

My School Day

A sequence of five empty rounded rectangular boxes connected by teal arrows pointing right.

A long, empty rounded rectangular box.

A second sequence of five empty rounded rectangular boxes connected by teal arrows pointing right.

A second long, empty rounded rectangular box.

A third sequence of five empty rounded rectangular boxes connected by teal arrows pointing right.



Assembly



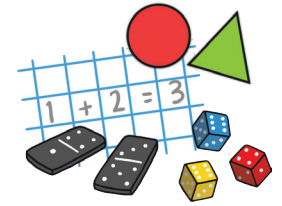
Break Time



Carpet Time



English



Maths



Golden Time



Guided Reading



Music



Drama



PE



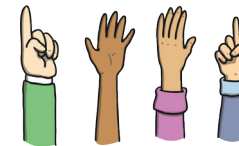
**Personal Social
Emotional Development**



Phonics and Literacy



Reading



Register



Science



Topic



History



Home Time



Lunchtime



Swimming

Now



Next



Action plan: Action Plan #631956

Child name:

Date completed: 11/01/21

Child ID:

Profile type: Baseline Skills at Being at Being

Profile ID: #632462

Action plan setting: Home

Action plan focus:

Parent Friendly

The child's key task is:

To have a positive experience of being dependent and then being able to move on to make new relationships.

The needed developmental experience is:

Being Safe - Being Special - Having Needs Met

Chosen learning targets to work on:

- Can work with a partner and feel OK (Being Safe)
- Can be confident when with someone they trust (Being Safe)
- Can cope well with small changes e.g. in routine, in staff, in venue when appropriately prepared (Being Safe)
- Can be at ease when with an adult they know (Being Safe)
- Can be confident and join in with someone they trust (Being Safe)

Chosen How to be (Strategies) for this plan

- Be reliable and contactable. Let the toddler/child know where and when they can find you.
- Always give notice and frequent reminders of future absences or changes. Prepare the child(ren) to manage this well.

Chosen What to do (Activities) for this plan

- Art: Draw round hand and decorate; display and celebrate.
- Teach breathing routines to aid relaxation: feet on floor, bottom on seat, deep breath to the belly counting in for 3 and out for 5; repeat.
- Provide safe sensory stimulation through the provision of weighted blankets, various differently textured materials, dens made of cloths draped over furniture, sensory bags of material samples, sand play, playdoh, natural objects, fragrant plants, scented candles
- Provide knitting or embroidery to unpick or soft items to unravel to address agitation or anxiety

- Provide stress bangles, stress balls for fiddling/gripping that help the child release agitation when anxious
- Use rocking, rhythmic songs to share with repeated gestures to address agitation and anxiety
- Play with bubbles; blowing them outside, imagining the place that they have gone to. Think about and describe the place and use it as an imaginary safe place to go when scared.
- Face painting (use face paints or pretend to by using cotton wool ball): describe what you are doing and make it fun.

Please note that Thrive-Online™ relates only to the child's emotional and social developmental needs and is NOT an assessment of any other person or influence.

Action plan: Action Plan #631957

Child name:

Date completed: 11/01/21

Child ID:

Profile type: Baseline Skills at Doing at Doing

Profile ID: #643353

Action plan setting: Home

Action plan focus:

Parent Friendly

The child's key task is:

To be curious, creative and active and to enjoy understanding about themselves and the world beyond as they explore, discover and experiment with new things.

The needed developmental experience is:

Exploring and Experimenting - Experiencing options - Initiating, engaging and doing

Chosen learning targets to work on:

- Can use and physically manipulate objects of different sizes and shapes (Exploring and Experimenting)
- Can get messy / make a mess (Exploring and Experimenting)
- Can get things wrong or make a mistake and ask for help when upset or disappointed (Exploring and Experimenting)
- Can enjoy and join in practical tasks (Exploring and Experimenting)
- Can enjoy and join in structured practical tasks (that have to be done in order) (Exploring and Experimenting)
- Can try things out, either alone or with others (Exploring and Experimenting)
- Can use senses to explore and find out about things (Exploring and Experimenting)

Chosen How to be (Strategies) for this plan

- Attend closely as the child or young person experiments with different materials / plays with different objects. Give feedback so that the child experiences you as being interested in what they were doing.
- Give permission to - and pleasure in- making a mess / doing messy things together.
- Creating opportunities for sharing fun and enjoyment. Enjoy remembering these times with the child.

Chosen What to do (Activities) for this plan

- Know your potato or balloon: recognise its features; decorate, make special; talk about its specialness, in pairs, talk about each one

