

Attention Autism (by Gina Davies)

Session Plan - Stages 1 & 2 (4 Weeks)

Sessions modelled weekly by the Speech & Language Therapist or Assistant and then carried out by school staff daily.

Stage1) Focus their attention on the Adult Led agenda – Bucket (or box) Game
NB. Engage their attention with enthusiasm; relax and enjoy these times; anticipate shared good times. Use highly visual toys.

Stage2) Attention Builder – sustaining attention. Offer an activity that has a sequence, building to a final fantastic experience.

NB. Highly visual and appealing activities, delivered on the adult agenda

***Remember to use the visual timetable** e.g. A4 whiteboard and pen used to draw 'live' at the start of the session for all the stages. Cross through each stage when each stage is complete before moving onto the next. Plan ahead a simple drawing to represent each activity.

***NUMBERS below correlate to STAGES above.**

Week 1

1. **Bucket Game** (5mins)

Resources: e.g. spinners, flashing toys, wind-up toys, pop up toys, slinky, rain maker, etc.

-Every day set aside 5 minutes to carry out the 'Bucket game' – sing/say "I've got something in my box, in my box, in my box, I've got something in my box, I wonder what it is?" Select several different highly motivating toys individually from the bucket. Be in awe and wonder of each one as you present it!

-Use Key Vocab to comment (depending on the toy): e.g. "spinning!" for spinning toy, etc. Use vocab sparingly so not to detract.

Week 2

1. **Bucket Game** (3mins)

Begin the session each day with the 'Bucket game'. Select 3-4 different highly motivating toys.

2. **Flour Shake** (5 mins)

Resources – flour, coloured powder, glitter, sieve, plastic containers, large black paper, shapes.

Process – Carefully shake the flour onto the paper until it covers a large surface. Draw a pattern, simple picture e.g. smiley face or write a name. Shake the flour back into container and start again. Repeat several times. .

Use Key vocab: e.g. "shake shake" to comment (when shaking flour from the sieve)

Day 1 – Therapist introduces Flour Game activity. Variations for the rest of the week:

Day 2 – Flour and shapes

Day 3 – Different coloured paper/ use straw to blow patterns

Day 4 – Hand prints

Day 5 – Flour with glitter

Week 3

1. **Bucket Game** (3mins)

Begin the session each day with the 'Bucket game'. Select 3-4 different highly motivating toys.

2. **Rice Tumble** (6 mins)

Resources – Rice, plastic tray, plastic tube, clear cups, instruments e.g. cymbal, drum etc, foil, coloured beads or lentils.

Process – Fill cups with rice and pour into tube. When tube is full; pour the tapioca from end of the tube into the tray. Remember to release slowly for best sound effects.

Use Key vocab: "more", "fill it up" to comment

Day 1 – Therapist introduces Tumble activity. Variations for the rest of the week:

Day 2 – Use a drum to pour rice/lentils on

Day 3 - Use foil or other material to pour tapioca on

Day 4 - Vary the Rice – use coloured beads or coloured lentils etc

Day 5 – Use xylophone to pour rice/lentils/tapioca on

Week 4

1. Bucket Game (3mins)

Begin the session each day with the 'Bucket game'. Select 3-4 highly motivating toys

2. Flour Castles (7 mins)

Resources – Sand or flour, plastic tray, different containers, small spade or large spoon.

Process – Fill a container with the sand/flour. Tip out and make shape. Make two or three shapes.

With flat hand squash the sand castles. Repeat.

Use Key vocab: "more", "fill it up", "splat!" to comment

Day 1 – Therapist introduces Flour castle activity. Variations for the rest of the week:

Day 2 – Use variety of containers

Day 3 – Instead of flattening the sandcastles with hand, poke them or blow on them.

Day 4 – Use different coloured sand

Day 5 – Make one big sandcastle or some kind of sculpture with the sand!

Attention Autism (by Gina Davies)
Session Plan stages 1-3 (13 Weeks)

Sessions modelled by the Speech & Language Therapist or Assistant and then carried out by school staff daily.

Stage1) Focus their attention on the Adult Led agenda – Bucket (or box) Game

NB. Engage their attention with enthusiasm; relax and enjoy these times; anticipate shared good times. Use highly visual toys.

Stage2) Attention Builder – sustaining attention. Offer an activity that has a sequence, building to a final fantastic experience.

