

Maple Room's Home Learning Term 1 - 2025-2026



As part of our learning this term, we are exploring the theme “This Is Me and My Community!” and would love your help to make this experience even more meaningful for the children. To deepen our understanding of each child’s unique community, we invite you to share information about your family and local community. This could include:

- Special places your family visits or enjoys in your local area
- People who are important in your child’s life (family members, friends, neighbours, or others)
- Any community groups, clubs, or activities your child participates in
- Anything else you feel helps tell the story of your child’s community

You can send this information in any format that works for you—whether it’s a short note, photos, drawings, or even a quick conversation with us.

Your contributions will help us update our profiles and bring the children’s learning to life by connecting school with their homes and communities.

LEARN AT HOME



KIND



AMBITIOUS



CHILD-CENTERED



INSPIRATIONAL



COLLABORATIVE

Location Location Location

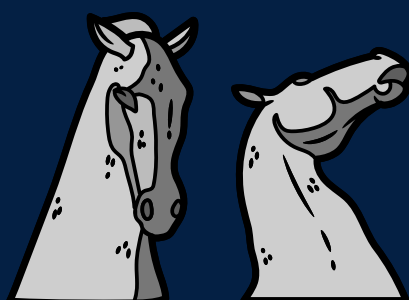
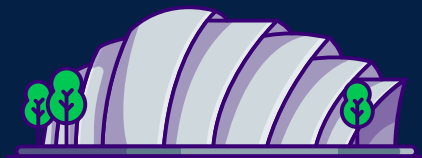
Understanding our place in the world starts with exploring our local environment.

In class, we'll be looking at individual home addresses (in a safe and respectful way), and it would be great if the children could spend some time exploring their local area with you.

Do you have a town square or a play park nearby? Are you close to any well-known Scottish landmarks like the Kelpies or the Forth and Clyde Canal? Have a look on Google Maps together and show your child the route to these places – could you walk there, or would you need to drive?

Most children are familiar with the journey to the Craighalbert Centre, so feel free to use that as a reference point to help them compare distances.

Using maps and familiar places helps children develop a deeper understanding of their surroundings. If you visit anywhere local, please send in a photo – we'd love to add it to our class map!



Self-care Pamper Session

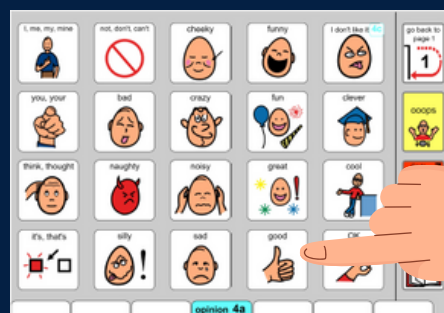
This term, we've introduced daily self-care pamper sessions in class. Self-care helps children understand the importance of looking after their bodies and also supports their emotional well-being.

At home, take some time with your child to explore creams, perfumes or sprays, and lip balm. Practising good hygiene is important, and making it fun helps build positive habits.

Talk About It

- Create a “spa menu” together and let them pick what to try
- Describe how things feel (soft, warm, wet, nice)
- Make choices (this cream or that one?)
- Share emotions (relaxed, happy, sleepy)

We'd love to hear about any great moments or successes you have during your pamper time together—please feel free to share!



Sensory Kitchen

DIY Face Masks

To complement our self-care activities, here are a few simple homemade face mask recipes you can try at home.

There are some simple recipes for homemade face masks that offer a fun sensory experience. The different textures and smells in the ingredients provide great opportunities for exploration!

Start by letting your child explore the ingredients separately—smelling, touching, and feeling each one. Then, get them involved in the mixing process. You can follow one of the recipes below or create your own together.

Once the mask is made, ask your child where they'd like to try it out—it doesn't need to be on their face! You could try arms, hands, or even feet. Even better, get the whole family involved!

Try one of these recipes:

These activities are a fun way to support sensory development, explore textures, and encourage body awareness through play.

Avocado and Olive Oil Mask: Mash half an avocado and mix with 1 teaspoon of olive oil. Apply and leave for 10-15 minutes, then rinse.

Oatmeal and Yogurt Mask: Mix 2 tablespoons of oatmeal with 2 tablespoons of yogurt. Apply and leave on for 10-15 minutes before rinsing.

Banana and Honey Mask: Mash 1 ripe banana and mix with 1 tablespoon of honey. Apply and leave on for 10-15 minutes, then rinse off.

Supermarket Sweep

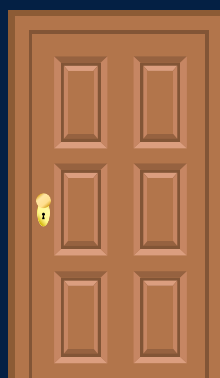
This term, we're focusing on the concepts of quantity and comparing numbers—looking at which numbers are bigger or smaller.

When you're out and about, try pointing out numbers you see in everyday life. Talk about the shape of the number and what it represents. What number comes before or after it?

In shops, you can compare prices or quantities—ask questions like, “Which is more expensive?” or “Should we buy 5 or 7 bananas?” These natural conversations are a great way to build number awareness.

It would be wonderful if these moments could also be supported using your child's PODD book, or even just by pointing to numbers on packets, price tags, or signs. These small interactions can make a big difference in helping children understand and use numbers in real life.

How Many?



Mirror Mirror

It's quickly become clear in class that everyone loves looking in the mirror and watching themselves! We've taken a few selfies to use in our work, but they're all a bit plain—so now we're looking to have a bit more fun!

