

Rowan Room's Home Learning Term 2 - 2025-2026



Autumn/Winter 2025; Craighalbert Centre -

Welcome back to Term 2 - my favourite term of the year! The children and team are already getting into the festive spirit and are embracing all of the celebrations, excitement and glitter that this term brings!

Our theme for this term is **The Arctic**. The children of the Rowan Room have all been asked to be Arctic Explorers! They are completing weekly missions to help save the Arctic and are working together to help the polar animals and explore the wonders the Arctic has to offer! This is a fun and engaging context to support their learning and develop their communication, switch and MATP skills. Watch this space for photos and stories from our Arctic Adventures!

We hope you enjoy completing the Home Learning activities together this term. We would love to hear about or see any photos of you having fun together while doing them. Thank you.



KIND



AMBITIOUS



CHILD-CENTERED



INSPIRATIONAL



COLLABORATIVE

ARCTIC ICE EXPLORERS



1. Fill a tray or bowl with ice cubes.
2. Support your child to explore the ice using their hands, feet, with spoons or with other tools suited to their needs.
3. Encourage them to feel how the ice is cold, smooth and slippery. Support your child by scanning their AAC device to describe how they feel.
4. Add a little salt or warm water to explore what happens to the ice through cause and effect. Support your child to watch and/or feel the changes to the ice.
5. Support the use of your child's AAC device to describe what is happening - e.g. 'melting', 'water', 'wet' etc.

Top tips: Before freezing, you can add food colouring to the water to support visual focus.
You could also freeze small toys in the ice to 'save' from the ice as it melts.

Shared READING

- Choose a story to share together, it can be a one of your child's favourites or a new story.
- Find a quiet, comfortable space to read together. Use plenty of expression in your voice to motivate interest and engagement.
- Support your child to feel the pages. Encourage them to turn the pages themselves and provide support where required.
- Observe and respond to their body language and engagement. Modelling the use of their AAC device to describe what you are noticing or to comment on the story.
- Respond to your child's initiations by scanning their AAC device as they use their best affirm/reject response to navigate it. Offer suggestions on how their communication might be linked to the context of the story.
- Send in your story recommendations through our home/school electronic diaries!

STORY TIME



Fitness

F-Words



Roll a Snowball

Support your child to roll or throw a 'snowball' using their hand/finger or leg/foot extension. They could roll the ball back and forth between them and a family member or aim for a target.

Extension

- Count up together how many rolls or throws of the ball you manage. Can they beat their score from last time?

Helpful tips

- Allow your child to feel the texture of the ball first before expecting participation.
- If your child does not engage fully with the activity, have a go at modelling the activity for them. If they notice you having lots of fun, it could spark their curiosity and motivation to give it a go or they might just enjoy watching you and engaging in a way that is meaningful for them.

CHRISTMAS DECORATIONS

You will need

- A large piece of card cut into a festive shape (a tree, bauble, star, stocking etc.)
- Sensory materials such as shiny paper, tinsel, pom poms, cotton wool.
- Glue sticks or PVA glue
- Your child's AAC device

We can provide any resources for this activity.
Please get in touch if you require any.

Activity

1. Using your child's AAC device and by observing their best affirm/reject responses, support them to choose what shape of decoration they would like to make.
2. Support your child to experience the different materials available by looking, touching and hearing them (if they make a noise).
3. Encouraging their best affirm/reject response, support your child to select the materials they want to add to their decoration.
4. Give your child the opportunity to feel the 'sticky glue' if they would like to. Support them to place and pat down their chosen materials onto their decoration, encouraging and supporting movement that is meaningful to them.



Family Time

F-Words

Find a cosy spot at home and gather some winter-themed items such as a soft blanket, a woolly hat, a pinecone, a cup of hot chocolate (for smell), and a torch or fairy lights.

Together, explore each item. Support your child to feel the different textures, smell the warm drink, and watch the lights sparkle. You could play gentle winter sounds, like wind or bells, to add atmosphere.

Encourage everyone in the family to join in. You can take turns to scan the 'descriptions' and 'I think' pages of your child's AAC device to describe what you can see, feel or smell.

You might end by singing a winter song or sharing a family cuddle under the blanket.



Sensory Seasons



Enjoy some outdoor movement and sensory exploration in your local park together.

Your child can experience the sights, sounds and feelings of Autumn/Winter while staying active.

1. Prepare for the park by modelling the use of your child's AAC device to talk about what you might expect to see/experience while you are there and what you might wear to stay cosy!
2. Enjoy a sensory walk, feeling the breeze, touching/holding the leaves and bark, listening for dogs, laughter, traffic etc. This is a great opportunity to explore related vocabulary in your child's AAC device together.
3. Support your child to have a stretch in the park in a way that is meaningful to their mobility.

The aim is to stay active, explore the natural world and have fun together outdoors.



Functioning

F-Words



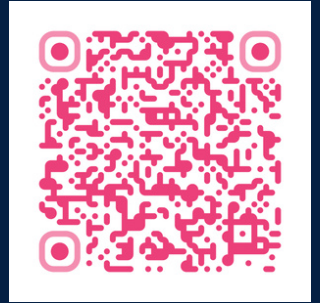
Draw a five-point star on a piece of paper and write your child's name in the centre.

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!



'Tis the Season!



1. Using the QR link above, follow the recipe to make your own salt dough.
2. Support your child to get involved by allowing them to feel and smell the ingredients and by modelling the use of their AAC device to provide meaningful vocabulary such as 'add', 'mix', 'sticky' etc.
3. Mould the mixture into the shape of a photo frame. Support your child to press their fingers around the frame. As an alternative, place your child's hand over yours and feel for their movements. If they move with intent, push your finger into the dough to make the same shape.
4. After the photo frame has dried out, paint each finger print with a colour that your child chooses using their best affirm/reject response. Draw a squiggly line with a fine black pen between each finger print to make them look like twinkly lights.
5. Stick a photo to the back of the frame, ready to gift to someone special for Christmas!



thank you

Home learning gives your children the opportunity to show you the skills they have been developing. It allows them to make meaningful connections between school and home.

We hope you enjoy doing these tasks with all of your friends and family.
We would love to see some photos of your activities and of you all playing and learning together.

As always, thank you for your continued support.

Katie and
the team.