

# Self-Registration

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## RESOURCES

- Large pieces of paper
- Masking tape
- Range of coloured felt-tip pens

## ACTIVITY

- Set up the activity by using the masking tape to tape the large pieces of paper to the wall/whiteboard around which children will be sitting for the activity. In large upper-case letters write the first letter of each name of the child who will be in the group.
- When the children are sat around the board/wall ask each one to find the letter their name starts with and draw a big line down from that letter to mark themselves as ready to learn.

Teaching note: differentiate this activity by children writing the first letter of their own name.

# 63. It Goes in My House

## Learning Objective

P6 pupils select and recognise or read a small number of words or symbols linked to a familiar vocabulary.

## Additional Skills

Visual: recognising words and images.

Attention: maintaining concentration until a task is complete.

Social communication: sharing with a group.

## Resources

Outline of a house on A3 paper

A4 page with 'No' written at the top

Pictures of regular household items with the word underneath; cut out

Pictures of non-household items with the word underneath; cut out

Glue

## MAIN

- Place a picture of the outline of a house on the table. Next to it place a piece of paper that has 'No' written at the top.
- Place a mixture of the pictures in a pile next to the A3 house picture.
- Ask the child to read or recognise the word.
- Would they like it in their house? If yes, stick it in a room. If not, stick on the 'No' sheet.

## PLENARY

As a group, come together and share the pictures. Ask children what their favourite item is and write this on the board. Is it the same for all the children?

## CONSOLIDATION ACTIVITY

Set up a dolls' house (or other toy building) and find real items that the children can explore placing in the house. Is there anything else that they would like to add? Have some craft materials available so the children can extend their play by making resources.

# 95. The Office Needs You!

## Learning Objective

P7 pupils group letters and leave spaces between them as though they are writing separate words.

## Additional Skills

Social communication: working with others.

Attention: increasing attention to ten minutes.

Auditory: following instructions.

Visual: looking at resources to support writing.

## Resources

Box of office supplies (folders, letters, pens, paper, tape, stickers, etc.)

Pretend email from the receptionist

## MAIN

- Tell the children that the school receptionist has become very busy and needs their help.
- Show the children the box of filing, envelopes, folders, labels and all the other resources that you have found, and ask the children if they can help.
- Together, choose part of the classroom that can be set up as the role play, and allow the children to set this up with adults modelling and supporting, not taking the lead.
- Show the children an email that you have 'received', saying that the receptionist needs a leaflet to send home about an event next week and can the children create it?

## PLENARY

After the session, make the role play area tidy and ready for more play.

## CONSOLIDATION ACTIVITY

Each session, present the children with a different task that needs to be carried out in order to support the receptionist.

## 59. What's in the Book?

### Learning Objective

P5 pupils show curiosity about content at a simple level.

### Additional Skills

Attention: developing joint attention skills.

Social communication: taking turns and waiting as part of a small group.

Communication: expressing through gesture/symbol/verbalisation an answer in response to a question.

### Resources

Range of big and small jungle animals, for example big lion, small lion, big elephant, small elephant

Tray/basket

Laminated book: on each page is text that reads, for example, 'big lion', and a picture/symbol that matches the text

### MAIN

- Children sit in a small group on the carpet.
- Adult introduces each character in the book, taking them out of the tray/basket and lining them up for the children to see. Adult pulls out the big elephant and says 'Here is big elephant!' Adult places the big elephant next to previously placed small elephant.
- Adult holds up the book, places it on floor in front of the children and chants 'What's in the book (clap, clap)? What's in the book (clap, clap)? What's in the book (clap, clap)? Let's look and see!'
- Adult makes a show of flicking through the book then shows the children the page they have found, saying for example 'Big lion is in the book!'
- Adult then chooses a child from group to find the big lion and match it to the book picture.
- Repeat the activity choosing different children to come and take a turn.

### PLENARY

Adult lines up all the animals from the book again. Choose a child and ask them to come and find an animal to put back in the tray/basket, for example 'Luke can you find the small elephant and put him in the basket? Bye small elephant!' Repeat until all the animals have been tidied away.

### CONSOLIDATION ACTIVITY

Repeat this activity with different objects, for example different coloured balls/boats, different sized farm