



# RISE & SHINE

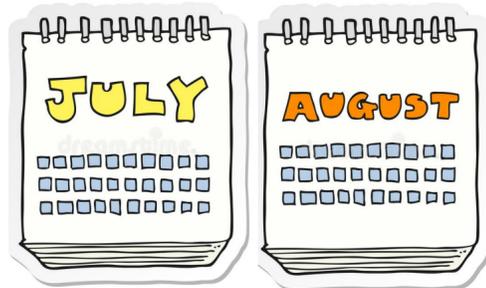
RISE NI (NHSCT) PRESCHOOL NEWSLETTER



Welcome to the term 3 edition of the RISE NI (NHSCT) preschool newsletter! Hopefully you are feeling refreshed after the Easter holidays, and are ready for a busy summer term now that children are back in preschool. In anticipation of some 'better' weather this term, and hopefully lots of opportunities for getting outdoors, this edition of 'RISE & Shine' will take on the theme of 'The beach.' We hope the information, ideas and activities included are useful. Please feel free to share with colleagues and parents of children in your setting.



Just to let you know, there will be another edition of 'RISE & Shine' before the end of the term! This will be specifically for the parents/carers of children in preschool focusing on 'Getting Ready for School' and will incorporate lots of activities, to pack a fun filled summer holiday!!!



## WHAT DO WE DO?



RISE NI stands for the Regional Integrated Support for Education NI. We work with mainstream settings in the Northern Health & Social Care Trust (NHSCT) area to support staff and children from preschool through to the end of year 4. The service focuses on the following areas of development:

Social,  
emotional  
and/or  
behavioural

Speech,  
language  
and  
communication

Sensory  
processing,  
fine motor  
and visual  
perception

Gross motor

## LIKE EVERYONE...WE'VE BEEN BUSY DURING LOCKDOWN!

We've been busy creating new resources; some of which you'll hopefully have seen by now, but if not, here's a reminder...

### FOR PARENTS...

The new RISE NI Parent Website can be accessed as follows:

<https://view.pagetiger.com/RISENI/parents>



On the website you'll find lots of useful information, leaflets, video demonstrations and training opportunities. Please check it out!



### 'VIRTUAL COFFEE DOCK' FOR PARENTS/CARERS

We've been putting plans in place for our 'Virtual Coffee Dock' for parents/carers. This will be an opportunity for parents/carers to 'drop-in' for a virtual chat with a RISE NI staff member, throughout the preschool day, about any concerns they may have regarding their child's development in areas of:

- Speech, language and communication
- Social, emotional and/or behaviour
- Sensory processing, fine motor and visual perception
- Gross motor

We'll be in touch with more details very soon!



### FOR PRESCHOOLS...

The new RISE NI Website for education staff can be accessed as follows:

<https://view.pagetiger.com/RISENI/educationstaff>



On the website you'll find lots of useful information, leaflets, video demonstrations and training opportunities. Please check it out!



### PRESCHOOL SMALL GROUP PROGRAMMES

If your setting signed up for RISE NI support this year, you will have received a disc containing the plans and resources for 3 small group programmes:

- **Adventure Seekers** - social, emotional and behaviour development
- **Listening Superstars** - speech, language and communication development
- **Fingers at the Ready** - fine motor and visual perceptual development



Hope these are now underway in your setting!

### COMING SOON...

We've developed the RISE NI NHSCT Preschool strategy manual which contains a wealth of information, advice and strategies to support children's development in the preschool setting...Arriving shortly in the post if you're signed up to RISE NI NHSCT!



If you have any comments on the content of this newsletter or indeed any queries, please send us an email at [riseni.nhsct@northerntrust.hscni.net](mailto:riseni.nhsct@northerntrust.hscni.net)  
Now let's see what fun filled activities you can all be doing 'At the beach...'



## SPEECH SOUNDS



These are the sounds we say when we are speaking. When we are talking, we use a range of sounds and when we combine these sounds together, they form words. We need to use the right sounds in the right order so that people can understand what we are saying. But for some children, saying the correct speech sounds in words can be difficult.

## DEVELOPMENT OF SPEECH SOUNDS

Children learn their speech sounds at different rates. This table can be used as a guide to show at what age speech sounds typically develop:

3 years	m, n, w p, b, t, d h - as in <b>home</b> ng - as in <b>sing</b>
3 years 6 months	s - as in <b>sun</b> f - as in <b>four</b>
4 years	c, k - as in <b>car</b> , <b>bake</b> g - as in <b>goose</b> , <b>pig</b> l - as in <b>look</b>
4 years 6 months	Double consonants as in <b>blue</b> , <b>plate</b> , <b>glass</b> . Examples of double consonants with s - <b>spoon</b> , <b>star</b>
5 years	sh - as in <b>shop</b> or <b>push</b> ch - as in <b>witch</b> or <b>chip</b> j - as in <b>jug</b>
(Many children outgrow a lisp in their fifth year)	
5 years 6 months	v - as in <b>van</b> z - as in <b>zip</b>
7 years	r - as in <b>rabbit</b> th - as in <b>thumb</b>

(Public Health Agency, 2019)

## TOP TIPS



Sounds are different from letters! **b** is the sound 'buh' but the letter 'bee', **d** is the sound 'duh' but the letter 'dee'. Remember to practice saying sounds and not letters!



