

Oak Room's Home Learning Term 2 2025-2026



Enabling Children to Achieve

As part of our learning this term we are exploring the theme of stepping back in time through music. and we would appreciate your help to make this learning even more meaningful. This topic will allow our young learners to explore music in different ways and attribute this to their family members and friends.

Send us this learning in any format you want- this could be photos, short notes, drawings or a quick chat with us. We would love to know all about your at-home learning. This helps us to provide context about your child's learning around different genres of music. Sharing these also helps to contribute to any targets/ SQAs which your child is working towards.









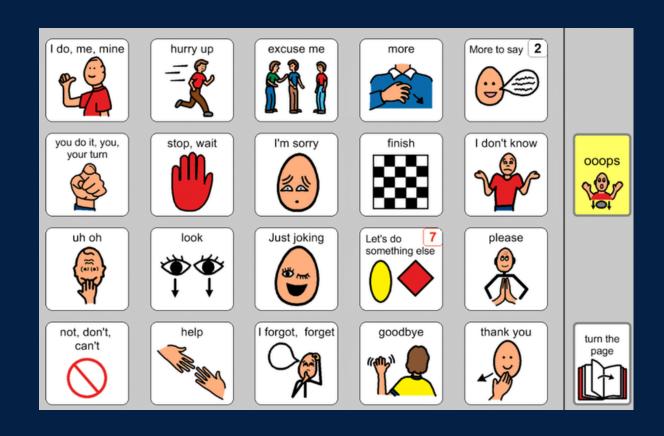




Communicationlike/don't like this.



We aim for our pupils to say whatever the want to say whenever they want to say it. This means expressing their thoughts, feelings and opinions. In class we have been listening to a lot of different music and sharing how we feel about it.



To begin, use PODD and your own body language to talk about your own likes and dislikes. Invite your child into the conversation by speaking on their communication attempts by asking if they have anything to say.

Possible I like/ I don't like song choices.



Bits and pieces by Ar<u>tmesia</u>



Firework by Katy Perry



Dance Monkey by Tones and I.



Take a photo or send a note of any home learning you do





READING SINGIPERO Reading



Shared Reading can be shared anywhere at any time. In shared reading you can read any book, fiction or non fiction what your child enjoys. Stop at any point which you or your child finds interesting and talk about it. Shared reading can be a very meaningful time to use AAC and communicate with your child.

If you can, share a photo of you and your child enjoying this time together.

Here is a story which we have done in class which you may like to share with your child.

The Note That Changed Everything Nathan Evans was used to strange fan requests—but this one was different.

No sender. No subject. Just a single line: "Sing this, and the tide will turn." Attached was an old, haunting melody. He strummed it once—and the room vanished. Wind roared. Salt stung his face. Suddenly he was on a rocky shore beside a ship. The year: 1820.



Sailors surrounded him, hauling nets and singing in rhythm with the waves. One laughed, "You're the new shantyman, aye? Sing us through the storm!"

Nathan's voice rose above the thunder. "Soon may the Wellerman come..."

The sea swelled, the men kept time, and somehow—through song—they survived.

The melody lingered in his head as the world blurred again.

Now—New Orleans, 1927. A jazz club humming with smoke and brass.

A woman onstage stopped mid-song. "You don't belong here, stranger."

Nathan grinned, strumming a chord. "Maybe the music doesn't care."

They improvised, weaving blues into something timeless. The crowd cheered as the melody—the same one—surfaced again, pulling him onward.



London, 1979. Punk night. Noise, neon, raw electricity.

A kid yelled, "Play or get off!"

Nathan plugged in, let a single chord scream through the room. It wasn't perfect—but it was real.

Amid the chaos, he saw flashes of the sailor and the jazz singer—echoes of himself through time. The melody united them all.

Nathan awoke back home. The dawn light spilled across his guitar.

Another message waited:
"Every age has its rhythm. You found yours. Keep
it alive."

He smiled, hit "record," and played.

The song that came out wasn't sea shanty, jazz, or punk—it was all of them, bound by truth and time.

And for once, the views didn't matter.

He'd finally heard the music for what it really was —a bridge between souls.