- Soft ball play e.g. guiding or passing soft balls of different sizes through, up and over obstacles
- Baking together e.g. dough for kneading; simple cakes or biscuits for decorating; making salt dough decorations.
- Balancing activities - child / young person lies on back on floor feet in air and balance cushion on feet. Add more things. Balance different things on different body parts then cross the room etc.
- Balloon tennis - keep balloon in air without using hands. Specify different body part e.g. on backs, use feet
- Create opportunities to do messy things together e.g. foot or hand painting; gloop; making splashy paint patterns on sheets hung outside (provide protective clothing). Link to feelings.
- Game: Get a tissue across the room using rolled up newspapers. Do not make it a competition.
- Play at Treasure Hunts: take turns in hiding things for each other to find.
- Play Silly Walks: invite everyone to invent a silly walk across the room. Do not make it into a competition. Say something positive about each one.
- Make pictures out of different beans and pulses.
- Balancing games with bean bags or objects (e.g. hats, gloves, socks, balls, balloons) on different body parts. Do not make this competitive.
- Junk model-making: relate this to the topic. Do a health risk-assessment to check the materials. Supervise closely.
- Create an adventure trail in the room with cushions and throws, chairs, broom handles. See how many ways you can go along or through it. Make sure it is safe. Do not make it into a competition.
- Bouncy ball play: any shared activity to explore and develop motor skills
- Follow the leader train - in line holding waist of person in front. First person moves in a particular way others copy. Could be in a circle moving face, head, shoulder etc
- Hand clapping games; one of you can change the rhythm by winking.
- Play hide and seek
- Put a chocolate button on your forehead. Try to get it into your mouth without using your hands. Invite your child to do the same.
- Play Jenga together; have fun and talk about how it feels when the tower falls down and the game is 'over'.
- Percussion sessions, drumming opportunities at routine times or available, supervised in a safe environment
- Provide a bag of pieces of sensory materials: velvet, silk, satin, cotton, corduroy, sacking, shiny wrapping paper, ribbon, bubble-wrap etc for feeling with eyes closed; naming and recognising; as a stimulus for feeling words.
- Decorate biscuits or cupcakes together.

Please note that Thrive-Online™ relates only to the child's emotional and social developmental needs and is NOT an assessment of any other person or influence.

ELSA SUPPORT 14 day Home Challenge

Click the BLUE writing to take you to a resource which you can download and print.



Happy tab Booklet

Look at the five things you can do each day to help you feel happier. Developing relationships with others can be done by telephone or video chat. It could also be done by writing a letter or by making a card for someone.

Jar of Courage

Make a jar of courage with help from an adult. Put the labels on your jar and fill it up with the positive quotes. Take one out each day and read it. Believe it!

Hug in a Mug

Give yourself a hug in a mug. Decorate the mug and add all the things that make you feel happy in the pieces of marshmallow

Star Breathing

Learn how to do star breathing so that you feel nice and calm when you feel either anxious, angry or upset. I bet you could draw your own star too. See if you can copy the poster and draw your own.

Self-esteem Bookmark

Colour your own self esteem bookmark and read it every day to remind yourself how amazing you are. You can use it when you read your book. You can do lots of reading at this time

Mindful Flip Flop

Some lovely mindful colouring today. I wonder if you can manage to colour all the sections and think about the words. Can you find time to really relax today? Enjoy opening and closing your flip flop!

Happiness Challenge

There are five days worth of activities here but I bet you could do them all in a day if you set your mind to it. Lots of lovely happiness fun!

Mandala Wishes

Today you need to draw your picture in the centre of the mandala and then think about your wishes. Write them in the petals and then do lots of lovely mindful colouring.

Mindful Rainbow Walk

You might only be able to go into your garden if you have one but you could do this around your house and by looking through the windows. What do you notice?

A- Z of Self-care

What can you do to look after yourself today? Read through the poster and then make your own A-Z of self-care.

Doodle a Day

Doodling is relaxing. Try filling this all in today. What creative doodles can you do?

20 Faces

Can you fill in all the faces with different expressions? Think about all the emotion words you know and try and put a face to each one.



Mindful Challenge

There are five days of activities here but I bet you can do them all in a day if you set your mind to it. Have a lovely mindful time!

My Perfect Day

What would your perfect day look like? Fill in this comic strip with all the things that would make it just perfect.

Hop on paper snowflakes

Using the snowflake template, get your child to cut the snowflakes out and place them around the room.



Using double sided tape, create two parallel lines on the floor, these can start further apart and be moved closer together, to create a balance beam. Ask your child to walk along this without stepping outside of the lines. Can they think of ways to make it more challenging?

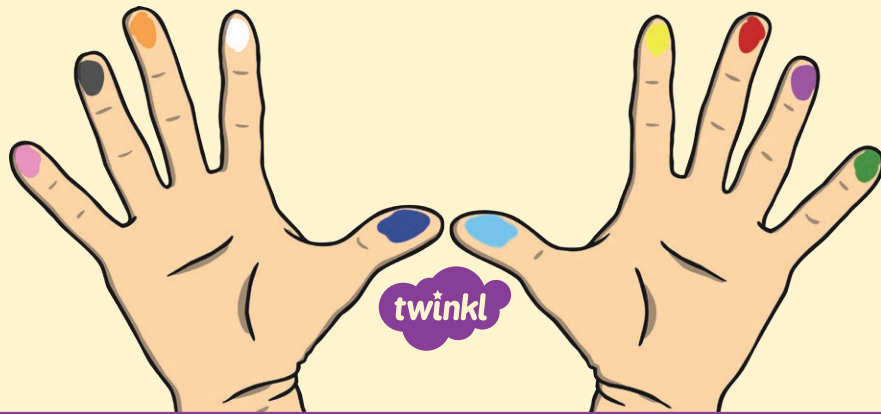
Cardboard ice skates

Use empty tissue boxes to create ice skate “boots”. Incorporate proprioceptive input by using a blanket and pull your child around a carpeted area. Ask them to squat down to a skater’s ready position as you pull them, too. Can they travel from one room to another? Can you!!?



Fine Motor Skills

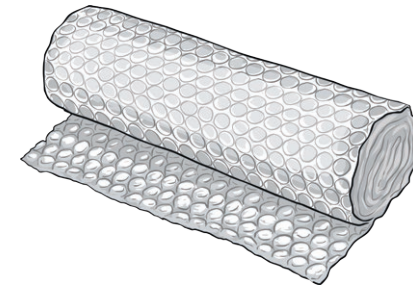
Activity Cards



Fine Motor Skills

Use bubble wrap.

