

ASHWOOD HOME LEARNING – WEEK 1			
Please make use of the resources in the ‘files/ class materials’ section on the Ashwood Teams page.			
<u>Ongoing daily activities:</u>	<ul style="list-style-type: none"> • Practise writing, spelling own names/ forming signatures and completing ‘daily journal sheet’ – use alphabet charts/ alternative pencils as needed. Focus on letter cases. <i>(See resources on Teams)</i>. • Watch, listen and comment on the BBC local weather report – <i>What did they find out? Some possible questions to answer: What temperatures were mentioned/ shown? From the summary chart at the end of the report - Which will be the hottest/ coldest day? How many days are sunny this week, How many days will it rain? etc</i> Discuss suitable clothing for each day based on the forecast. • Practise working out the date using this format: Monday 6th September 2021 and also numerically 6.9.21. Some students can practise writing this out as well. PODD books/ ipads can be used to support this. • Independent living skills: With support and supervision as required practice the skills needed for: Personal care routines, making beds, laundry, making breakfast and lunch, washing and drying up, cleaning, hoovering, dusting, emptying bins, gardening etc Letter of the day: Start from letter A on Monday. Watch a letter song on youtube (abc mouse/ kids 123tv ones are usually age appropriate). Then complete one of the following activities: <ol style="list-style-type: none"> 1. Write of find in PODD books as many words starting with that letter against the clock (e.g. in 5/10 mins) 2. Try to form a sentence using as many words with that letter as possible. 3. Find all the words in this week’s book starting with or containing that letter. 4. Act out of draw a word starting with that letter for each other to guess. 5. Locate objects around the house/ garden starting with that letter. • Shared Reading: Share books together (adult to read) following the “comment, ask a question and respond” method. Complete a book review for each book read (see template on teams). • Independent writing: Provide opportunities for independent writing (using alternative pencils if required) e.g. shopping lists, lists, cards, weekend news, messages. 		
<u>Other activities:</u>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 150px;">ENGLISH</td> <td> <ul style="list-style-type: none"> • Please see English targets that have been emailed to you for more individualised learning. • Please click on the following link to find the book “Storms” • https://tarheelreader.org/2021/05/07/storms-19 • Some students can practice reading the sentences and others can follow the text from left to right as you read it to them. (see targets). Remember to look for your letter of the day in the text too! • After reading the book, talk about the book and what they like/ dislike about storms. Try and get them to answer the question “What do the cars do in the storm?” </td> </tr> </table>	ENGLISH	<ul style="list-style-type: none"> • Please see English targets that have been emailed to you for more individualised learning. • Please click on the following link to find the book “Storms” • https://tarheelreader.org/2021/05/07/storms-19 • Some students can practice reading the sentences and others can follow the text from left to right as you read it to them. (see targets). Remember to look for your letter of the day in the text too! • After reading the book, talk about the book and what they like/ dislike about storms. Try and get them to answer the question “What do the cars do in the storm?”
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		<ul style="list-style-type: none"> • For some writing activities, the students could create their own poem, story, sentences about storms (with support) using these sentence starters as ideas– “I think storms are.... Storms make me feel....” • You could also choose/ print a picture from the book for the students to do some independent writing about, using PODD, alphabet grids, alternative pencils to support spelling attempts.
	<p>MATHS</p>	<p>• Please see Maths targets for all strands that have been emailed to you to link these activities for more individualised learning.</p> <p>Number:</p> <ul style="list-style-type: none"> • See ‘Functional Maths skills at home’ or ‘Ideas for Maths Outdoors’ sheet for ideas. • Choose some different Numicon activities if you were given these. • Practise counting different amounts of objects and recording answers by writing numbers or matching to Numicon/ number cards. • Practise counting out a given number of objects you have in the house – e.g. cups/ cutlery/ pegs/ food items. • Practise addition and subtraction using, objects, Numicon, number lines or hundred squares provided to help with this and then work towards doing these without the support of resources. • Work out how many objects are in half of a set of objects. <p>Shape, Space and Measures/ Handling data:</p> <ul style="list-style-type: none"> • 2D and 3D shape hunts around the house/ garden and describing shapes and their properties. E.g. number of sides/ corners/ right angles/ vertices/ faces. • Find a shape from a given description e.g. find a shape that is round, find one with 4 corners. • Practise measuring lengths, weights and recording results for different objects in the house to find the heaviest/ lightest or longest/ shortest or arranging them from shortest to longest, lightest to heaviest etc. Make use of rulers and tape measures. • Compare quantities of objects – using vocabulary – more, less, fewer etc. • Try some sorting/ grouping activities in the house e.g. sorting objects by size, colour, shape or function. They could then count and record how many objects in each group. E.g. Sorting cutlery into type, sorting food items by colour etc. <p>Money management:</p> <ul style="list-style-type: none"> • This money song is popular in class - https://www.youtube.com/watch?v=dFzAU3u06Ps • Identify coins/ notes. • Add up small amounts of money or the contents of a purse. • Make small amounts of money from a selection of coins and notes e.g. “£1.10, £3.25, £6.52” • Practise adding up in 10ps/ 50ps/ £1s. • Role play buying items and working out how much to give/ work out the change expected. • Talk about budgets – what do you need to spend money, what is essential, what is a luxury item etc.
	<p>PSHE</p>	<ul style="list-style-type: none"> • One of our topics this year is ‘Healthy Lifestyles’.