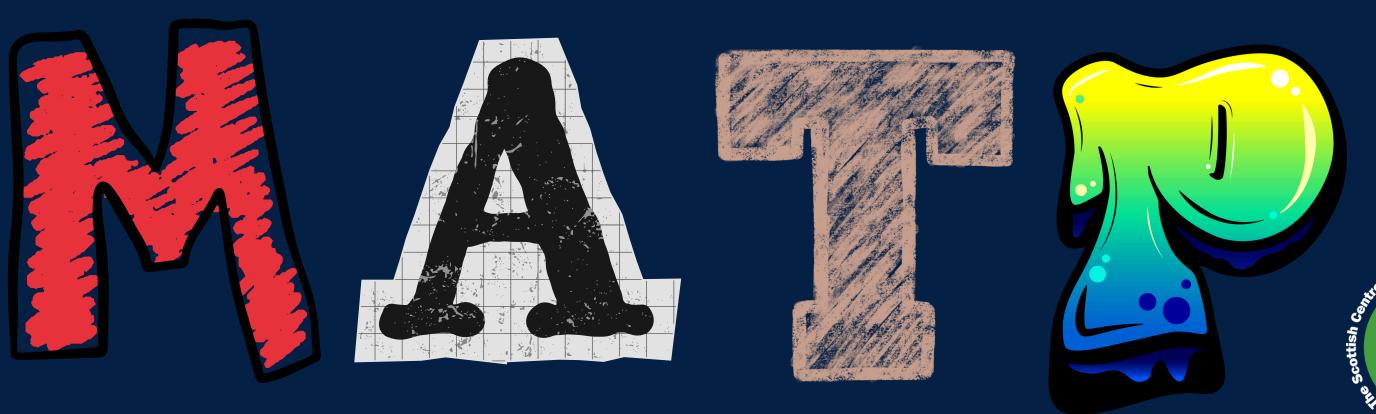


Fis for Fitness

These activities links to the F-Words we use in the Child's Plan. Pick one or more fitness fun activities to complete.

Activity 1

This activity encourages your child full body movement, core strength and spatial awareness. To begin, set up a soft blanket, yoga mat or open floor space where your child can move safely. Have you child lie down on the mat, then place a stuffed toy or soft ball just out of their reach. Use your child's PODD book or device to communicate and model language throughout the activity. Encourage your child to reach the item, celebrating effort and movement. Keep using PODD to share your excitement and to communicate with your child about the activity.





Fis for Fitness

Activity 2

This activity helps your child develop hand-eye coordination, aim and upper body control. To get started, gather a few soft beanbags or rolled up socks and a basket, bucket, or cardboard box. Place the basket a short distance away from your child, start close and move it farther back as their skills improve. Encourage your child to toss the beanbag into the basket using their PODD book or device. Celebrate every attempt with communication and take turns tossing them into the basket.







Fis for Fitness



Activity 3

This activity helps your child build balance, coordination and tracking skills in a fun and engaging way. Blow up one or two balloons and gently tap one into the air. Encourage your child to keep the balloon from touching the floor by hitting it upward with their hand's elbows or feet. Use your child's PODD to communicate and model language throughout the game.



Stepping Back in Time

LOVE

Make a small time capsule by choosing a few items that show what life is like now. These items could be a photo or a note using a communication device. Use your child's communication device to talk about what someone in 100 years might think when they find it!

Use the like/ dislike words page to aid your conversation around this.







F is for Functioning. Christmas Star

Draw a five-point star on a piece of paper and write your child's name in the centre.

Explore the "feelings" and "opinions" pages of your child's AAC device together and share some of their fantastic qualities with them. For example, "I think you are funny" or "I love how you care about your family." Family and friends can share their opinions too! Your child could have a go at telling you what they would like to have on their star using their best affirm/reject response. E.g. 'I think I am fun', 'I think I am nice.' etc

Write the statements around the star and decorate it together and display it at home to celebrate your child's amazing qualities!

This activities links to the F-Words we use in the Child's Plan.



Step Back Through Music.

Decorate a box to become a musical time machine. You could use printed images or materials to decorate the box. Please ask us if you would like any materials!

Use PODD to pick images or small objects for each music era. i.e. an anchor for sea shanties, a record for the 50s or headphones for today.







F is for Family Celebrity portrait



Create a tactile portrait of a family member using textured materials.

Use PODD to communicate about materials, textures, and features of a family member. Offer your child to feel various materials and textures. Allow them to choose which material they would like to use for their eyes, nose, mouth, hair etc. They could also choose which colour they would like to use where possible.

Support your child to stick down the materials. It is a great opportunity to encourage them to extend their fingers and participate in the creation of their selfportrait.

Talk about each facial feature and describe how they feel and what they look like.

Please let us know if you would like any resources - we are happy to provide them.

This activities links to the F-Words we use in the Child's Plan.







Reflection and Connection

Use PODD to communicate and reflect on the activities that you have completed. You could talk about topics like favourite 80s music, I liked/ I didn't like etc.

As an added reflection activity you could create a sound timeline of the different music you have explored. Use PODD to select what textures or printed symbols to great this sound timeline.

For example smooth paper= sea shanty shiny foil = jazz era soft fabric = pop era rough card = rock and roll







If you can send in a message or some pictures of the activities you have completed we can have a chat about them in class. It can also support the SQAs and/or targets your young person is working towards. If you require any materials to complete any activity please let us know and we will arrange this.





Erin and the team