How many bubbles can you pop?
Can you beat your score next time?



Fine Motor Skills

Use a colander and pipe cleaners.

Can you thread the pipe cleaners
through the holes?

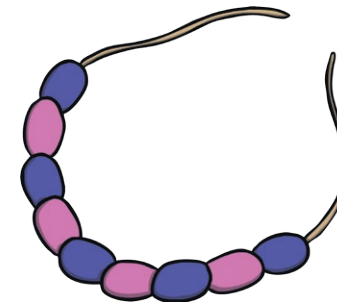
How many can you thread in a minute?



Fine Motor Skills

How many beads or buttons can you thread on a
lace or string?

Can you make a pattern using different colours?



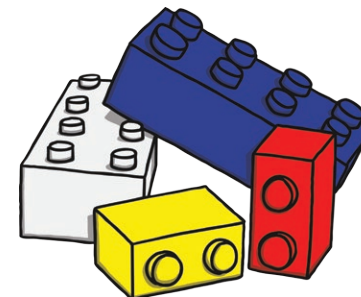
Fine Motor Skills

Use your thumb and finger to practise winding up toys. Watch them go, can you have a wind-up race?



Fine Motor Skills

Use small building bricks to make a construction. Can you push the bricks together and then pull them apart?



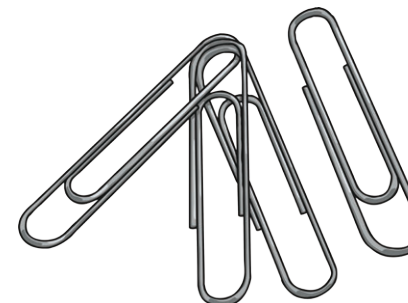
Fine Motor Skills

Use tweezers to see how many pieces of pasta, rice or pom-poms you can pick up.



Fine Motor Skills

Can you make a chain of paper clips?
Can you make a chain longer than a pencil, a ruler, a book or your table?



Fine Motor Skills

Use a mini hole punch – how many holes can you make in a piece of paper, card, tissue paper even leaves?



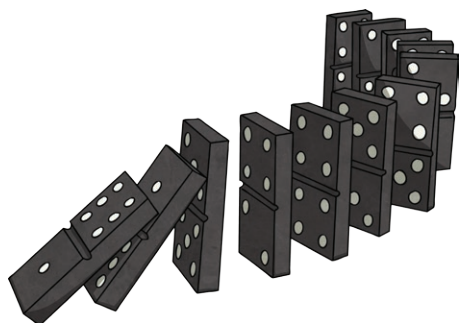
Fine Motor Skills

How quickly can you do up buttons or zips on a jacket or coat?



Fine Motor Skills

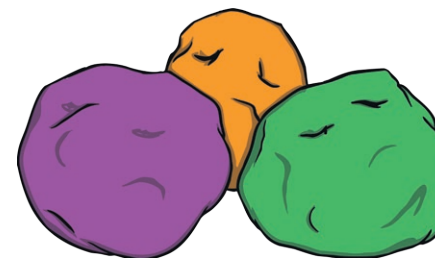
Pick up dominoes and make a long line next to each other, then knock them down!



Fine Motor Skills

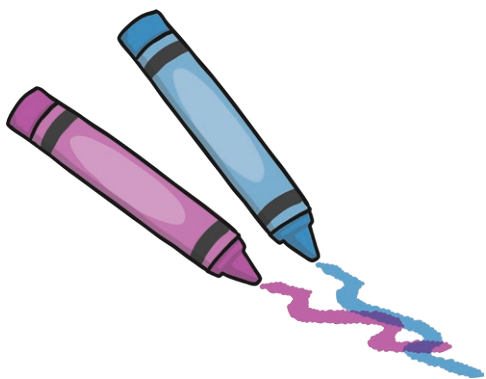
Use your thumbs and fingers to make a playdough meal!

What other foods could you make?



Fine Motor Skills

Trace around stencils with a pencil, felt tip, chalk or crayons.



twinkl.com

Fine Motor Skills

Roll a ball of playdough. Push in golf tees. See how many marbles you can balance. Can you make a spiky hedgehog?



twinkl.com

Fine Motor Skills

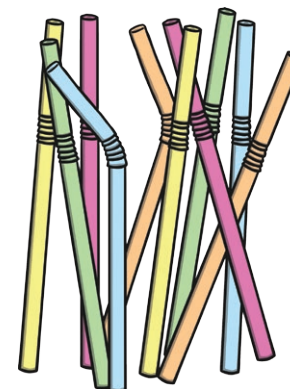
Use a sand tray and your finger, a feather, pipe cleaner, paint brush or spoon to make patterns, letters, numbers and shapes!



twinkl.com

Fine Motor Skills

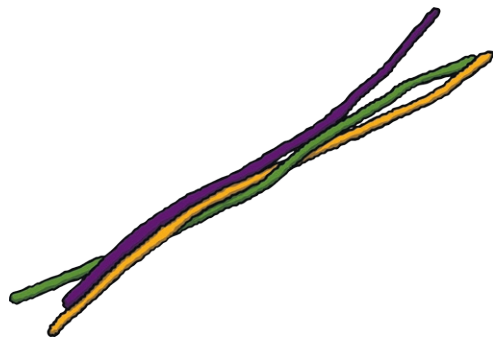
Chop up straws into small parts. Thread onto string or ribbon to make a necklace or bracelet.



