will you have a **crash landing** or a **smooth landing**?

- Step **slowly** out of your rocket











2) **Use Time words and adjectives** – Which planet will you visit **first, next, last**?

The **red** planet, the **blue** planet or the **stripy** planet ?

3) When you land on Mercury or Jupiter, I wonder if there will be aliens that chase you?!



# Number

 one	 two	 three	 four
 five	 six	 seven	 eight
 nine	 ten		

## Count:

- The Rocket until blast off
- The cars
- The bus passengers
- The wheels on trains/cars
- Windows



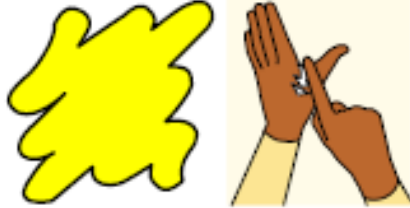







black

# Colours



blue

 <p>colours</p>	 <p>red</p>	 <p>yellow</p>	 <p>orange</p>
 <p>purple</p>	 <p>green</p>	 <p>brown</p>	 <p>pink</p>

Don't forget to get include with, colour of vehicle or in art activities!

All aboard !!!

# Repeating Patterns

Repeating patterns can be made in a variety of ways, let's think how we can use our toys to make a pattern of different coloured trains.....

Look at the pattern ....blue, red, blue..... now what's next? Play and talk about how you can develop it, introduce a number element like 2 blue trains, 1 red etc.



Green Train!! Yes!



2 Blue Trains!  
Well Done

- There are many different ways to explore patterns in our everyday day to day activities. Sometimes we are wearing them! It might be as simple as saying to your child "Look you have stripes on today... red, yellow, blue, red, yellow.... I wonder what comes next?"
- Try making patterns with different toys like Duplo/other vehicles or even things in the garden.....
- If you feel like being noisy, how about sound patterns bang-bang tap-tap.



# Building knowledge..

## Categories

Try to put transport or other objects in to categories (groups that are set by a criteria – these can be easy or harder as below examples).

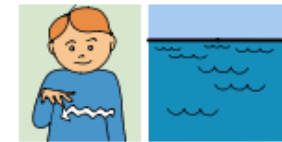
You can do this by using vehicles, or other items real/picture form.