NB. Highly visual and appealing activities, delivered on the adult agenda

Stage3) Turn taking (Interactive game) – child learns how to shift their attention to their own individual participation and then back to the group.

NB. Use demonstration to be sure the child knows exactly what to do; support individual children to achieve failure proof; structured adult led turn taking

**Remember to use the visual timetable e.g. A4 whiteboard and pen used to draw 'live' at the start of the session for all the stages. Cross through each stage when each stage is complete before moving onto the next. Plan ahead a simple drawing to represent each activity.*

***NUMBERS below correlate to STAGES above.**

Week 5 sessions (with approximate times for each stage)

1) **Bucket.** Select 3 different highly motivating toys (3mins).

2) **Foam snakes** – (6 minutes)

Resources: 6-8 flower pots, shaving foam, A2 black paper (or shower curtain),
additional: food colouring, water spray bottle

Process: Place the A2 paper down. Line up 3 or 4 flower pots turned upside down on the sheet and squirt shaving foam on the top one at a time. Then get another flower pot and force it down over the tower of foam over the top to make the 'foam snakes' shoot out. Do the same for each flower pot.

Key Vocab: 'squirt', 'more'

Day1- Therapist demonstrates activity. Then variations for the rest of the week:

Day2- Foam snakes with spray of colour on them

Day3- Foam snakes with other colours

Day4- Foam snakes with glitter on them

Day5- Foam snakes with sequins

3) **Treacle Tracks** (5mins)

Resources: 4 forks, black treacle, white shower curtain, pot for used forks,
additional: golden syrup, flavoured syrups,

Process: Place the shower curtain down, dip the fork in the treacle and draw patterns with it on the shower curtain. Invite the lead adult to take a turn after with a new fork that you have dipped for them, then choose several children and do the same individually

Day1- Therapist demonstrates activity. Then variations for the rest of the week:

Day2- Use Golden syrup and treacle

Day3- Add food colouring to golden syrup

Day4- Use flavoured sauces e.g. chocolate, strawberry

Day5- PVA glue on black A2 paper

Week 6 sessions

1) **Bucket.** Select 3 different highly motivating toys (3mins).

2) **Foamy fingers** – (6mins)

Resources: disposable white gloves, shaving foam, A2 black paper,
additional: food colouring, water spray bottle

Process: Place the A2 paper down. Squirt foam into the glove (make sure one finger is slightly snipped at the end!), squeeze out the foam onto the paper.

Key Vocab: 'squirt', 'squeeze', 'more'

Day1- Therapist demonstrates activity. Then variations for the rest of the week:

Day2- Add food colouring to the Foam (spray on)

Day3- Draw shapes, a face, etc using the foamy fingers or draw simple things in the foam itself once squirted (targeted vocab).

Day4- Squirt the foam from a couple of snipped fingers into containers

Day5- Add syrup to the foam (at the end point) for an interesting effect

3) **Raining on you** – (6mins)

Resources: see through umbrella, small watering can, shower curtain

additional: rice, flour & sieve, survival blanket, sparkly paper.

Process: Get lead adult to take turn initially sitting under the umbrella (on a chair) holding onto it, then pour water from the watering can over and sing the song "It's raining on you, it's raining on you- ee-ii-up-ee-oh its raining on you!" Invite several children to take a turn.

Key Vocab: Raining, on, you

Day1- Therapist demonstrates activity. Then variations for the rest of the week:

Day2- Use rice and sing 'Its hailing on you...'

Day3- Sieve flour over the umbrella and sing 'It's snowing on you...'

Day4- Get 2 adults to hold a survival blanket and shake it over the child and sing 'It's windy on you...!'

Day5- Use sparkly paper and sing 'It's sparkly on you...!'

Week 7 sessions

1) **Bucket.** Select 3 different highly motivating toys (3mins).

2) **Animal Splat** – (6mins)

Resources: shaving foam, black A2 paper, toy plastic animals, water spray

Additional: food colouring, plastic numbers/letters, miniature plastic figures

Process: Place the A2 paper down. Line up several animals by the paper. Squirt a big foam heap on the paper, drop your first animal from a height and say 'splat!' and continue till all the animals are in the foam. Spray the animals in the foam till they are visible and retrieve them one by one, and place them in the box.