twinkl.com

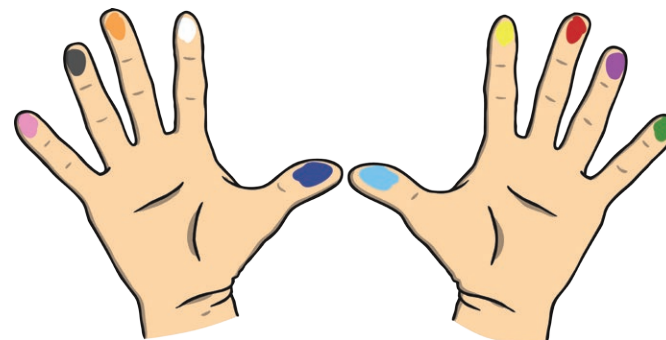
Fine Motor Skills

Wind pipe cleaners around twigs to make mini snakes or curly worms!



Fine Motor Skills

Use finger paints to make a fingerprint picture, painting or collage!



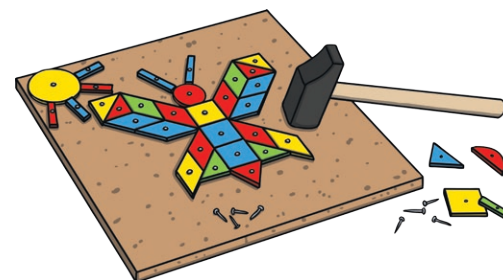
Fine Motor Skills

Use pegs to hang out washing on a washing line.
How many pieces can you hang out using two pegs?



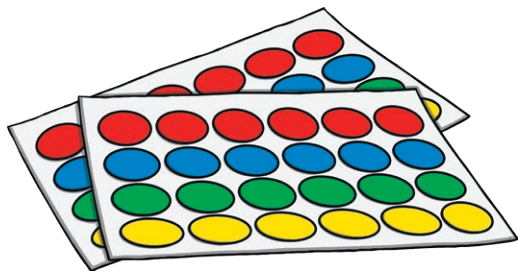
Fine Motor Skills

Use a cork board, mini hammer and wooden shapes to create a picture!



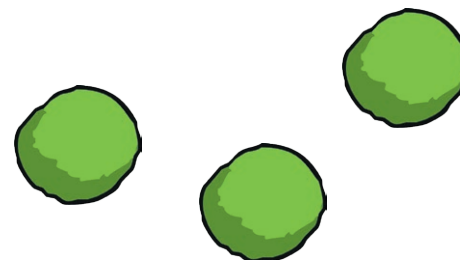
Fine Motor Skills

Use colourful sticky dots, to peel and stick to create a dotty picture!



Fine Motor Skills

Use an ice cream scoop or spoon to move pom-poms from one bowl to another. How quickly can you move 5, 10, 20?



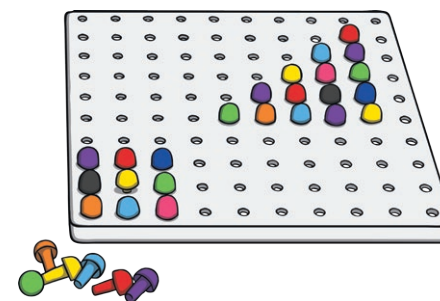
Fine Motor Skills

Sort coins into different colour groups. Then use money to post coins into a money box.

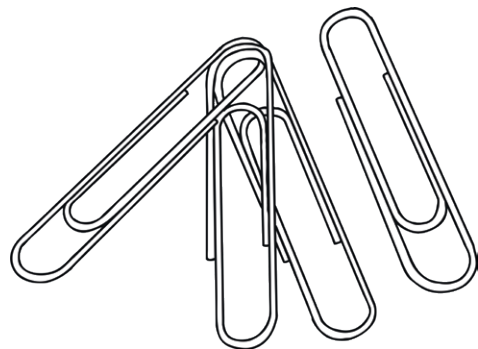


Fine Motor Skills

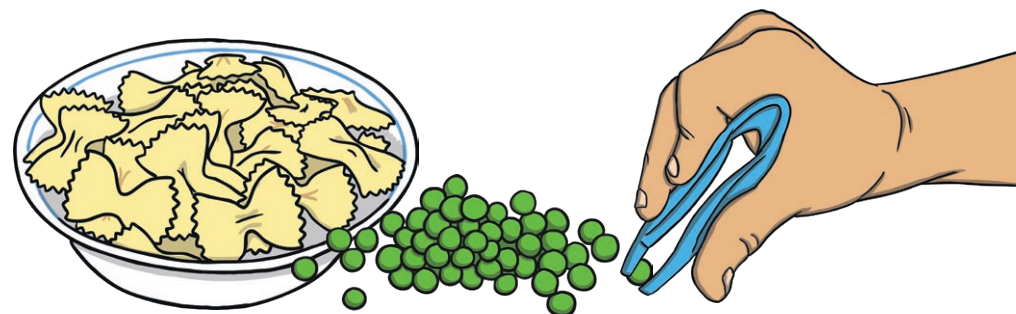
Use pegs and a peg board to make different pattern and pictures. Can you stretch elastic bands across the pegs to make shapes?



How many paper clips can you join together?



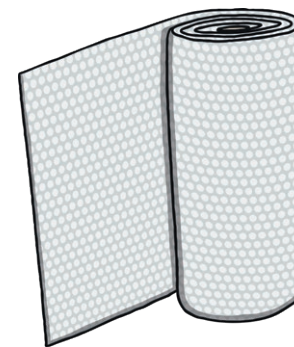
Can you collect 10 pieces of pasta and 5 peas from a tray using tweezers?



