



Shotover Class JWS Home Learning activities - Date: Monday 01.06.20

Message from SLT

Welcome to the final term of the year, it has been very different for us all but, as things continue to move forward we remain hopeful that we will see all the children in school again possibly before the Summer holidays.

School life though remains vibrant. The newsletters have been a joy each week, as have phone calls home. Just in case you want to see us, School staff have made an online video Mr Blue Sky (details of how to access it)

We continue to follow Government regulations and hope to open for more pupils from the 8th June, working with other agencies and Oxfordshire County Council to make those decisions. You will receive a letter separately if your child meets the criteria for returning to school on this date.

Despite the difficult circumstances, the improvements on the Primary site have continued and we hope to open 4 new classrooms in the summer term. They really are fabulous and mark another important step in our journey of school improvement since 2013. As we do so there will, of course, be more information and hopefully celebrations to follow.

Stephen, Karen, Debbie and Sue

Communication and Interaction Activities

- Sign of the week - [This week's sign is "Sunshine"](#). Have a go yourself!

→ [Top tips for communicating with your child:](#)

Below are some top tips for communication development to support your child's communication skills:

- Talk about the things your child is interested in. For example, if they're playing on the slide in the park, go over and comment 'weeee you're sliding down'
- Use comments and prompts to keep the conversation up. They're better than questions for keeping children involved. For example, if your child is eating an ice-cream, comment, 'Mmm, that looks good. I love ice-cream.' They can then respond with more words than if you ask 'What's that you're eating?'
- Put aside time each day for talking together.
- If your child doesn't get it quite right the first time, don't say "that's wrong", say it back the correct way. For example, if your child says, "I goed swimming", just say back to them, "yes you did, you did go swimming."
- Explore words - talk about new words when your child comes across one.
- Enjoy conversations with your child - children learn from conversations with adults as much as their friends.
- Comment on your child's play using simple language, such as "horse jumping", "man eating orange".
- Ask your child to follow simple instructions, for example, feed a teddy, and see if they can copy
- Remember to **O**WL! 1) **O**bserve your child 2) **W**ait for them to interact with you 3) **L**isten to their responses to you.
- Extend what your child is saying by one more word than they can say. If they say "soup please" you say "tomato soup please". Or if they say "want soup please" you say "Hannah wants soup please".
- If you're doing any activity, it can be a good idea to do the same thing beforehand so that children know what to expect. For example, making sandwiches for a picnic. You could also recap the activity after you've done it. This

helps to develop children's ability to understand and say the words involved in the activity because you'll be repeating them.

- Most importantly - have fun!

→ [I spy:](#) This can be with things you can actually see or even things that you're thinking of. For young children, describe the object as well as giving the first letter of what you're thinking about.

Differentiated Activity: Choose one object for your child to guess. Then, using your child's preferred method of communication, (eye gaze, PECS etc) ask her/him to find it. Use minimal language and key vocabulary, such as "where, look, ect. Also, give her/him clues about where the object is or how it looks like "colour, size, up, down, closer, next to, on, under, etc.

→ [Let's pretend:](#) Pretend you're somewhere else (such as a submarine) and make up a story about it. 'The submarine is being chased by three pink hammerhead sharks.' Take turns to add the next sentence or part of the story so that everyone adds something using their preferred method of communication.

→ [Winnie and Wilbur Stay at Home \(storybook\):](#) Free ebook. Join Winnie and Wilbur in a brand-new stay-at-home adventure! With Wilbur's fun ideas and a flick of Winnie's wand, staying at home can be lots of fun. <https://en.calameo.com/read/000777721fa99e30b70f0?authid=7dNZAolx0j6O>. Read/listen to the storybook. Then, discuss the book and try to answer simple questions about the story. For the most creative ones, can you think of an alternative ending?

Differentiated Activity: Try to make the story more sensory by using different objects and materials to explore. Ask your child to find requested characters and items from the book and most importantly, enjoy the story together.

Cognition and Learning Activities

- **English-**

- 1) We are enjoying the spring weather, what do you know/remember about spring? Can you use google, books or ask adults to find out facts about spring and write a word or sentence or make a fact file about spring. You could use printed pictures, draw your own, or write words. Here are some ideas to start you off? What baby animals are born in spring? What do they eat? Where do animals or insects that come out in spring live? What grows in spring? What could you plant?

Differentiated Activities: can you listen to some songs about spring? Can you open your windows and listen to the sounds you can hear? Can you hear birds singing? Grass rustling with insects? Do you feel hot or cold? Can you look at pictures of spring, or feel and explore spring objects with your senses. Can you remember some of the spring Makaton signs we have learned so far?