Key vocab: 'squirt', 'tiger', 'more', etc

Day1- Therapist demonstrates activity. Then variations for the rest of the week:

Day2- Add food colouring to the Foam (spray on)

Day3- Drop numbers in the foam itself once squirted (targeted vocab).

Day4- Drop letters in the foam

Day5- Drop other plastic items/figures e.g. miniature soldiers/people

3) **Animal spray** – (7mins - *extension of stage 2 activity*, leads straight in)

Resources: water spray,

Additional: bowl, food colouring, glitter, cloth

Process: Get lead adult to take a turn initially spraying the animal till it becomes visible (foam has come off). Then adult in group, then several children.

Key vocab: spray, clean

Day1- Therapist demonstrates activity. Then variations for the rest of the week:

Day2- 'wash' animal in a bowl of water

Day3- 'wash' in coloured water

Day4-'wash' in glittery water
Day5-'wipe' with a cloth

Week 8 sessions

1) **Bucket.** Select 3 different highly motivating toys (3mins).

2) **Fish Splash** – (6mins)

Resources: 4 glasses, water bottle (see through-full of water-about 1ltr), food colouring (x4 colours), plastic fish, spoon, shower curtain

Process: place out the shower curtain, put the 4 glasses out and gradually fill up each one from the bottle, drip in food colouring to each glass (varying colours) and mix it in with the spoon. Select a plastic fish to drop in the first glass- drop it from a height so you can say "fish...splash!", do the same for each glass. Then catch the fish using the tea strainer/measuring spoon and put them

Key vocab: 'catch', 'fish', 'fill it up', 'full', 'empty', 'mix it', 'water', 'green', 'blue', 'red', 'yellow', 1, 2, 3, 4. etc.

3) **Catch a fish** – (7mins - *extension of stage 2 activity*, leads straight in)

Resources: as above and funnel, tea strainer (or measuring spoon), basket/box

Process: model the activity then Invite lead adult to take a turn first to catch a fish from the glass using the tea strainer- sing a tune e.g. 'catch a fish, catch a fish catch a fish, fish, fish!', then drop the caught fish into the box, invite several children for a turn till all the fish are caught, use the funnel to put all the coloured water back into the bottle to finish.

Key Vocab: catch, fish

Day1- Therapist demonstrates activity. Then variations for the rest of the week:

Day2-Mix different food colouring together

Day3-Have one big see through glass bowl to catch the fish from

Day4-Sprinkle glitter in the water and/or strips of shiny paper (like seaweed)

Day5- Drop other items to catch e.g. rubber miniature insects, rubber ducks, etc.

Week 9 sessions

1) **Bucket.** Select 3 different highly motivating toys (3mins).

2) **Don't drop the egg!**– (6mins)

Resources: 4 eggs (runny!), 3x Black A2 paper, spoon, see through tub of flour

Additional: sand, coloured/shiny paper, extra spoon, coloured eggs, hard boiled egg

Process: place out the A2 paper, 'find the egg' which is buried in the flour, and scoop it on the spoon, say the sentence, "Oh no, don't drop the egg!" and walk along with it on the spoon till you 'accidentally' drop it onto the paper. Do this for 3 more eggs.

Key vocab: 'drop', 'egg', 'broken', 'find it'

Day1- Therapist demonstrates activity. Then variations for the rest of the week:

Day2-Have the eggs buried in sand to find and drop on different coloured or shiny paper

Day3-Walk along with 2 spoons and 2 eggs and drop!

Day4- Use different eggs (e.g. goose, duck) or colour the eggs for colour learning/ further visual appeal!

Day5- Surprise them with an occasional hard-boiled egg that doesn't break when dropped!

3) **Standing on the stool** – (7mins)

Resources: small stool/step

Additional: more stools/steps

Process: model the activity then Invite lead adult to take a turn first to stand on the stool whilst you sing 'I'm standing on the stool, I'm standing on the stool, ee-ii-up-ee-oh I'm standing on the stool, 1, 2, 3, jump!' (and the person jumps off), Invite several children to take turns and sing the song each time.

