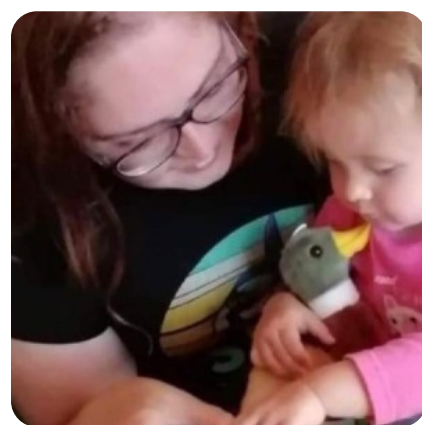
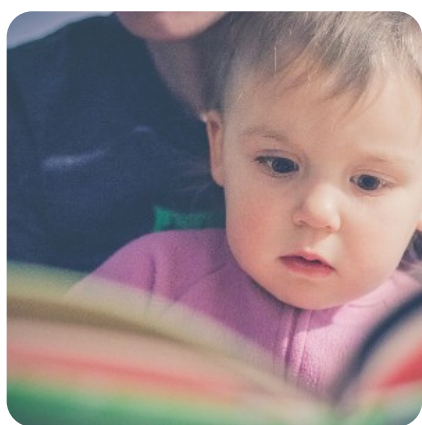


50 *before you're* five *things to do*

Songs and Stories

Supporting children with SEND



Using 50 Things to Do to support
your child's development through
songs and stories

www.cambspboro.50thingstodo.org

#6 Rhyme Time



For some children rhymes can be a familiar and safe activity. Rhymes can be sung anytime and anywhere. Model actions as you sing, your child may watch and join in using their own actions, sounds and words.

Make it part of your routine

Singing at specific times of day or for certain routines such as brushing teeth, nappy change, physio routines, ending activities can help your child know what is happening as part of everyday activities. Rhymes and singing can help make daily routines and exercise fun and more enjoyable for your child, for example singing 'The Grand Old Duke of York' as you raise their arms or moving their legs whilst trying to dress your child. Use rhymes as a chance to get them closer to you, on your knee or sitting supported by you or even lying down, such as 'row the boat' or 'see saw'.

Think about using signing

The use of signing to support the song can help engagement, attention and understanding. This can be particularly useful for children with a hearing impairment or communication difficulties.

Link rhymes to objects

You could have an object that links to the rhyme which the child can touch, hold and explore e.g. doll for Miss Polly. Introduce the object to your child naming it and the rhyme. You could keep the objects in a basket for your child to explore, if they show interest in a particular object, sing the rhyme to them. The objects can be used to make a choice between two songs. You can then move on to holding up two objects and encouraging the child to make a choice by pointing, looking or saying which one they want. Some children may find it helpful to have simple pictures to make a choice of a rhyme, for children with visual impairment bold images on clip art can be useful.

Think about how your child can join in

Rhymes are a great way for your child to hear and explore different rhythms and rhyming words with lots of repetition. Singing slowly and leaving 'pauses' will help your child process and respond. Rhymes can support your child's interaction and communication skills in a fun way. Make up your own silly rhymes and include your child's names in rhymes for extra fun.

#7 Making Music



Music can be made with lots of everyday objects – a pan and wooden spoon makes a great drum. Your child may enjoy experimenting with sounds, for example tapping metal tins, a cardboard box or wooden bricks with a spoon.

Some children can find unpredictable loud noises difficult to deal with, however will enjoy making loud noises themselves and this can help them when they encounter unexpected loud noises.

Make your own

You can make your own instruments by filling clear plastic bottles with brightly coloured objects for them to shake, for example buttons or beads. Coloured ribbons could be attached to the lid of the bottle using glue or tape. Use different actions on a sheet of tin foil, for example pat, scrunch, tap, wave, tear to make different noises. You could cover a shoe box in elastic bands and pluck to feel the vibrations.

What sound does it make?

You could shout and make noises into pans, tubes and large containers to hear it amplified. If you have a drum dropping small objects (such as small sensory toys) onto it and watching them bounce off can be fun whilst listening to the sound they make. These extra sensory elements can help to support some children, particularly those with a vision or hearing impairment.

Watch how it moves

If your child has physical disabilities you could sit in front of a mirror so they can watch themselves. You could hang bottles and pans from a washing line or in a safe way. Make a bracelet out of ribbon or a cat collar and hang with buttons or pasta so that it jangles as your child moves their arms. Use scarves outside in the wind to dance to music.

#10 Sharing Books



Sharing books is a wonderful thing to do with young children. They can hear about people and places they may never know about. It can get their imagination running. Plus, it helps with developing their language skills. Start young from just a few months old and share books often with babies, toddlers and young children. BookTrust, the UK's largest children's reading charity, encourages book sharing from birth, and even before.

Make it about me

Many children with special needs may find that a personal book about themselves is the most exciting. You could make one using their own photographs, or photographs of their favourite toys. Keep the language simple, to engage them. Use lots of different voices to make the story exciting, even if your child doesn't understand each word. There are some free apps that can create e-books quickly, which are particularly great for recording an outing or special event.

Feel the story

If your child has a vision impairment you may want to use a book which has a range of different textures. Objects that relate to the books can be really helpful to make the story come to life and this will help most children access the story. The Usborne "That's not my..." collection have a huge range of characters and themes which could motivate all children, and some are age appropriate for older children with Special Educational Needs. These books are easily available at the library. Some books have sound buttons which enable your child to interact with the book in a different way.