**Hovis Class**

**Week Beginning 11/01/21 – 18/01/21**

**Spring Term Topic –How things work Focus- Lifestyles**

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| **Area** | **Activity** | **Links** |
| English | **Story, song or rhyme:** Choose a story to share either a physical book, or an interactive book available on Youtube/Twinkl ebooks or alternatively, if you are feeling energetic, you can choose a story from Cosmic Yoga- and complete the actions to each story you read. Ask students comprehension questions about each story- name/recognise characters, talk about events in the story, why events happened etc. Start to sue communication books tod escribe characters e.g big/small, what colours are they wearing. Practice using yes/no symbols to answer questions about the story too, did you like it? Do you think a certain character is funny or grumpy etc.  **Reading & Phonics:** – Reading books / Education City login for phonics songs and letter recognition activities.  Also use Letters and Sounds website to access online games for each phase.( Please contact me if you want specific games to play on or any resources making and I would be happy to do this)  **Fine motor skills:** Practice mark making, writing letters from your name or writing words of your choice. You could even make a diary of your what things you have been able to do at home, how you are feeling or any other thoughts or feelings. Work on fine motor skills activities such as threading, picking up items with tongs or tweezers, inset jigsaw puzzles, pegging out washing etc.  **Communication:** Learn new Signalong signs. Practice signs on Signalong website and Park Lane Facebook group/Website. Use any opportunity to make and confirm choices using personalised communication systems e.g making choices at playtimes, mealtimes, snacktimes etc. Work on Communication Targets outlined in Annual Reviews.  ( If you would like more specific targets or any resources for any section of the English work please let me know)  Weekly SALT sing and sign session- see link that was emailed out. | <https://www.youtube.com/user/CosmicKidsYoga>  <https://www.vooks.com/>  <https://www.educationcity.com/>  <http://www.letters-and-sounds.com/>  <https://en-gb.facebook.com/signalongcharity/>  <https://en-gb.facebook.com/pages/category/Elementary-School/Park-Lane-Special-School-1641122062807137/> |
| Maths | **Shape**  Recognising 2D shapes (Square, triangle, rectangle, circle)  For each shape practice the name and counting how many sides it has. You can make some of your own shapes by cutting them out of a thick cardboard box if you don’t have any plastic ones.  Play games such as which shape is in the bag. Students to pick out a shape from the bag and then communicate which shape they have found.  Pass the parcel shapes- make a pass the parcel but wrap a different shape in each layer, identify each shape at each layer.  A shape treasure hunt- hide shapes around the room or around the house and students to go and find them and bring them all back.  If you have multiple versions of each shape- students can practice grouping them.  Play shape recognition games on Education City and/or find different shapes around your house e.g in patterns of fabric, what shape is the door, window, mirror etc.  **Measure**- Role play playing ‘shops’ Set up a shop, it could be a toy shop or snack café- label each item with either a number, coin or price ( depending on the level of your child) – get the child to pay for what they want to buy  Repeat the following steps until the concept is grasped and then move on to the next one….  Start by asking them to hand over any amount of coins to get used the concept of transaction.  Then for the next step they should purchase by giving you the same coin as the one on the item, limit this to 2 or 3 coins at first then expand.  Then counting out the number of coins e.g six coins, 4 coins etc  Then extend by telling them which coin you need e.g find me a £1 |  |
| Creativity | Blues Music  What are the blues?  Play “Poppa’s blues from Starlight Express <https://www.youtube.com/watch?v=D0K3jGK10DU> ” to students as an example. Talk about the voice as an instrument Talk about how the blues generally use a belly voice or chest voice. Invite student to activate their belly voices by doing a simple warm-up, holding their stomach and saying “ho ho ho” like Father Christmas. Remind them that when they sing the blues they need to feel it in their tummies.  Blues songs tell stories about life experiences, particularly about love and hard times.  Blues songs use pianos, drums, guitars (rhythm and bass) and sometimes add in brass (trumpets, trombones) and woodwind like saxophones.  Blues songs use repetition, improvisation, strong belly voice, and they express emotion.  What’s hard about life sometimes? Brainstorm together. Aim for details. These ideas will be used to improvise verses for our blues song  e.g. woke up this morning and there was no chocolate cereal left!  Mum said I had to put my clothes away  Dad said no more iPad etc.  Use this backing track to say the lines over (same song as above but without the words) start saying words at 38 seconds in- some may choose to make a tune from it!  <https://www.youtube.com/watch?v=sUPqW79s5FA>  Other example blues songs <https://www.youtube.com/watch?v=BATlJwKB8ts>  and <https://www.youtube.com/watch?v=EwLrj6SkIzY>  Record your version of the song and play back, did you like the performance, so you like blues music? |  |