Key vocab: standing, stool, jump, 1, 2, 3

Day1- Therapist demonstrates activity. Then variations for the rest of the week:
Day2- Have 3 stools and 3 children to come up at the same time to jump on together
Day3- 'Waving on the stool...'
Day4- 'Clapping on the stool...'
Day5- 'Patting on the stool...' (pat knees)

Week 10 sessions

1) **Bucket.** Select 3 different highly motivating toys (3mins)

2) **Food mix** – (6mins)

Resources: 1litre water bottle filled, big mixing bowl, feely bag,
additional: food colouring, glitter, flour & tub (for hiding items)

Process: Place the mixing bowl in the middle, then fill it up with water, and add an item from the feely bag, (present them individually) e.g. plastic food, then sing "mix, mix, mix it up, mix it in the bowl, mix, mix, mix it up, mix it in the bowl."

Key Vocab: mix, in, bowl,

Day1- Therapist demonstrates activity. Then variations for the rest of the week:

Day2- present items hidden in flour (rather than feely bag)

Day3- change items e.g. small animals

Day4- change items e.g. letters

Day5- change items e.g. numbers

3) **Monster's dinner** (*continuation of stage 2 activity – 6mins)

Resources: as above, with a scoop/tea strainer/small net to catch food, use a food recycling bin or shoe box (dressed as a monster) to post the food.

Process: Introduce the 'monster' and say he is hungry and sing/say e.g. 'The monster is hungry, is hungry, is hungry the monster is hungry what have we got to eat?' Adult initially models finding a piece of food, and feeding the monster. Then an adult in the group, then several children.

Key Vocab: monster, hungry, eat

Day1- Therapist demonstrates activity. Then variations for the rest of the week:

Day2- Feed another thing e.g. dinosaur, lion (e.g. to fit with curriculum)

Day3- Use fruit & veg to feed (plastic or real chopped enough to catch!)

Day4- Use letters/numbers

Day5- Use yucky things e.g. plastic insects

Week 11 sessions

1) **Bucket.** Select 3 different highly motivating toys (3mins)

2) **Bubble print** – (6 mins)

Resources: plastic bowl, 1litre water, straw, 5 pieces of white A4 paper, paints, big spoon,
additional: food colouring, funnel, glitter

Process: Place the bowl down and fill it up with water, then add some paint, then blow into the mixture through the straw and watch it bubble up! Place a piece of white A4 paper over the bubbles to leave an imprint. Do this several times, adding another colour.

Key Vocab: blow, bubbles, wow!

Day1- Therapist demonstrates activity. Then variations for the rest of the week:

Day2- Use food colouring

Day3- Use glitter

Day4- Use several bottles worth of water so you can funnel it out each time and refill with different colours to extend the sequence

Day5- Use two bowls with two different colours and make prints on the same paper from both

3) **Raining on you** – (6 mins)

Resources: see through umbrella, small watering can, shower curtain

additional: rice, flour & sieve, survival blanket, sparkly paper.

Process: Get lead adult to take turn initially sitting under the umbrella (on a chair) holding onto it, then pour water from the watering can over and sing the song "It's raining on you, it's raining on you- ee-ii-up-ee-oh its raining on you!" Invite several children to take a turn.

Key Vocab: raining, on, you

Day1- Therapist demonstrates activity. Then variations for the rest of the week:

Day2-Use rice and sing 'Its hailing on you...'

Day3-Sieve flour over the umbrella and sing 'It's snowing on you...'

Day4-Get 2 adults to hold a survival blanket and shake it over the child and sing 'It's windy on you...!'

Day5- Use sparkly paper and sing 'It's sparkly on you...!'

Week 12 sessions

1) **Bucket**. Select 3 different highly motivating toys (3mins).

2) **Build a Snowman** – (6 mins)

Resources: shaving foam, black A2 paper, stones, carrot stick, twigs, piece of material (for a scarf)

Process: Place the A2 paper down. Squirt foam onto the paper and make a snowman, gradually add the features.

Key vocab: 'squirt', 'squeeze', 'more', etc.

Day1- Therapist demonstrates activity. Then variations for the rest of the week:

Day2- Do a snowman and snow-woman

Day3- Do a sheep

Day4- Do an ice-cream, add food colouring for flavours or twigs for a flake

Day5- Do a snow scene with a combo of the above!

3) **Sausage Roll** – (6 mins)

Resources: blanket,

additional: bubble wrap, survival blanket, rug,

Process: Get lead adult to take a turn initially being rolled up in the blanket and sing (to the tune of row your boat)- 'roll, roll, roll you up like a sausage roll (rolling them up), roll, roll, roll you up like a sausage roll (unrolling them)'. Then say "1,2,3, tickle!" (then tickle them to finish). Invite several children to take a turn.