- 2) Pick a book you want to read/hear from a choice of four (preferably, a book that you can read almost independently or with some support). Read it aloud to a member of your family (when possible)/listen to a member of your family reading the book to you. Pay attention to what you read/listen to, because you will need to answer simple questions about the book afterwards. Can you name the main characters? Using your preferred method of communication, could you find requested characters and objects from the story? Can you express in your preferred way of communication if you liked the story or not? Can you recall some facts from the story? For those who like a challenge, can you think of an alternative ending?
- 3) Draw/make a picture using the materials that you prefer (colour pencils, natural materials such as, leaves, stones, sticks, etc) about the story you just read/listened to.

Differentiated Activity: Explore and feel different natural materials that represent the spring season. Using your preferred method of communication, can you choose one to explore at the time from a choice of four?

How do they feel? Are they soft or rough? Are they small or big/large? Are they long or short? Are they thick or thin?

Can you choose, using your preferred method of communication, a book for your sibling or parent to read to you? Can they make it a sensory story, with objects from the book for you to explore? Can you answer what or where questions about the story using your method of communication such as Ipad, Eye Gaze, PECS, pointing to the object on the page etc.

- 4) Choose a recipe and write or copy the ingredients that you will need. You can ask an adult to help you. Top Tip: Check their name written on the packets, normally you can find the names there.

Differentiated Activity: Can you feel and explore/try the different ingredients? Can you express in your preferred method of communication if you like the taste and the texture? Can you identify/match the different ingredients?

- **Maths**

1. Explore quantities and amounts for different ingredients that you will use for cooking: spoons, cups, grams of sugar, flour, rice, salt...
2. Do some weighing related to cooking. Focus on the quantities of ingredients you are putting in your recipe i.e. weighing in spoonfuls and counting them aloud, or on scales both digital and non-digital.
3. Choose the same recipe or different one and make a shopping list, write the ingredients that you will use and how much it costs to buy each ingredient. How much will it cost to make the recipe that you chose? You can use the internet or some catalogues if you have around the house. Can you identify what coins or notes you would need to buy the shopping? How much change would you have from the money you have? What combinations of coins would make that amount?
4. Can you remember how many grams, spoons or cups you needed to use for what you have cooked? Can you write it down?
5. Can you practice writing your numbers in sensory trays in flour or foam, or outside on paths and fences with chalk?
6. Ask an adult to give you a number then you work out what 1 more or less is. You could write your own sums on paper, on the ground in chalk and answer them?
7. How many objects can you count in your house or garden in a minute?

Differentiated Activities

1. Clap your / hands or gently bang a saucepan to create a marching beat for a mini-parade in your house.
2. Look around your house and count how many different lamps and lights you have in every room, switch them on (and off again). Can you look round your house again and find some red / white and blue objects? Can you or your adult/sibling count them?
3. It is very important at the moment that we keep healthy -go out in your garden and do an exercise outside that involves counting e.g. how many laps can you do of your garden? How many times can you throw a ball and catch it?.
4. Go outside if you can and count how many birds you can hear / how many planes flying past / cars driving past etc.

5. Can you do some outdoor counting by getting an adult to give you a number, then you find that amount of objects such as can you find 2 leaves, 3 twigs, 5 flowers? How about lots of leaves and 2 flowers. Can your adult or sibling help you feel the amounts? Do they feel different? Put them in a tray, feel them or shake them. Do they sound the same? Adults model the vocabulary lots and 1 or lots and 2.
6. Can you explore the feeling of bubbles popping on your body and listening to an adult count them as they pop? Can you explore sets of objects of different amounts ie 1 or 2 or 1 and lots?
7. Can you feel or find different size, shape or colour coins hidden in material or oats/flour other sensory materials? Can you sort the coins by colour i.e. copper or silver, or by size or number on them? Can you identify or match any?

Social Emotional and Mental Health Activities

I would like you to still keep a record of how much help you still need preparing breakfast and snacks or making your bed. It's amazing a few weeks ago you had no idea of some of these things and now look at the improvement you made!!! YOU ARE DOING GREAT!!!

Self Esteem is very important for mental health, but **What is self-esteem?** Self-esteem is the opinion we have of ourselves and the opinion we think others have about ourself.

When we have healthy self-esteem, we tend to feel positive about ourselves and about life in general. It makes us better able to deal with life's ups and downs.

When our self-esteem is low, we tend to see ourselves and our life in a more negative and critical light. We also feel less able to take on the challenges that life throws at us.

How to have healthy self-esteem

Here are some simple techniques that may help you feel better about yourself.

Recognise what you're good at

We're all good at something, whether it's cooking, singing, doing puzzles or being a friend. We also tend to enjoy doing the things we're good at, which can help boost your mood.

Build positive relationships

Try to build relationships with people who are positive and who appreciate you.