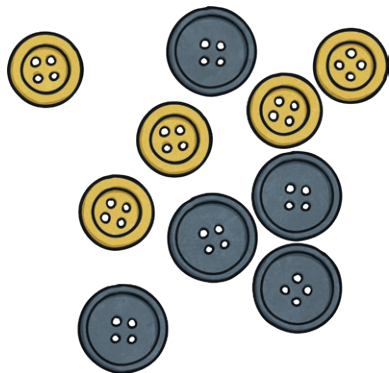
Can you thread the strings around the shapes?



How many bubbles can you pop with your fingers?

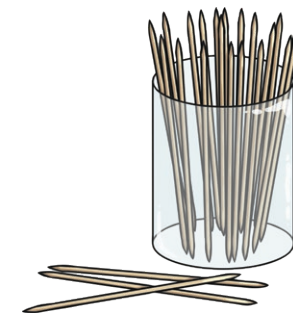
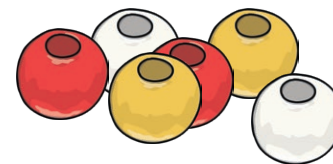


How many buttons can you fasten?

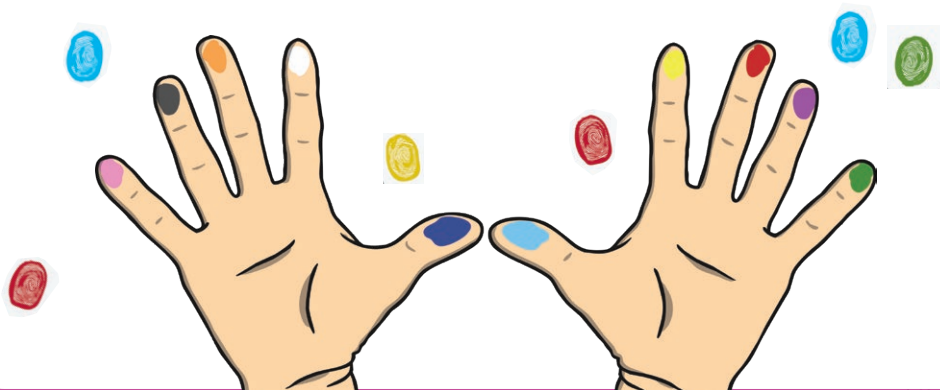


Can you work with a friend to catch beads on a blunt toothpick?

How many can you catch before the timer runs out?



Can you fill the paper with your fingerprints?



Can you fill the grid with circles and crosses? What pattern can you make?

○	×	○	○	×	○
○	×	×	×	×	×
×	×	○	×	○	○

Welcome to Fizzy's Training Games

Balance Level One

There are three levels to the balance training games and this is level one for beginners. Play the games in any other until you are good at all of them before going on to level two.

Tick the boxes at the bottom of the page when you can do each game well. The games should be fun and are intended to be flexible, for example they could be played daily for 10 minutes or twice a week for 15 minutes.

Equipment list

Sturdy small boxes
Ball
Large shapes for floor
3 hoops
Bench

Suggestions for leisure activities

- Swimming / Water play
- Tumble Tots
- Judo / Karate
- Trampoline
- Gym clubs
- Dancing
- Horse riding

Further helpful suggestions:

(To be completed by your therapists)

It may be useful to use a marker on the floor to keep the trainee at a measured distance.

Trainee:

Name:

Your Therapists:

Name:

Telephone:

Name:

Telephone:

Comments or suggestions should be directed to:

Head of Occupational Therapist or
Superintendent Physiotherapist

Children's Assessment Centre

Kent & Canterbury Hospital
Ethelbert Road, Canterbury, CT1 3NG
Phone: 01227 783043 Fax: 01227 783185

If you would like this leaflet in another format or language please contact the Communications Team

By telephone: 01227 791161 or
Email: communications@eastcoastkent.nhs.uk

PALS Patient Advice and Liaison Service

If you need information, support or advice about our services, please contact PALS.

Phone: 0800 085 6606
Email: pals@eastcoastkent.nhs.uk

Date of Review: May 2009

Date of Publication: May 2008

Leaflet code: 0110



Fizzy's Training Games: Balance

Balance Level One



Level One

A programme compiled by
Occupational and Physiotherapists.

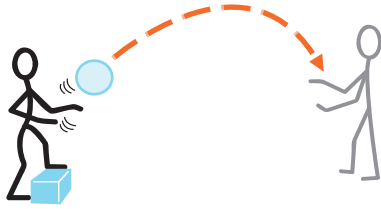
Advice for
parents, carers and education staff.

Your name:

Balance Level One

1

Stand with your foot on a box and throw and catch a ball or beanbag with your partner. Also try swapping legs.



2

Kneeling



Starting position



Hands and knees



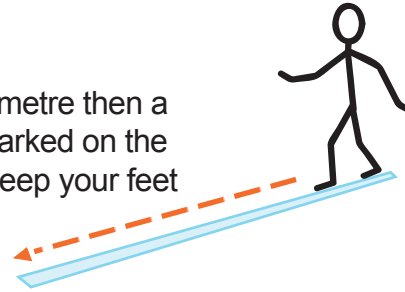
Play status: Keep very still while your partner gently tries to move you. Try these positions.