At home, try taking some selfies using your favourite filters with family and friends. Get creative—take photos with different people or in different places. Once you've chosen your favourites, please send them in to school so we can share them with our friends and chat about who's in the photo and where you were.

Creating strong links between home and school is so important. It gives our team valuable opportunities to talk with the children about familiar people and events using their preferred AAC methods.

We can't wait to see everyone's most fun selfies and favourite filters!



Writing in the mail

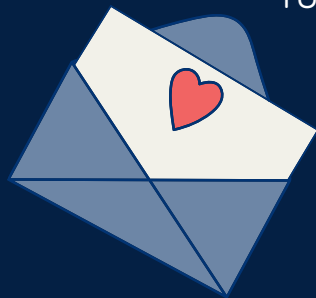
Sharing our thoughts and news is an important part of learning and connection in the Maple Room. While we often communicate electronically, this can sometimes feel a bit abstract for our pupils.

We're working hard on building literacy and communication skills, and one way to make these experiences more meaningful is through real, tangible messages—like letters, cards, or drawings. These help our children understand the purpose of writing and the joy of sharing messages with others. We'd love your help to bring this to life!

Please support your child in choosing or creating a card or picture to post to the school. If any family members—grandparents, cousins, or family friends—would also like to send something in, we'd really appreciate it.

The class will be so excited to receive real mail, and we'll use each piece as a way to talk about who it's from, what it says, and how it makes us feel—all using each child's preferred method of communication.

Thank you for helping us make literacy learning meaningful and fun!



Home comforts

In school, we'll be talking about "feeling safe" and exploring the different things that help us feel calm, secure, and at ease.

Family members and familiar places, like our homes, often help us to relax and be ourselves. Many of us also have favourite items that bring comfort—maybe a cuddly toy, a much-loved book, a soft cushion or blanket, or even a favourite spot on the sofa.

At home, have a chat with your child about what makes them feel safe and comfortable. You could also share your own favourites, or those of a sibling, to help build understanding through shared experiences.

We'd love to see what your child finds comforting! If possible, please send in a photo—or even the item itself (if it's not too big or precious!)—so we can share these with the class and talk about what helps us all feel safe and happy.

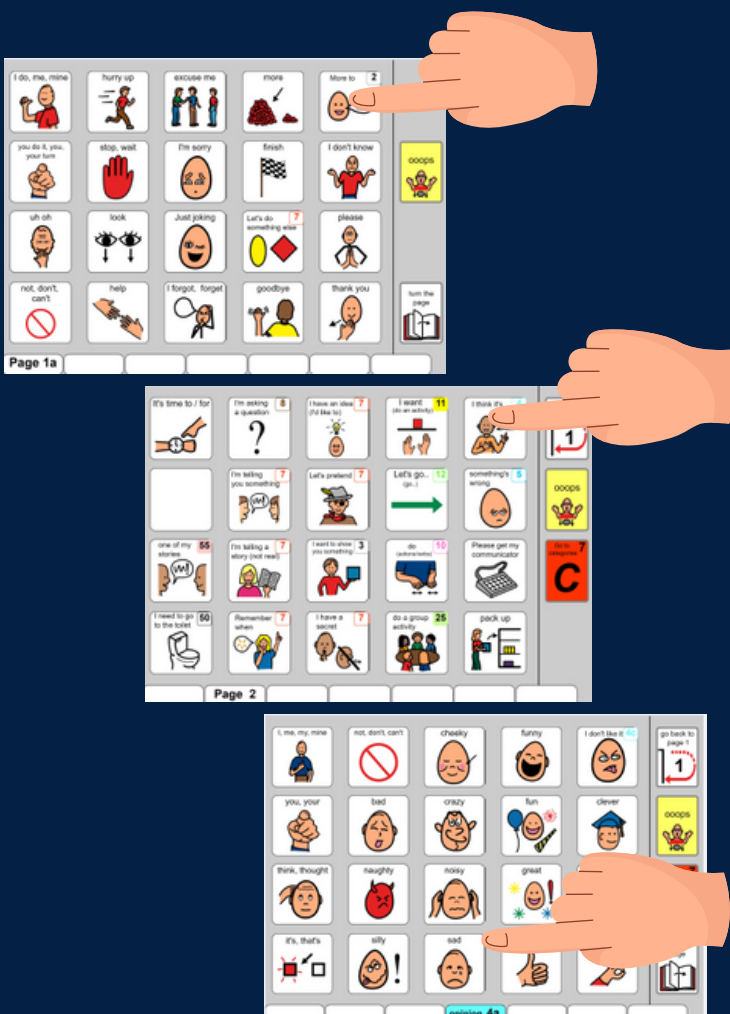


Navigating BIG Emotions

Growing up can be tricky, especially when our bodies are changing and new emotions begin to surface. Inside Out 2 follows Riley as she learns to understand and manage new feelings like anxiety and embarrassment.

We'd love for you to watch the film with your child and use their PODD book to find and talk about the emotions featured in the movie. Once you've identified some of the emotions, try using that page in everyday conversations. For example, you might use "annoying" when technology isn't working, or "sad" when a favourite programme finishes or an activity is cancelled.

It's really important that we model these kinds of messages for our children. This helps them learn how to express themselves, and shows that it's okay to use their voice when something has upset them.



Trailer for Inside Out 2

Thanks so much!

These activities are suggestions for you and your child to extend the learning that happens at school.

Please feel free to adapt any of these ideas and please send in any work so we can share it with the class.

Photos are also gratefully received and the pupils all love to share activities from home with the class.

Most of all have fun with the family!

*Edith and the
team!*