Be kind to yourself

Think about what you'd say to a friend in a similar situation. We often give far better advice to others than we do to ourselves.

Give yourself a challenge

We all feel nervous or afraid to do things at times. Achieving your goals will help to increase your self-esteem.

This activity is a bit different than the other ones we have been doing. The best time to do this activity is at the end of the day, for example after dinner. This activity is not only for you it's for all the members of your family, the more the better.

Ideally, you will print or write the table below to complete it, but you don't have to.

If you decide to print the table once the activity is complete you can keep and display it in your bedroom, at the end of the week you will have a lot of nice things about yourself.

If you decide not to print it, it is ok too. You can ask someone in your family to make a list or you can pay extra attention and make a draw of how you feeling after listening and saying a lot of nice things about yourself and display it on your bedroom, at the end of the week you will have a lot of pictures reminding you about the nice feeling you had during the week.

- **Differentiated Activity**

You know your child best, you can give him/her different options during the time of each activity for eg, while feeling textures of different ingredients used to prepare breakfast and ask him/her how is feeling, good or bad; during an activity that was engaged for a long time ask him/her Did you found this interesting? Yes or no. When he/she accomplishes something give him/her the options to choose what he/she is feeling proud of or went well...

At the end of the day fill up the table trying to remember your child what he/she said about each activity, give him/her options to choose (no more than 3).

Physical and Sensory Activities (including Science)

Differentiated Activity:

Fine Motor Skills

This week we are concentrating on threading, sewing and posting. Here are some activities that are good for developing fine motor skills in this area.

- Try posting/threading pipe cleaners, straws or spaghetti through a collider, through the holes. If you do not have a collider, a box with holes cut in can be used instead.
- Threading pasta over straws or putting spaghetti upright (vertical) with the base in playdough (or something to keep it still) then try threading different size and shaped items over the straw or spaghetti, for example thread cheerios over the spaghetti or straw, macaroni pasta, pasta twirls etc. It is harder than it looks!
- For those of you who like a challenge, how about threading along a piece of string or jewelry wire, using beads etc (with adult support/supervision) have a go at making necklaces or bracelets using threading. Boys can make manly jewelry too! How about using materials to make friendship bracelets to give to people once lockdown is lifted or for your family and of course for you to wear? Here is a good video link, the colours can be changed to make them more boy friendly such as browns blues etc. <https://www.youtube.com/watch?v=u5knLsLjaE>



Differentiated activities-

Could you feel the cheerios, beads, straw, spaghetti colander? Can you move them with your fingers, hands, different body parts? Can you hold them in your palm/fingers for a few seconds? Can you pick them up? Could you post them into a box/container with slits/holes in? Could you try bending a pipe cleaner and see what shapes you make? How do these feel? Could you try threading/posting them with Hand Under Hand support?

Gross Motor/PE

Yoga

Yoga is very good for our mental health as well as our physical health as not only does it get all our limbs moving, it

encourages you to focus on breathing and the stretches can have a calming effect on the body. Looking after our mental health and feeling relaxed is very important at the moment. Here is a link to this week's yoga video to try.
https://www.youtube.com/watch?v=aJzj_b7G7i8

Cricket Coaching

You will need 2 cones/posts which can be as simple as upturned plant pots, a bat of some kind and a ball or balls.

Activity 1

Put a ball or balloon etc onto an upturned plant pot or a stool etc for example. You take turns to throw balls at the object to knock it off! How many balls did it take to knock it off? Did you get it the first time? Who got the most off?

Activity 2

Each person to take turns to knock the balloon or ball off the post/pot/chair using a bat and ball. Did you knock it off? How many goes did it take to knock it off? Did you get it the first time? Who got the most off?

Activity 3

You need at least 2 people, so why not get siblings and parents involved, a bat, balls 5 ideally but can be 2 and 2 posts spread out to represent cricket stumps.

You need 1 person batting at 1st stump, the stump (pot/post/chair sideways etc) has a ball balanced on it. The batting person has to hit that ball off the stump, then put another ball on and hit that ball etc and repeat until all balls have been hit. Then the other players only once the batter has hit all the balls, run to collect all the balls and put them back by the batter. In the meantime the batter has to run to the 2nd post back to first then back to second post and back to first, like cricketers do to make runs, as many times as they can before his team mates have collected all the balls and put them by 1st post. Make sure you count how many runs you did! Then you swap players and take turns until everybody has batted and run the runs. Who scored the most runs?

Differentiated Activities

Yoga-

Can you take a deep breath in and out, take 5 deep breaths in and out, have a hand on the tummy, can you feel it rise (go up) as you breathe in and fall (go down) as you breathe out. Did your hand move? Alternatively put a hand on your parents tummies and feel the movement as they breathe in and out deeply. Can you stretch your arms up tall, out wide? Can you stretch your fingers/hands out and curl them up? Can you stretch your legs out/ bring them in with support? Can you curl up or stretch out your whole body? Try moving or lifting arms and legs up with support (an adult can hold them to support) Can you move your head to the side? Roll one way then the other way?