	<ul style="list-style-type: none"> • Talk about the different things that help you follow a healthy lifestyle. E.g. diet, exercise, sleep, physical health, mental health. • Focus on diet this week. You could: Sort food you have in your cupboards into different food groups. Which are healthy/ unhealthy? What should you eat most/ least? etc Keep a food diary. Plan and prepare a healthy meal or snack. Try some new different healthy foods. Create healthy eating poster or leaflet.
PE	<ul style="list-style-type: none"> • Please encourage your son/ daughter to do some exercise as this is so important at this time – at least once a week but daily would be even better. • Ideas include: <ul style="list-style-type: none"> • Going out for a walk with you. • Ball games outside or any throwing or catching games. • Working through any physio or stretching programmes you have. • Doing some yoga/ stretching – watch the Foxes yoga video on the school website in the parents section for ideas. • Look for an appropriate indoor exercise programme to follow on you tube e.g. https://www.youtube.com/watch?v=3_olssULEk0
COOKING	<ul style="list-style-type: none"> • Try and get cooking if you can. One of our topics this year is: “Kitchen safety”. • As I don’t know what ingredients you have in your cupboards, I have not suggested any recipe but please look at www.goodfood.com (there are often short videos for each recipe to watch first) or www.accessiblechef.com for some ideas. • However, some suggestions are: sandwiches/ wraps/ mini quiches/ mini pizza/ cupcakes/ sausage rolls/ pastries/ salads/ scotch eggs etc. • Remember to practice reading and maths skills while cooking e.g. weighing out, using measuring jugs, counting spoonfuls, reading words and numbers on the recipe. • Have a focus on kitchen safety each week: e.g. identifying hazards, safe storage of foods, learning to use equipment safely, fridge management, cleaning routines.
ART	<ul style="list-style-type: none"> • One of this year’s topic is ‘Abstract artists’. • This week, have a look online at the works of Victor Pasmore. • As I don’t know what art materials you have at home, I have not given any specific instructions for what materials to use but please have at re-creating some art work in this artist’s style. E.g. you could use a pronged combed/ card to make some of his trademark black lines/ swirl designs.
MUSIC	<ul style="list-style-type: none"> • Freewheelers free sing along – Friday 10am on their facebook page – I think this is still running. • Signing choir songs on the school website.

		<ul style="list-style-type: none">• Singing hands videos on youtube.• Listen to different music genres on you tube and comment on what they like/ don't like about the songs (using PODD as required).
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