



Maple Room's Home Learning



Welcome to Term 1!

This term, we are learning all about space while also getting ready for our upcoming trip to Bendrigg.

We have been developing our communication skills while learning exciting new facts about the Sun, Moon, stars and planets. We have also been using our assistive technology (AT) skills to create our own galaxy pictures for our upcoming art show.

We would love for you to share your child's home learning with us in whatever way works best for your family. This could be through photos, short diary notes, drawings, videos or a quick chat with us. We especially love seeing photos of the children enjoying their learning at home and taking part in activities that are meaningful and enjoyable to them.

Sharing home learning helps us to celebrate your child's achievements and supports us in tracking and evidencing their individual targets.

Thank you, as always, for your continued support. We can't wait to see what exciting adventures and learning opportunities your child explores this term!



KIND



AMBITIOUS



CHILD-CENTERED



INSPIRATIONAL



COLLABORATIVE

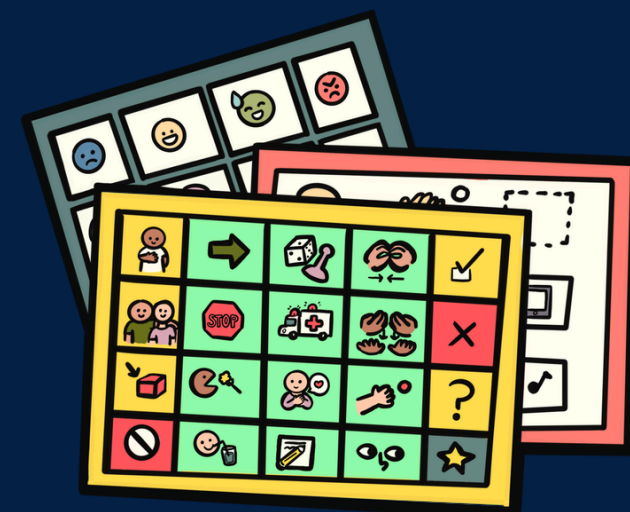
Shared Reading

In class, we have so much fun sharing stories and using our AAC to chat about the books we enjoy. This term, we have made shared reading a completely personalised experience for each child. We have refreshed our books by exploring the school library and choosing new texts that interest us. We have even started exploring chapter books!

Shared reading can happen any time and anywhere. It can be any book your child enjoys — fiction or non-fiction. The most important thing is that it is a shared and enjoyable experience.

With your child read any book which they choose and enjoy. You can stop at any point that you or your child finds interesting. Use these moments as opportunities to pause, explore the pictures, make comments and have meaningful conversations using PODD.

If you can, please share a photo of you and your child enjoying your reading time together. You could also share something your child has communicated about the story. We can then continue the conversation back in class and build on their ideas.



matp

This home learning task is all about getting active and having fun with movement challenges using everyday items you may already have at home.

You could help your child practise reaching and grasping skills by moving objects from one container to another, knocking down towers, or exploring objects placed at different heights.

For leg and foot activities, your child could kick a balloon, push a ball along the floor, or use their feet to move objects towards a target.

You could also try rolling a ball or other safe object back and forth, moving objects along a table, or taking turns to push a car towards a chosen target.

Please encourage your child to communicate throughout the activities using PODD to make choices, ask for “again,” tell you “stop,” or share their excitement as they play and explore.

These activities are designed to support your child’s targets within MATP, and sending in photos of your child participating contributes evidence towards their MATP goals and targets.



Galaxy Art

This term, we are learning all about space. We have loved exploring the exciting art opportunities that come with this topic, as well as having the chance to get our hands — or feet — messy!

We have enjoyed looking at and discussing galaxies and thought this might be a lovely activity to try at home too.

You will need:

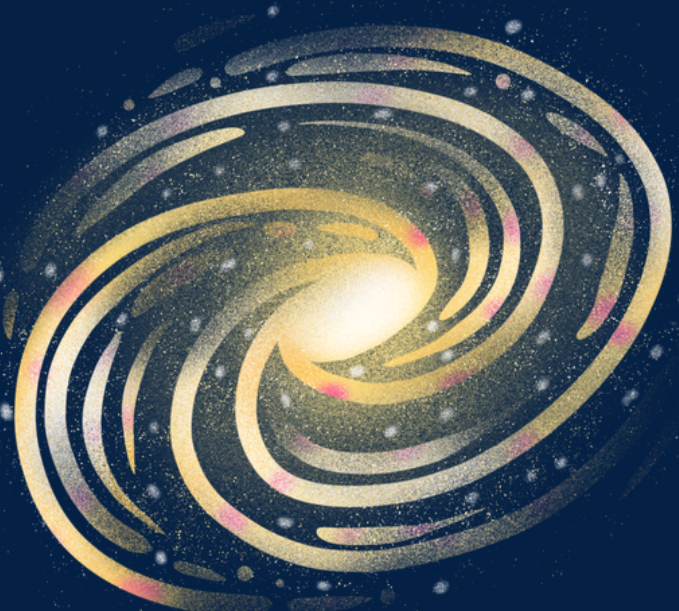
- Paper
- Washable paints
- Glitter
- Tissue paper



Using PODD, ask your child what colours they would like to use for their picture. Place small amounts of their chosen colours onto the paper. Your child may then wish to get their hands or feet involved and explore the paint directly.