| Individuality | Draw round bodies to create template, this can be done on the back of wallpaper roll – label the different body parts. If you don’t have access tot his work on regonising body parts- this could be done through singing head shoulders knees and toes.  Explore activities/challenges that use certain parts of our bodies – see below.  P.E   * Basic stretching exercises- to identify body parts. Do to music or song- cosmic yoga is a good one for stretching. * Basic movement exercises- running/walking and stopping (use hoops and spots to stop on. Proclaimers. 500miles, * Repeat but introduce if able different types of movement. Skipping, hopping, jumping and crawling. Kriss kross. Jump Jump   PSHE focus  Create badges to put on during game of ‘What am I?’ – Girl or boy. Cut pictures out of a magazine and sort by male and female. Create collage to show males/females  Look at images of lots of different people – different hair colour/skin tone/wearing glasses, hearing aids etc… - discuss how we are all beautiful- create a poster of pictures of people from magzines or people you know. |  |
| Community | Chinese New Year - **Dragons in the City- ebook on Twinkl**  [**https://www.twinkl.co.uk/resource/t-l-54364-dragons-in-the-city-ebook-english**](https://www.twinkl.co.uk/resource/t-l-54364-dragons-in-the-city-ebook-english)  Re read story and make a chinese dragon out of any recycling you have, paint dragon in traditional colours.  Write down facts we know about Chinese new year, make other decorations ready for our end of term celebration. Use ideas from the following links  <https://www.twinkl.co.uk/resource/t-t-25941-chinese-new-year-simple-3d-paper-lantern-decoration>  <https://www.twinkl.co.uk/resource/t-t-25681-3d-chinese-new-year-dragon-wreath-decoration-printable>  <https://www.twinkl.co.uk/resource/au-t-t-10033-chinese-new-year-paper-chain-craft-dragon>  Or come up with your own ideas ☺ |  |
| Challenge | Seasons- can we recognise the seasons.  Starting with Winter  Winter:  Read a story about Winter there is a good example here:  <https://www.youtube.com/watch?v=NrH9ZKk57vQ&t=67s>  Go for winter walks around your local area to experience the winter weather – try and include wet, cold, frosty, weather and if at all possible, snowy weather. Take photographs  Observe the trees and plants whilst out and about – take photos of them and relate to the Winter story. Collect bare twigs from the ground & highlight that there are no leaves on them or on the trees or plants at the moment  Make records of any winter weather experienced through photos of the pupils out and about. Make art work linked to winter and create a display of winter weather. Ideas below. As I am unsure what Art resources you have access to choose which ones are best for you.  <https://artfulparent.com/winter-art-projects-for-kids/>  Explore the clothing that you would wear in winter, hat scarves, gloves, thick coat, boots etc.. Practise getting ready to go out for walks in the winter weather – can they identify/name what they need to wear and if appropriate, explain why?  Create pictures of themselves wearing appropriate winter clothing – have photos of the pupils in their indoor clothing and take photos of their coats, hats, gloves, boots etc. Cut out the photos of their clothing and see if they can recognise their own coats/hats/gloves etc. and stick them onto the photo of themselves in the correct place.  Explore winter weather at home in sensory ways – explore ice, cold rain and wind, using water sprays that have been in the fridge and fans.  Investigate/explore activities they can do in winter, e.g. go sledging, build a snowman, see Christmas decorations & lights, celebrate Diwali, walk in snow, walk on frost covered grass, throw snowballs  Identify, explore, taste food associated with winter e.g. soup, hot chocolate, Christmas cake etc  Explore darkness – use a dark den or sensory room if available – link to dark, winter days. Explore bike lights, torches and reflective fabrics, which some pupils may have on their coats. |  |
| Please feel free to email me anytime if you have any questions, if you need any further support or if you want to send pictures or an email to update me on your progress. I would love to see what you are getting up to. My email address is [lrashleigh@parklane.cheshire.sch.uk](mailto:lrashleigh@parklane.cheshire.sch.uk) | | |