Tick each box to record your progress

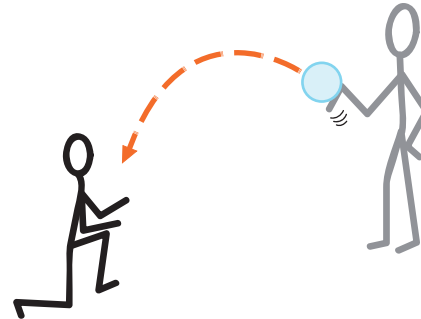
1 2

3

Walk along a 5 metre then a 10 metre line marked on the floor. Can you keep your feet on the line?



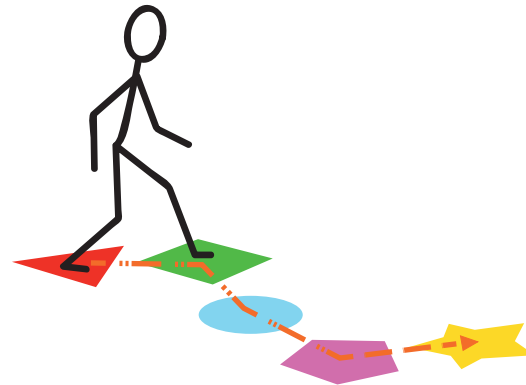
4



Throw and catch a ball with your partner from a half kneeling position.

Try 10 throws without dropping them, then try 20 throws.

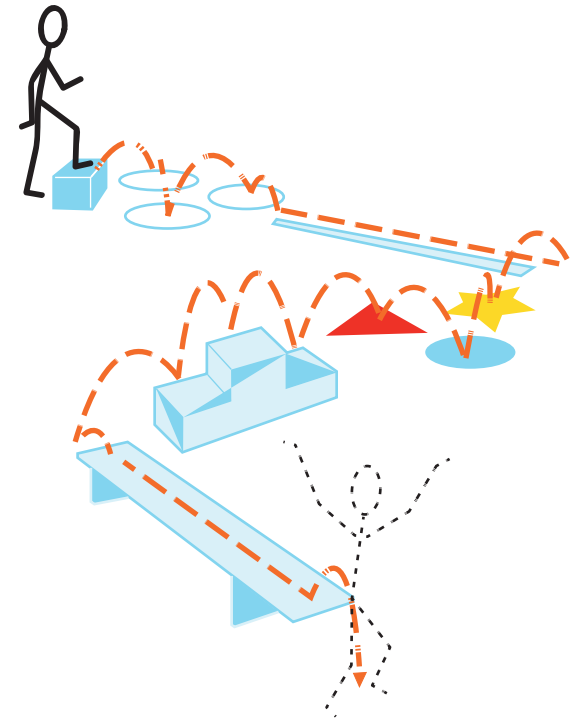
5



Stepping stones: Walk along a route placing your feet onto coloured shapes or into hoops. Vary the distances and directions of the stepping targets.

3 4 5

6



Step into, onto or over different types of PE equipment. Use any of these to make up a small obstacle course.

7



Balance on one leg. It helps to hold your arms out.

How long can you balance for?
What is your record (in seconds)?

6 7

Welcome to Fizzy's Training Games

Balance Level Two

There are three levels to the balance training games and this is level two. Play the games in any other until you are good at all of them before going on to level three.

Tick the boxes at the bottom of the page when you can do each game well. The games should be fun and are intended to be flexible, for example they could be played daily for 10 minutes or twice a week for 15 minutes.

Equipment list

2 medium balls
Mat
Bench
Beanbags
Blindfold

Suggestions for leisure activities

- Swimming / Water play
- Tumble Tots
- Judo / Karate
- Trampolining
- Gym clubs
- Dancing
- Horse riding

Further helpful suggestions:

(To be completed by your therapists)

It may be useful to use a marker on the floor to keep the trainee at a measured distance.

Trainee:

Name:

Your Therapists:

Name:

Telephone:

Name:

Telephone:

Comments or suggestions should be directed to:

Head of Occupational Therapist or
Superintendent Physiotherapist

Children's Assessment Centre

Kent & Canterbury Hospital
Ethelbert Road, Canterbury, CT1 3NG
Phone: 01227 783043 Fax: 01227 783185

If you would like this leaflet in another format or language please contact the Communications Team

By telephone: 01227 791161 or
Email: communications@eastcoastkent.nhs.uk

PALS Patient Advice and Liaison Service

If you need information, support or advice about our services, please contact PALS.

Phone: 0800 085 6606
Email: pals@eastcoastkent.nhs.uk

Date of Review: May 2009

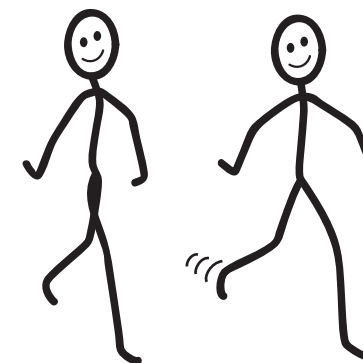
Date of Publication: May 2008

Leaflet code: 0111



Fizzy's Training Games: Balance

Balance Level Two



Level Two

A programme compiled by
Occupational and Physiotherapists.

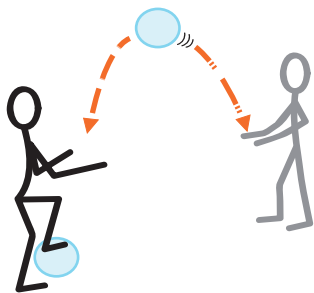
Advice for
parents, carers and education staff.