Alternatively, they could throw bean bags or soft balls at the paper to spread the paint without getting their hands messy.

You could finish by adding glitter or tissue paper to create your own colourful galaxy!



Day/Night



Throughout the day, take a few moments to look at the sky and notice where the sun is. In the morning, afternoon and evening, use a window or outdoor space to explore the changes.

Use PODD/AAC to communicate about what you can see and make choices, such as sun / sky / bright / dark / day / night / again / stop.

Alternatively you could do this activity by:
Take a photo of the sky at different times of the day.

Place a picture of the sun in different positions on a simple sky board.

Explore the difference between a bright room for day and a darkened room for night.

The activity can be repeated across the day, allowing learners to notice and communicate changes between day and night.



Our aim is for pupils to be able to communicate whatever they want to say, whenever they want to say it, enabling them to express their thoughts, feelings and opinions confidently.

Everyone communicates their likes and dislikes in different ways if that is through body language, reactions, facial expressions, movement, sounds or by using their AAC to say I don't like this or I like this.

For this activity, use the QR codes to access the music videos below.

Once the music video is playing, use Podd with your child to communicate about whether they like or do not like the music. You could also use Podd to explore the sounds, make choices about which video to watch next, and ask for "more" or "again."

Your child may show that they like something by looking towards it, choosing it again or use Podd to express that they would like more. To show they do not like something they may look away, turn away or ask using Podd to stop or to do something different.

All forms of communication are valued and children should be supported to make choices and share their feelings about any topic in a way that is comfortable and meaningful for them.



bits n pieces by
Artemesia.



Dance the night
away by Dua
Lipa



Summer by
Calvin Harris

All about my family



As part of our health and wellbeing topic this term we have been chatting about ourselves and our wider families.

In this activity you and your child can explore a selection of family photographs.

Use their PODD/ AAC to discuss the people and memories in the photo. Share one photograph at a time and chat about this with your child allowing plenty of time to look and respond using their preferred access method. Your child may want to use PODD to communicate who they can see, what they remember and how the photograph makes them feel. Adults can model language through PODD, making simple comments and supporting discussion around people who are important to the learner.

Directions in the Local Environment



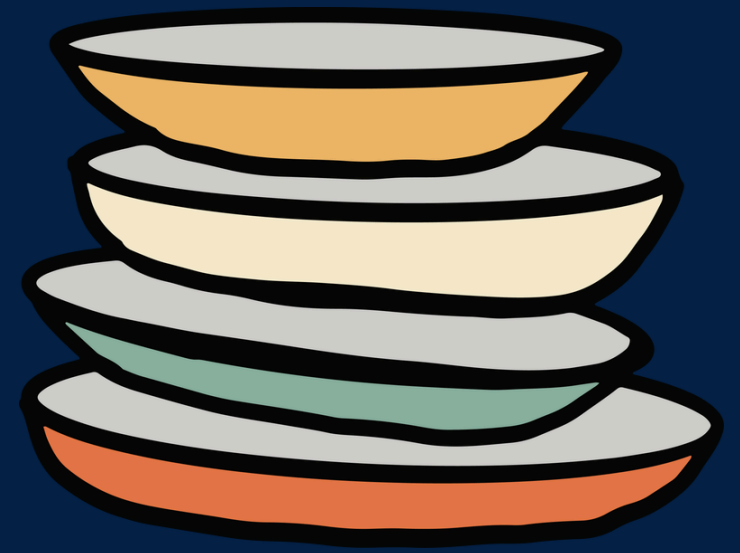
This term we have been focusing on direction of travel in numeracy.

For this activity go for a walk around your local area and use communication, AAC or PODD to talk about the directions you are travelling in. You could give directions to your child, follow their chosen directions or take turns being the person who decides where to go.

You could use words such as left, right, forwards, backwards, straight on, next to, near, far away, up and down. Encourage your child to notice landmarks as you walk, such as shops, traffic lights, parks or familiar buildings, and use these to help describe the route.

Access: This activity can be adapted by using PODD, AAC, gestures, pointing, symbols or partner-assisted scanning. Your child could also make choices about which direction to travel in at different points on the walk.

Paper Plate Planets



As part of our space topic we have created loads of different pieces of art work.

For this activity decorate the plate using paint, crayons, collage materials or anything you have at home. You could create one planet or make a whole solar system.

Use PODD, AAC or your child's preferred communication system to talk about the planet they are creating. You could discuss the colour, size, patterns and whether the planet is big or small.

Access: Your child can make choices about the colours and materials they would like to use. Materials can be presented in an accessible position, and support can be provided for your child to take part in decorating their planet in a way that works best for them.

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 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.



*We appreciate
all that you do*

Erin and the team