road



sky



sea

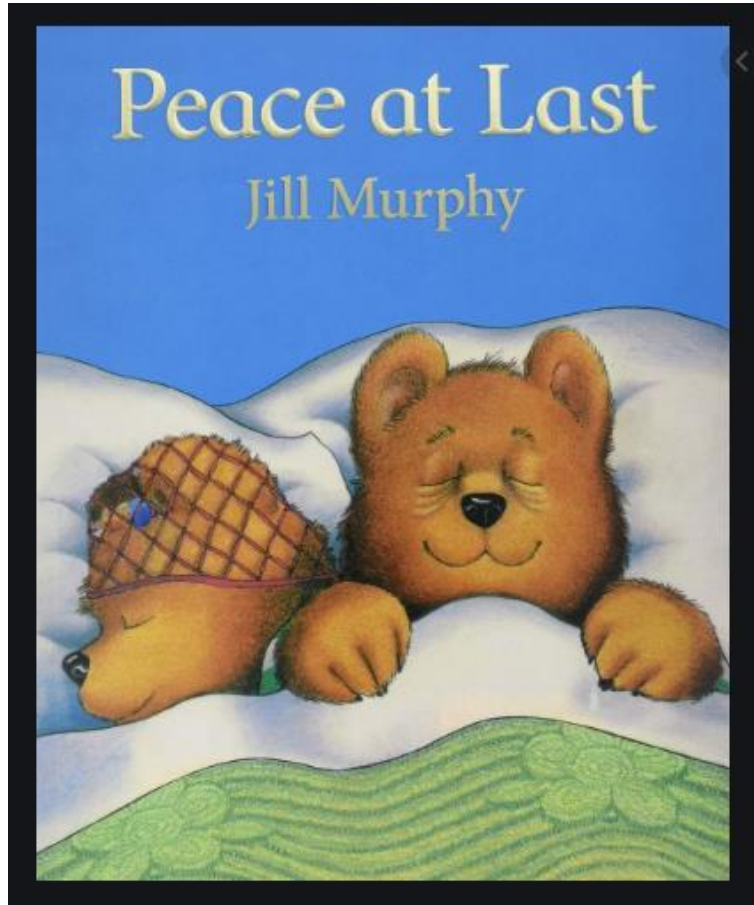


Car



Aeroplane

# Peace at Last



BSL signed story with pictures –

[https://www.youtube.com/watch?v=kYBhUAe06\\_w&list=PL7zNl2HpED2imeU0ZDV3W6BF4DiISUAeg&index=30&t=0s](https://www.youtube.com/watch?v=kYBhUAe06_w&list=PL7zNl2HpED2imeU0ZDV3W6BF4DiISUAeg&index=30&t=0s)

Read story with pictures -

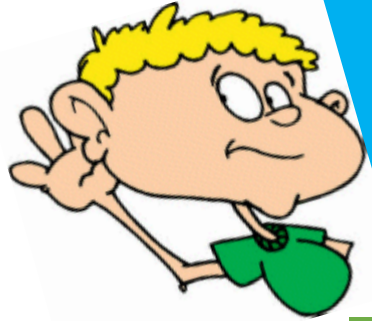
<https://www.youtube.com/watch?v=9U9y35kWBvM>

Don't forget:

Repeat

Wait

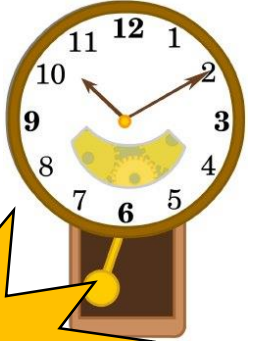
Will they put in signs, or repeat phrases



# Indoor Listening Walk



Wow, did you hear all of the sounds in the “Peace at Last” story?



## Now it's your turn!

Walk around each room in your house – **take a minute to listen**

1) Can you name the objects making a noise? Take your child to the sound to listen.

2) Can you describe the sound that the object making?

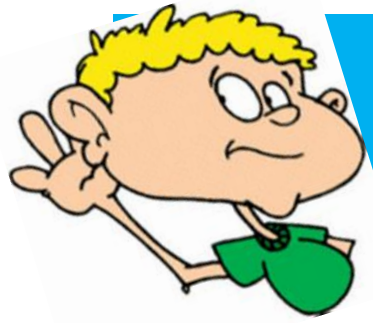
*\*Is the kettle whistling in the kitchen?*

*\*Do the wardrobe doors creak in the bedroom?*

*\*Can you hear the washing machine whirring in the utility room?*



ZZZZZZ



# Outdoor Listening Walk



Now it is time to try a listening walk outside

Tweet Tweet



Like the different rooms in your house, there are many places to listen outside:

- \*In the garden
- \*In the woods
- \*Walking along the street

Hoot Hoot



Snuffle Snuffle



- 1) Can you name which sounds are **quiet** and which sounds are **loud**?
- 2) Which sounds are **close** and which are **further away**?

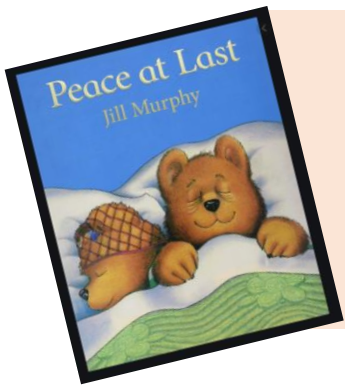
Meow Meow



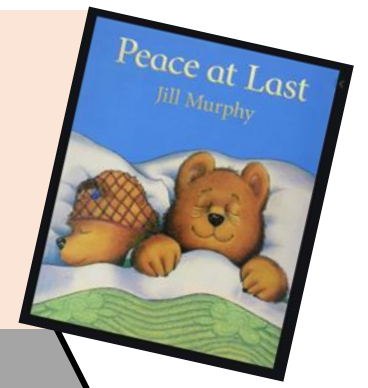
**Remember to listen out for all the vehicle sounds that you have been practising too**







# Building knowledge..



**PHONICS** <https://www.youtube.com/watch?v=BELIZKpi1Zs>

## What do you need?

When using something (item) or pointing within book, think about the letter sound it begins with...  
What sound does Daddy begin with? What does garden begin with?