Your name:

Balance Level Two

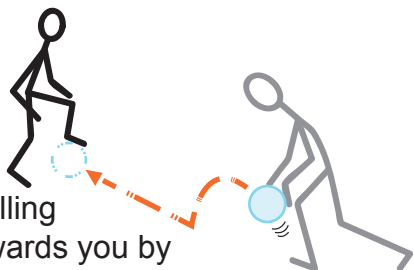
1

Stand with one foot on a small soft ball and try to throw and catch a ball with your partner.



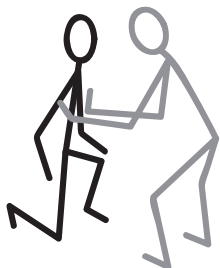
2

Try to stop a rolling ball coming towards you by placing your foot on the top.



3

Play statues: Keep very still while your partner gently tries to move you. Try these positions.



Swap over legs.

Tick each box to record your progress

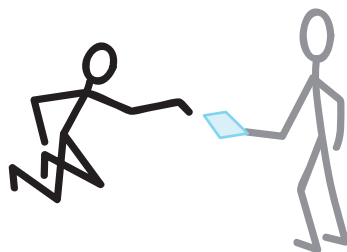
1 2 3

4

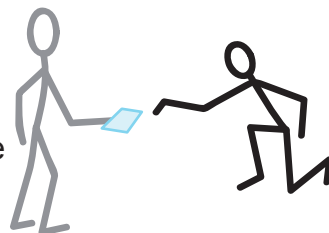
Try to keep still and balance on different parts of your body for as long as you can. Start with kneeling and then try raising one arm and the opposite leg.



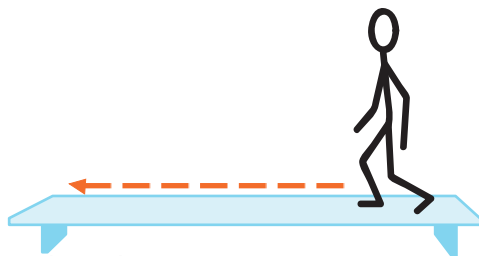
5



Reach for a beanbag in a kneeling position. Gradually increase the distance, then try half kneeling.



6

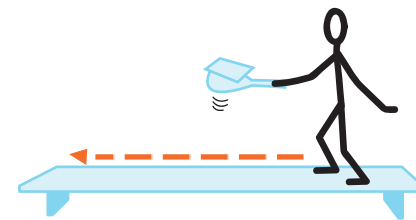


Walk along a bench.

4 5 6

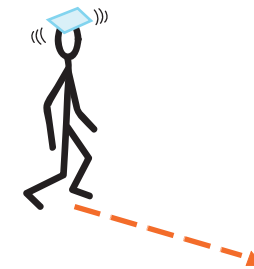
7

Walk along a bench, balancing a beanbag on a bat. Keep watching the beanbag.



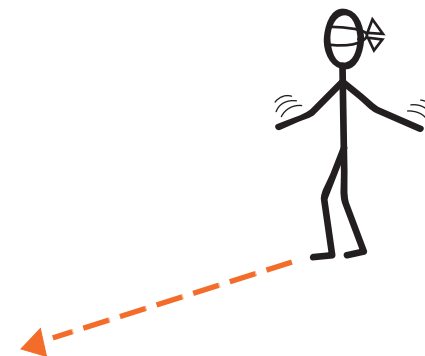
8

Try walking along with a beanbag on your head. Don't look down.



9

Walk in a line, as straight as possible, heel to toe - eyes closed, or wear a blindfold. NO PEEPING!



10

Hop on either leg.



7 8 9 10

Welcome to Fizzy's Training Games

Balance Level Three

There are three levels to the balance training games and this is third and final level. Play the games in any other until you are good at all of them. You should be an expert.

Tick the boxes at the bottom of the page when you can do each game well. The games should be fun and are intended to be flexible, for example they could be played daily for 10 minutes or twice a week for 15 minutes.

Equipment list

Squashy mat (crash mat)
Bench
Twister game
Blindfold

Suggestions for leisure activities

- Swimming / Water play
- Tumble Tots
- Judo / Karate
- Trampolining
- Gym clubs
- Dancing
- Horse riding

Further helpful suggestions:

(To be completed by your therapists)

It may be useful to use a marker on the floor to keep the trainee at a measured distance.

Trainee:

Name:

Your Therapists:

Name:

Telephone:

Name:

Telephone:

Comments or suggestions should be directed to:

Head of Occupational Therapist or
Superintendent Physiotherapist

Children's Assessment Centre

Kent & Canterbury Hospital
Ethelbert Road, Canterbury, CT1 3NG
Phone: 01227 783043 Fax: 01227 783185

If you would like this leaflet in another format or language please contact the Communications Team

By telephone: 01227 791161 or
Email: communications@eastcoastkent.nhs.uk

PALS Patient Advice and Liaison Service

If you need information, support or advice about our services, please contact PALS.

Phone: 0800 085 6606
Email: pals@eastcoastkent.nhs.uk

Date of Review: May 2009

Date of Publication: May 2008

Leaflet code: 0112



Fizzy's Training Games: Balance

Balance Level Three



Level Three

A programme compiled by
Occupational and Physiotherapists.

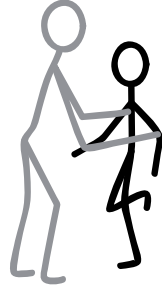
Advice for
parents, carers and education staff.