Cricket-

Can you throw the ball at a balloon held near to you by an adult. Can you hit it? Can you tap a balloon away from your parent/siblings hands? Or a large beach ball? You could try using beanbags/ or large balls to knock off the balls/balloons from a post the adult holds close to you. How about feeling and having a go at holding a bat with Hand under hand support and trying to hit a balloon, bean bag or softball?

Science

Thinking about moving our bodies, how do our bodies move? What helps them to move? We have muscles and bones that help us to move. Muscles are like an elastic band. They stretch out long and contract to allow us to bend. Try pulling an elastic band to stretch it or stretchy material. That is like when we have our legs straight, then let go and notice how it relaxes/bends. This is how we bend our joints, elbows etc. What body parts can you stretch and bend? How does it feel?

- Have a go at looking up in books or on the internet about muscles and bones and how they help us move and keep active. What can you find out? Can you find 2 or 3 facts about how bodies move, what muscles and bones do? Can you talk to an adult or sibling about these? Can you write a sentence or word about them?
- Here is a good video about muscles and bones <https://www.youtube.com/watch?v=ynVRDsDC-84>
- <https://www.scienceforkidsclub.com/experiments.html> is a useful site with lots of information about our bodies.

- Twinkl <https://www.twinkl.co.uk/> also has a wide range of activities you could do whilst learning about your bodies and movement.

Differentiated activities

Can you stretch out your arm, curl it back? Can you make your leg straight and bend it? Can you lie straight or curl in a ball? How did it feel? Do you think the muscles were stretching or bending? Can you hold onto/put your hand on an adults arm/leg while they bend and scratch it? How did it feel? Can you move your bodies in different ways?

SLICE Activities (Safety, Learning, Independence, Communication, Engagement)

This week we are going to make experiments to understand how we can fight the coronavirus or COVID 19 and contribute to fighting this cause.

Experiment 1:

I need:

Clear cup
Oil (olive oil, sunflower oil, corn oil any type of oil will be good)
Soup Spoon
Whisk
Liquid soap
Water

Method:

- Fill the cup with $\frac{3}{4}$ of water.
- Add 4 spoons of oil (any oil).
- Mix it.

What happened?

- Add a few drops of soap
- Mix it.

What happened?

Experiment 2:

I need:

Clear cup
Oil (olive oil, sunflower oil, corn oil any type of oil will be good)
Soup Spoon
Whisk
Hand sanitizer

Method:

- Add 6 spoons of oil (any oil).

How does it look?

- Add a few drops of Hand sanitizer
- Mix it.

What happened?

We are hearing that stopping coronavirus or COVID 19 depends on all of us, probably you heard that we have to stay alert and wash your hands a lot to destroy the virus, but...

HOW SOAP KILLS CORONAVIRUS????

Now some of you will want to use the one that works better. Well, there is no better, it depends on the situation you are in if the soap will be better or hand sanitizer will be better.

If you have access to clean water the soap is better, but if you are on a long walk and you don't have access to clean water to wash your hands for 20 seconds, then hand sanitizer is better. [Look there is a video.](#)

Differentiated Activities

Support your child, pouring, mixing, feeling the utensils and ingredients, observing the changes.

Support your child throughout the routing of washing his/her hands thoroughly and choosing what product it will be better depending on the situation they are (soap in the house, hand sanitizer outdoors).

Message from your teacher

Hi everybody,

Clea and I hope you had a lovely half term and were able to enjoy some of the glorious sunny weather we have had.

We hope you enjoy the wide range of activities included in this week's home learning. Please remember to take photos where you can, of you completing them or the finished pictures or writing and send them into us. We love seeing how well you are doing!



Everything is beginning to change over the next few weeks and it can feel scary, leave you feeling anxious or even excited. We want you to know it is ok to feel those emotions. With all this change happening we would like you to take some time to nurture yourself. This could be trying different activities such as colouring, yoga, a warm bath, listening to music, doing jigsaws, or going for a walk. Some of these may make you feel good, happy, calm and relaxed. Try some, take note of how they make you feel, which ones work for you? Which don't? Try and do more of the ones that do work.

Remember that mental health is as important as physical health.

Take Care and enjoy the sunshine!

Sarah and Clea

Date:

Name:

I felt good when	
I had fun when	
I feel strong when	
This was interesting today	
Somethin I achieved today is	
I am proud of myself because	
Something I am grateful for is	
Something I like about me is	
Something went well today is	
Something I love when (about someone doing the activity with you)	