## **Find....**

Other word in the story beginning with that letter  
Things around the house beginning with the letter  
Identify just the letter in the book inside words

## **Story book/Sequencing:**

You can create and complete as outlined below (if you think about textures when using art materials, it creates a lovely sensory book)

### **Idea 1:**

Put one element and sign/word on each page to create a sensory/first word book

### **Idea 2:**

Your child can sign/narrate a sentence to go with pictures they/you draw for sequencing the objects which make noises in the story

### Alternative:

Sequence the pictures attached with this resource pack and attempt writing a narrative to accompany

## **FAMILY GAME!!**

Record noises around the house on your phone and play a family guessing game – who can name what makes the sound?




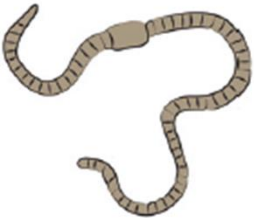





OR

Play the sounds whilst reading the book you and your child have created!



# Building Knowledge... *(Now you know a lot about vehicles and sounds)*

**Bug Hunt** – Draw some insects like the grid below and cross them off as you find them in the garden/woods (see next slide for Bug signs)



**How do bugs compare to vehicles?**

## NATURE

Can you go outside and be a nature explorer? Can you find a spider, a butterfly or a snail and compare it to the vehicles you have been looking at?

Which vehicle does the insect move like? Does it have wheels that go round or use wings to fly?

How many wings does a butterfly have? Is that the same as a aeroplane?

Does it make a noise to warn you that it is there, like a Fire engine's siren or a bus with it's horn?

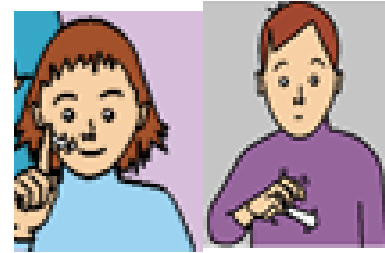
Vehicles need fuel to make them go, but what does an insect need?

Don't forget...think about sounds in the environment e.g. buzzing of the bee, the car zooming past in the distance

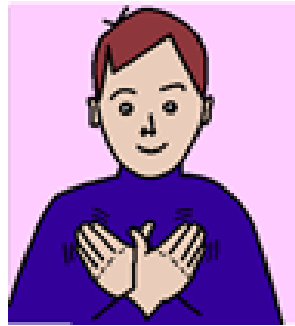




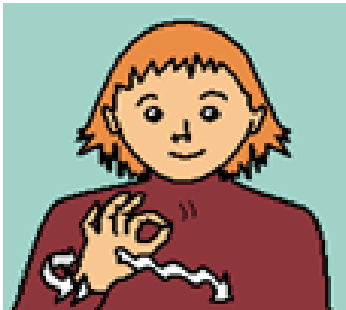
# Bug signs



Lady bug



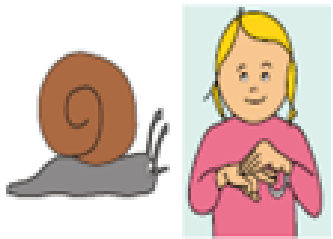
Butterfly



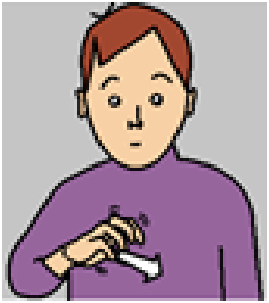
Bee or Fly



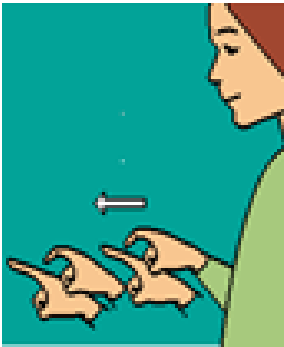
Flower



Snail



Spider



Caterpillar



Worm



Slug

Similar to worm, but index **and** middle finger move together

**Beetle** – index fingers (slightly bent) point out from either side of your forehead like pincers

**Ant** – same sign as spider, but the action is made so the ant is running along your other forearm