Say the words for your child to hear e.g. 'tat' - 'yes it's a **cat**'.

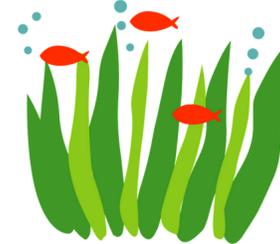
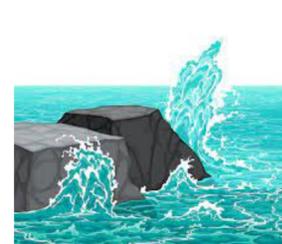


Accept what your child says. Praise them for good trying even if they aren't using the correct sounds!



Avoid over-correcting or asking your child to say it 'properly'. This could have a negative effect on their confidence.

## LISTEN AND COPY



When you're at the beach, listen to all the different sounds and try to copy them e.g. the spade goes 'tap-tap', the waves go 'crash' and the seaweed goes 'crunch'.

## I SPY

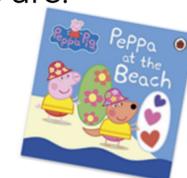


'I Spy' is a great game to practise sounds that your child may have difficulty with. If they find the /s/ sound tricky, pick this sound and ask the child to name an /s/ word. E.g. "I spy with my little eye something that begins with /s/ and you can find it at the beach." The child can practice using their /s/ sound to say 'sand', 'sea', 'sun', 'ice-cream', 'spade' etc.

## STORYTIME

Reading books together can really help develop a child's speech sounds. Some good books are:

- Topsy & Tim Go to the Seaside
- Peppa at the Beach
- Tiddler



Let your child fill in some words of the story and if you hear any mistakes e.g. 'tand', you say the word clearly for them - 'yes the sand.' Remember to avoid over-correcting!



## SINGSONG!

Children love singing songs with you and nursery rhymes help develop rhythm, rhyme, and speech sound skills. You can sing nursery rhymes anywhere - in the bath, in the car, at the beach. Some lovely songs to sing are:

- Row Row Row Your Boat
- 1, 2, 3, 4, 5, Once I Caught a Fish Alive



To make it more fun, leave off the end of the song for your child to complete or make up some silly rhymes together!

## "I'm worried about my child's speech sounds"

You can ask for more advice from your GP or your pre-school setting leader. Sometimes a referral to Speech and Language Therapy might be helpful. You can also access relevant leaflets and resources on the RISE NI parent website -

<https://view.pagetiger.com/RISENI/parents>.



# SENSORY MOTOR & PERCEPTUAL

## OCCUPATIONAL THERAPY

### TACTILE SENSE

Did you know that a baby's first experience to the surrounding environment occurs through touch? The touch sense develops in utero at around 16 weeks and continues to develop after the baby is born. Tactile learning and touch is essential for a child's growth in physical abilities, cognitive and language skills, and even social and emotional development. Our sense of touch helps us to experience our environments more fully. Touch is processed through the 'Tactile' sense. Tactile receptors that 'pick up' the sensation of touch are all over our bodies in our skin. Some areas of our skin have more tactile senses than other areas e.g. mouth and hands. The tactile senses are important for identifying touch, pressure, pain, temperature and texture.



### ACTIVITIES TO DEVELOP TACTILE SENSE



#### SAND TRAY PLAY



Hide items that you would usually find at the beach in the sand tray e.g. shells, pebbles, seaweed etc. You could also hide plastic animals associated with the beach e.g. crab, seahorse etc. Challenge the child to name these animals/objects as you go. You can also change the texture by making the sand wet!

#### BEACH FEELY BAGS

Put some sand into a plastic bag and then put objects into the bag e.g. shells, seaweed, small pebbles. Ask the child to put their hand into the bag and see if they can find an object. Before lifting it out of the bag encourage them to describe what it feels like e.g. is it smooth/rough/soft/hard/slimy etc. This could also be completed with eyes closed, therefore encouraging the child to use their tactile sense rather than their visual sense.

#### ROCK PAINTING



Find some nice shells/rocks at the beach and take them home to finger paint!

#### WATER TRAYS

Use small fishing nets to catch toy fish or other objects in the water. Or attach a paper clip to the object and make a fishing rod using a magnet on a string to 'catch' the fish.



#### OCEAN LIFE SENSORY BAG

Put some clear hair gel into a food bag, and add some blue food colouring. Then place different sea creatures inside the bag and seal it up. The child can move the animals around the ocean by squeezing the bag with their fingers.



#### TACTILE WALK

You could incorporate a number of different tactile experiences into this e.g. tray of sand, bubble wrap, tray of shaving foam, tray of water etc. Ensure there is an adult present as some of the surfaces can be very slippery.



#### KINETIC SAND

Too rainy for the beach? Build a sandcastle at home!  
1 cup dried milk powder + up to  $\frac{3}{4}$  cup of oil. Add your milk powder to a bowl and gradually add oil until you get the consistency you like. The powder should be moist, but not oversaturated. (Warning, can be messy!)