Key vocab: 'roll', 'sausage roll', 'tickle'

Day1- Therapist demonstrates activity. Then variations for the rest of the week:

Day2-Roll up in bubble wrap

Day3-Roll up in a survival blanket

Day4-Roll up in rug

Day5-Roll up in other material e.g. velvet

Week 13 sessions

1) **Bucket**. Select 3 different highly motivating toys (3mins).

2) **Brush your teeth**– (6 mins)

Resources: Black A3 paper, toothpaste, toothbrush.

Process: place out the A3 paper and draw a face using toothpaste – make sure you draw teeth so you can say 'brush your teeth' and use the toothbrush to actually brush the mouth on the paper

Key vocab: eyes, nose, mouth, teeth, hair, ears

Day1- Therapist demonstrates activity. Then variations for the rest of the week:

Day2- comb your hair – using a comb (still using toothpaste)

Day3- use a squeeze bottle of choc sauce (or other flavour) on shower curtain– do teeth with toothpaste

Day4-sprinkle glitter over face after

Day5- Use a real object after e.g. doll to 'brush teeth', or even yourself!

3) **Magic Ribbon** – (6 mins)

Resources: long ribbons (range of colours - all attached to one stick to hold), basket, blanket, interesting objects e.g. teddy bear, doll, small figures.

Additional: another ribbon

Process: model the activity then Invite the lead adult to take a turn first to wave the ribbon over a covered object (e.g. teddy bear under a blanket) and say 'magic ribbon round and round magic ribbon what have you found?' then unveil the object (with surprise!) and get the person to place their object in the 'magic basket'. Repeat this and secretly put different objects under the blanket each time for the next child to unveil.

Day1- Therapist demonstrates activity. Then variations for the rest of the week:

Day2- Have 3 stools and 3 children to come up at the same time to jump of together

Day3- 'Waving on the box...'

Day4- 'Clapping on the box...'

Day5- 'Patting on the box...' (pat knees)

Week 14 sessions

1) **Bucket.** Select 3 different highly motivating toys (3mins).

2) **Animal stir**– (6 mins)

Resources: washing up bowl, big spoon, large bottles of water (e.g. 2x 4pints in milk cartons), animals (that float)

Process: Pour the water into the washing up bowl, then take the spoon and stir the water and sing the song (to London's burning) 'stir the water, stir the water, stir it up now, stir it now up, stir, stir, stir, stir, watch it go round, watch it go round. Then take an animal (from a feely bag to add mystery!), do the song again and then count 1,2,3 and drop the animal in and watch it go round! Then repeat for several other animals doing the song each time.

Key Vocab: stir, water, go round

3) **Catch the animal** – (*This is a continuation of the previous activity – 6mins)

Resources: another bowl (to put caught animals in), sieve.

Process: introduce on the visual timetable 'now catch the animal' and get the bowl and sieve out and sing (to wind the bobbin up) 'Catch the animal, catch the animal, catch, catch, catch it now!' Then model catching an animal from the washing up bowl and putting it into the other bowl and cheering!

Key Vocab: catch, animal,

Day1- Therapist demonstrates activity. Then variations for the rest of the week:

Day2- add glitter to the water

Day3- use ping pong balls in (could be different colours)

Day4- use petals/leaves off a flower

Day5- add ball pool balls

Week 15 sessions

1) **Bucket.** Select 3 different highly motivating toys (3mins).

2) **Hand Prints** – (6mins)

Resources: A3/A2 white paper, several colours of paint, disposable gloves (for ease), paint tray/spare paper

Process: Put gloves on and squirt some paint out on the tray/ spare paper. Make hand prints on the white paper (using a couple of colours for interest) to design a simple picture e.g. a sun, a tree.

Key vocab: yellow, green, etc

Day1- Therapist demonstrates activity. Then variations for the rest of the week:

*Day2-*use finger prints

*Day3-*use footprints

*Day4-*add glitter to the paint

*Day5-*spinkle glitter on after you complete the picture

3) Tea-bag Splat (6mins)

Resources: A3/A2 white paper, teabags, cup, big and little spoon, warm water.