Your name:

Balance Level Three

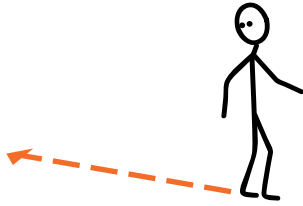
1

Statuses: Stand very still on one leg while your partner gently pushes you. Also try with the other leg.



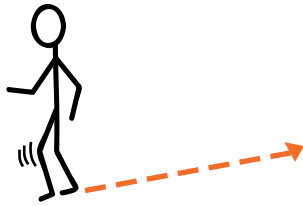
2

Walk toe to heel backwards in a straight line. You can look to see where you're going.



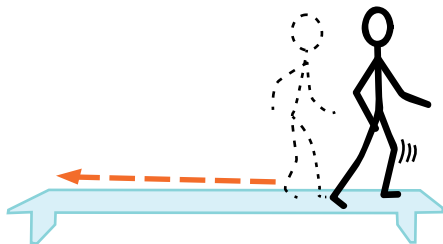
3

Walk backwards toe to heel in a straight line without looking. Then try with a beanbag on your head.



4

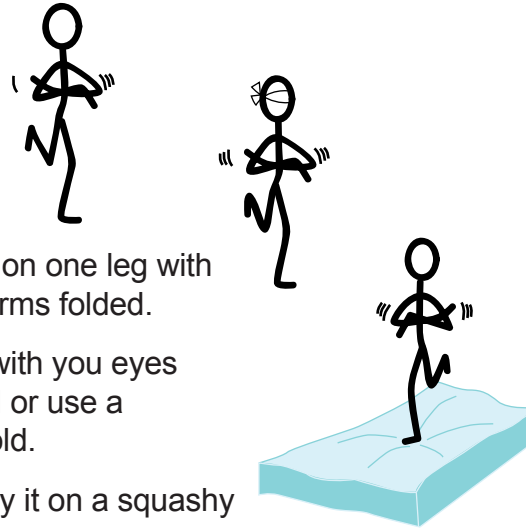
Walk backwards on a bench.



Tick each box to record your progress

1 2 3 4

5



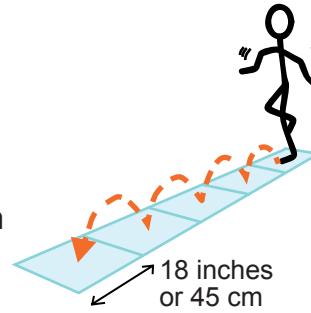
Stand on one leg with your arms folded.

Try it with your eyes closed or use a blindfold.

Also try it on a squashy mat.

6

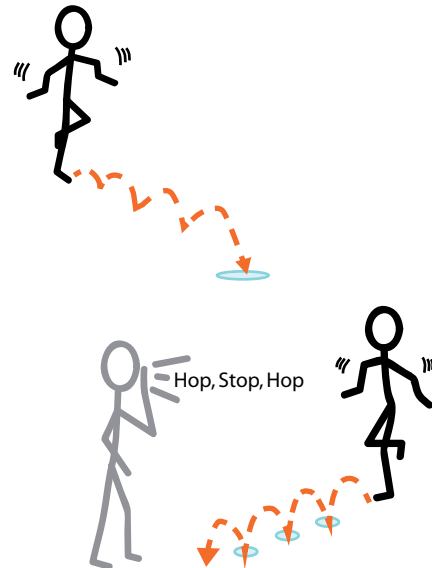
Hop with one leg into 5 squares marked out on the floor. Do not touch the lines. Swap leg.



7

Do 4 hops and stop.

Now try hop and stop, hop and stop, keep going for as long as you can.

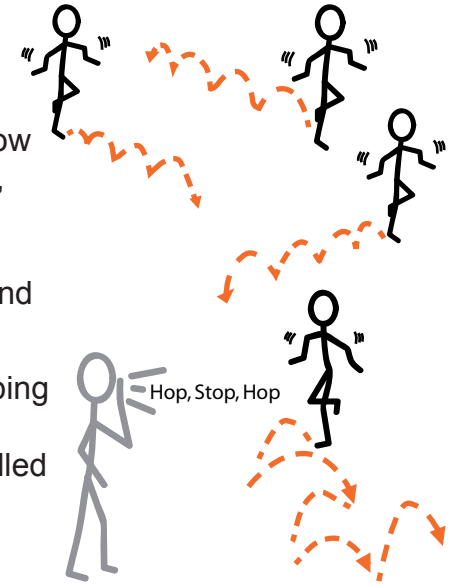


5 6 7

8

Hopping: How far in metres, can you hop forwards, backwards and sideways?

Now try hopping in different directions called out by your partner.



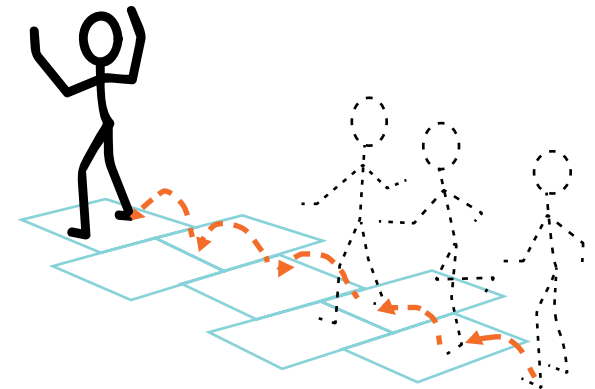
9

Play Twister



10

Play Hopscotch



8 9 10