#### SOAPY SEA FOAM PLAY

Fill your bath or basin with really soapy water and get some toys or objects- pretend you are taking them for a swim in the sea!



# SENSORY MOTOR & PERCEPTUAL

PHYSIOTHERAPY



## ACTIVITIES FOR THE BEACH - PHYSIOTHERAPY



### SAND ANGELS

Lying down on your back, can you bring your arms out and in?

Do it a few times.

When you stand up you will have left the shape of an angel in the sand!



### STACKING



Can you find lots of stones? Lift very carefully. Can you build them into a tower? Place the biggest one down first, and then stack to the smallest. How many stones can you balance?

### DIGGING



Using a spade, dig a big hole, as big as you can! If you have a bucket you could run to the sea and fill the hole up with water, or maybe if it's a very big hole you could bury an adult with their head out!

### SANDCASTLE KINGDOM



Using your bucket and spade, can you build a sandcastle kingdom? Fill your bucket with sand using your spade. Once full, tap the top so all the sand is packed inside. Turn your bucket over where you want your castle to go. You can build lots of castles beside each other and make a kingdom! Decorate it with anything you can find e.g. shells, stones, feathers etc.

### JUMP THE WAVES

Go down to the shore. Can you jump over the waves without the waves hitting your knees? How high can you go?

### SEA ANIMAL DANCE

Can you put on some music...when the music stops pick an animal!

- A crab (walk sideways) 
- A jelly fish (jiggle and wiggle) 
- A whale (big jumps and splashing sounds!)
- A seal (clap your hands together!)
- A shark (point your hands up on top of your head like a fin) 
- A sea turtle (move slowly, hands swimming in front of you) 
- A dolphin (quick jumps and squeaky sounds!)

### BEACH HUNT!



Can you find...

- A feather
- A shell
- Sea glass
- A stone
- A twig
- Seaweed



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# SOCIAL, EMOTIONAL AND/OR BEHAVIOUR

## PLAY

Active learning is central to learning and teaching in the Northern Ireland curriculum. Active learning is an umbrella term that encompasses both play and activity based learning. In the Northern Ireland Curriculum (Primary) it states: "Children learn best when learning is interactive, practical and enjoyable...it is important that children have opportunities to be actively involved in practical, challenging play-based learning in a stimulating environment."

Play is children's work. Play enables children to learn in a fun and developmentally appropriate way. Through play, children learn:

Language skills and increase their vocabulary

Fine and gross motor skills

Problem solving skills and how to manage conflict

Attention and listening skills

How to manage their emotions and empathy skills

How to use their creativity and imagination



Through play children can learn to take others' perspectives and develop their social skills and social interaction skills. Play gives children a sense of achievement and enjoyment. **However, play takes practise** and it's important that adults participate in play. Descriptive commenting can help children develop specific skills such as:

1. **Development of social skills** e.g. when you see the child doing behaviours such as turn taking or being friendly, be sure to comment on this, e.g. "you are both working together like a team and taking turns; you are being so friendly sharing your toys."
2. **Increasing emotional vocabulary and developing emotional literacy by commenting on or describing the child's feelings** e.g. when they seem happy/sad/calm/curious, say this back - "I see that playing that makes you feel happy; you seem proud of that tower" etc. This will help develop a 'feeling' vocabulary and help them recognise and regulate emotions.

### During play the following principles can be emphasised:

#### • Praise:

- Label and be specific e.g. "I like the way you tidied the toys away" instead of "that's good"
- Catch any behaviour you want to see more of and encourage it
- Praise with smiles, eye contact and enthusiasm
- Praise immediately after the desired behaviour
- Praise in front of others if possible



#### • Limit setting + use of language:

- Be realistic in your expectations
- Give one command at a time
- Reword commands into positive statements
- Use "first and then"
- Give time for understanding and compliance



## PLAY IDEAS

### DAY AT THE BEACH



Have a day at the beach - use various household objects and pieces of junk e.g. large boxes and beach related items e.g. beach balls, sun hats, bucket and spade, empty sunscreen bottles etc. and imagine you're at the beach! Chat about what they will do, see, hear and encourage use of language to describe all these experiences.

### WHAT DOESN'T BELONG?

Have some beach related items/pictures and one unrelated (e.g. a train). Ask which one doesn't belong. This game encourages turn taking and group work!



### SEA SHELL CUP GAME

Have children sit in a small group and have plastic cups and a seashell. The children place a shell under one of the cups and move the others around. Another child has to guess which cup the shell is under!



### ACTION SONGS

I went to the beach  
And what did I see?  
A bird on the sand  
(Make thumb and index finger touch)  
Looking at me!  
(Make birds beak)

I went to the beach  
And what did I see?  
A fish in the water  
(Make a fish swimming with hand)  
Splashing at me!  
(Make hand movements like splashing water!)

I went to the beach  
And what did I see?  
A shell in the sand  
Sparkling at me!  
(Make fist with one hand and tap with the other hand)

I went to the beach  
And what did I see?  
A crab in its shell  
(Overlap two hands and wiggle fingers)  
Waving at me!