Process: demonstrate taking a take turn putting a teabag in the cup and pouring in the water and stirring it and singing 'this is the way we stir the tea, stir the tea, stir the tea, this is the way we stir the tea, and have a nice drink'. Then take a slurp (or pretend) and do a comedy 'errghh!' then spoon out the teabag and splat it on the white paper, and then splat it with the big spoon. Give the lead adult a turn next and then the children spooning out the teabag (if they can) and/or splatting it on the paper with the big spoon and saying "splat!"

Key Vocab: stir, tea, drink, splat

Day1- Therapist demonstrate activity. Then variations for the rest of the week:

Day2- Use a see-through mug

Day3- draw something using the tea bag (after the splat)

Day4- do a number of separate cups of per child tea to count out

Day5- Say 'mmmm' instead when you drink it!

Week 16 sessions

1) **Bucket.** Select 3 different highly motivating toys (3mins).

2) **Birthday cake!** – (6 mins)

Resources: large round tin (covered with paper), squeeze icing (or with piping), squirty cream/shaving foam/toothpaste (anything to resemble cream), sugar sprinkles/ 100s&1000s/cherries or balls of red tissue paper (decoration for cake), candle (freestanding e.g. tea-light), lighter.

Process: Take the tin out (the cake); use icing to decorate the cake round the edges e.g. with target shapes; use the foam to decorate the top (like cream), put cherries on and count them out. When finished put any decorations on, then put the candle in the middle, light it and sing 'happy birthday to me!'; then blow it out

Key vocab: cake, shapes, happy birthday, numbers 1-10, candle,

Day1- Therapist demonstrates activity. Then variations for the rest of the week:

*Day2-*use different coloured icing

*Day3-*Put chocolate buttons on

*Day4-*Use a different shaped tin as 'the cake'

*Day5-*use several candles

3) **Tower tumble** (6mins)

Resources: 10 empty tin cans, velcro on the tin cans, symbols to stick on, ball

Process: build the tower up counting out the cans (that have the corresponding velcro numbers on), then sing the song 'throw throw throw the ball knock the tower down, throw throw throw the ball, knock the tower down' and demonstrate doing this; then adult from the group does the same; then children take turns. Adult build the tower up each time counting out the numbers (make sure you do them right to left, so it appears left-right in sequence for the children watching!)

Key vocab: throw, ball, knock, tower, down, numbers 1-10

Day1- Therapist demonstrate activity. Then variations for the rest of the week:

Day2- Change the symbols stuck on the cans e.g. colours

Day3- Change the symbols stuck on the cans e.g. animals

Day4- Change the symbols stuck on the cans e.g. shapes

Day5- Paint/ decorate the actual cans for interest

Week 17 sessions

1) **Bucket.** Select 3 different highly motivating toys (3mins).

2) **Dressing up!** – (6mins)

Resources: dressing up clothes e.g. hat, glasses, hair, scarf, gloves; and accessories e.g. watch, necklace/medal, A2 white paper, coloured pens, feely bag

Process: Take the A2 paper, draw a simple outline of yourself, then take the feely bag and pull out an item to put on yourself, and then draw this item on the paper to match e.g. you pull out a red wig and put it on then draw it on you in the picture (in red pen). Carry on till all the items are on you and drawn on the picture.

Key vocab: hat, glasses, hair, scarf, gloves, watch, necklace/medal

Day1- Therapist demonstrates activity. Then variations for the rest of the week:

Day2- use different dressing up clothes e.g. different wig/hat/hair

Day3- draw yourself on the paper using paint

Day4- Use themed dressing up clothes e.g. dinosaur, superman, Easter bunny!

Day5- Have two of you dressing up at once and draw 2 on the paper

3) **Potato Stamp** (6mins)

Resources: potatoes cut out into shapes, A3 white paper, several colours of paint, tray for the paint (to dip into)

Process: Model stamping the potato in the paint and then sing the song "stamp, stamp, the potato, 1, 2, 3, stamp, stamp, the potato, 1, 2, 3" then say '1, 2, 3' as you stamp on the paper. If the children have difficulties dipping in the potato in the paint do this bit for them and just let them stamp.

Key vocab: stamp, potato, 1, 2, 3, triangle, square, circle, star

Day1- Therapist demonstrates activity. Then variations for the rest of the week:

Day2- Use different shapes

Day3- Cut out numbers in the potatoes

Day4- Use sponges cut into shapes

Day5- Do a smiley face stamp!