**Hovis Class**

**Week Beginning 25/01/21 – 01/02/21**

**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 you already have, 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. Use communication books or voice to describe 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:** –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. 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 or garden 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.Then 3d shape recognition. Sphere, cube, cuboid, pyramid, cylinder, triangular prism. You can collect examples from round the house or use old packaging, use things like a ball, toblerone box, etc. Play games like find the matching shape, shape hunt around the room, blindfolded guessing game, can you feel the shape and guess the correct name?**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 buyRepeat the following steps until the concept is grasped and then move on to the next one….Start by asking students to hand over any amount of coins to get used the concept of transaction.Then for the next step students 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 etcThen extend by telling students which coin you need e.g find me a £1  | Some links to online games <https://www.topmarks.co.uk/early-years/shape-monsters><https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns><https://www.ictgames.com/mobilePage/shiftingShapes/index.html> |
| Creativity  | Build a model house out of recycled materials. Paint your model or stick material to it. Write or get an adult to scribe a brief description of your house. What colours have you used, what rooms are in the house. If you don’t have all the symbols in your book that you need you can answer questions using yes/no symbols. E.g is there a bedroom in the house that you have made? Use communication books to say who would live there. Record your answers. Spend some time thinking about people who are not fortunate enough to have a nice home to live in. How would they be feeling? Link back to the Blues music we did a few weeks ago, do you think they would be feeling sad? Think about what we could to help these people? E.g donate any unwanted clothes to charities who help the homeless, donate to a local foodbank. You may even want to do one of your ideas if you are able.  |  |
| Individuality | P.EKeep active- Can you move around the room or garden in different ways? Walk, run, hop, crawl , jump, skip etc.Football skillsCan you use your feet to kick the football. Can you practice stopping the ball with your feet? Can you make the ball move in different directions? Can you get the ball between two cones/poles? Can you kick the ball and make it hit a target? Like another ball or plastic plant pot? Can you dribble around obstacles, keeping control of the ball, start sowly and build up until you get quicker and quicker. Practice your football skills, gaining as much control as possible. Play with an adult or sibling, can they get the ball off you, using their feet? Can you take part in a P.E with Joe Wicks workout, copying the movements?<https://www.youtube.com/watch?v=ke04O2ma7eI> Take part in a cosmic yoga session <https://www.youtube.com/user/CosmicKidsYoga> Spend time working on any physiotherapy targets you may have. Healthy eating Watch –- Healthy Food Song for kids – Jack Hartmann <https://www.youtube.com/watch?v=5dR22hbln6w> - Healthy Eating: An introduction for children aged 5-11<https://www.youtube.com/watch/mMHVEFWNLMc> Get some food and drink items from the kitchen, can you sort them into healthy/unhealthy. Offer students two food items one healthy one unhealthy can they choose the healthy or unhealthier option.Remind every child that all foods are ok to be consumed but some we should have more of than others as they keep us healthier.  |  |
| Community | Continue work on exploring China and Chinese Culture Look at the flag of China- what colours and patterns can you see? Collage of Chinese flag. Stick different red and yellow items onto the outline of the flag or colour in. - Blank version - <https://www.twinkl.co.uk/resource/t-t-22688-china-flag-colouring-sheet> Colour version - <https://www.twinkl.co.uk/resource/chinese-flag-t-tp-2549042> Have a look at the PowerPoint about China- with some facts about where it is and the culture <https://www.twinkl.co.uk/resource/t-e-098-china-information-powerpoint> Look at houses in China Traditional Farming in China.Rice Farming. Look at how rice farming takes place. Follow the link here Remarkable Rice-Tesco Food to Fork. <https://www.youtube.com/watch?v=kxAEiHCErSA> Rice is grown in water. Have water tray and pick objects out of water-imagine having hands in water all day.Can you make a traditional Chinese hat that the workers would have worn to keep them cool and shaded. Follow link here to make your own hat- <https://www.youtube.com/watch?v=B7yrkQF2Dg8> <https://www.youtube.com/watch?v=_TMqzoojgX0> Explore different types of rice-white, brown, short, long etc. Have sensory trays. With dry rice and cooked rice -feel difference. Taste the cooked rice, do you like them?  |  |
| Challenge | SummerRead the familiar tale (with a twist) The big Bad Shark & the Three Little Fishes- can be found on this link. <https://www.youtube.com/watch?v=sGTcOFhcw-Y> Link to the season of summer – going to the beach and paddling/swimming in the sea like the fishes/sharkWatch video clips of summer weather <https://www.youtube.com/watch?v=w12ZbGBWZ_k> See if pupils can match/select pictures of summer weather when given examples of different seasons weather. Symbols can be printed off on the following link - <https://www.twinkl.co.uk/resource/t-g-047-seasons-sorting-activity> ( if you would like me to print and send these please let me know, I would be happy to do this if it easier for you) Link summer weather with summer clothing Pack a suitcase for a summer holiday – link to summer activities – swimming in the sea, going to the beach, camping, sunbathing, having a picnic, having a BBQ. What would we need to pack? Record what students would put in their case using photos/symbols – include bucket & spade, beach ball, swimming/beach towel, sunglasses, sun cream as well as summer clothes. Experience summer food – ice cream, ice lollies, salads, strawberries, picnic food. Can you ask for these using your communication book? If you don’t have every symbol you need you can answer with the yes/no symbol too. Record if you liked each food, again using your yes/no symbol in your communication book. You can put a tick or cross to record on your paper. Create summer artwork. Examples of somethings you might want to do are below.Summer themed colouring sheets- you can either colour with pens, pencil crayons, paints or stick some different coloured materials on them. <https://www.twinkl.co.uk/resource/t-t-1041-summer-colouring--posters> Paper plate fish- step by step guide - <https://www.youtube.com/watch?v=FKOgk__B5yk> Sunshine handprint art- step by step guide - <https://www.youtube.com/watch?v=HqNcHPJv8oU> Ice cream 3D art- step by step guide. <https://www.youtube.com/watch?v=I8y63OEpXF4>  |  |
| Please feel free to email me anytime if you have any questions, if you need any further support/resources 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  |