



Maple Room's Home Learning

Term 3

2025-2026



We truly value the strong links between home and school and love hearing about what you and your families are getting up to at home. In the Maple Room, everyone enjoys looking at photos of themselves and sharing their news with others, often choosing to say “more” and “like” as they communicate what matters to them.

This term, our home learning has been carefully planned to work alongside what we are learning in school. Each week, we will be highlighting one home learning task on our social media pages, so please look out for these. They will help give you a clearer insight into what we are focusing on in class and how learning is developing.

We understand that life outside of school can be busy, but sharing home learning experiences plays a valuable role in supporting our pupils. It helps them make meaningful connections, embed key concepts, and link their learning to the world around them. Thank you for your continued support and for working in partnership with us.



KIND



AMBITIOUS



CHILD-CENTERED



INSPIRATIONAL



COLLABORATIVE

Happy New Year Plans for the Future

In school, we have been talking about our goals for the year ahead, and we would love for you to set some goals together with your child or young person at home.

Goals can be anything that is meaningful to them, such as spending more time outdoors, cooking a meal, or speaking to someone when out shopping. You may wish to talk about goals for your child individually, as well as goals you can work towards together as a family.

Please do not worry about completing the goal. The most important part is celebrating the choice, talking together, and enjoying thinking about what might be possible in the future. We would love for you to share your goal with us, and please let us know if there is anything we can do to support you.

This activity supports the F-word Future, by encouraging choice, hopes, and positive planning ahead.



Shape of Love

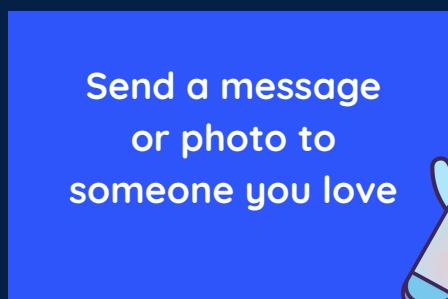
Valentine's Day is a time to celebrate love and friendship. This task supports discussion about what love looks like and feels like for our learners. You could make or send a Valentine's card for someone in your family or one of your friends.

You can support decision-making by discussing colours and shapes using AAC. You can also ask how many shapes they would like and where they would like these placed on their card.

Once you have created the card, chat about the message you would like to put inside.

Who is the card for? You could use the opinions section or the feelings section, or simply have a chat and see where your young person wants to go with their communication. (Even if you make a mistake, you can sometimes get some funny messages!)

In class, we will be discussing the properties of shape, including how many sides and corners each shape has, and identifying shapes around the house (for example, a door = rectangle). Another fun way to explore Valentine's Day would be to use each shape as a way to show love. I've suggested a few ideas below.



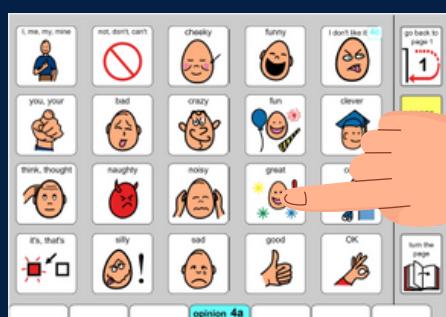
Favourite Authors

Book Week will take place in March, and this term we will be learning about authors and writing our own stories. To support this learning, we would love to hear about your child's favourite author and, if possible, ask that you send in a favourite story written by that author to share with the class.

We will also be visiting the local primary school library and choosing books weekly from our own school library. If you are able to, we encourage families to visit their local library to explore books by the same author or to discover a new favourites together.

When reading together at home, talk about different parts of the story, such as the characters and the setting. Use PODD and your child's AAC system to support these conversations. You might also like to think about creating a story together using these tools.

Remember that even if the exact vocabulary is not in the PODD book, you can still make links. For example, if a book is about space, you might ask, "Where do we see stars?" This could then lead to discussions about day and night, shapes, or transport, using the vocabulary available in your child's PODD or AAC system.



YouTube link to our guide to shared reading.

Facts, facts, facts

As part of our literacy focus, we will be looking at different types of text and exploring the difference between fiction and non-fiction. We know that everyone in class enjoys learning new facts, so if you have any fact books at home, please talk together about how these are different from stories.

There are many different types of text, and the class particularly enjoys looking at magazines. This term, we hope to make our own pupil newsletter, so we will be looking for ideas about what we could include. If anyone has magazines at home, children could make a collage using letters and favourite pictures, or they may enjoy choosing and looking through a magazine themselves.

In class, we watch Newsround and talk about events happening around the world. This is a great website for exploring current affairs, as it includes a daily show, news articles, and quizzes. A link is provided below for you to explore at home.



Newsround

Renewable Energy Fun at Home

In class we are going to explore renewable energy and different sources which are kinder to our planet. These activities help to demonstrate how nature can make things move! Why don't you try to make some of these things at home. Wind and water are two elements we have plenty of in Scotland. These activities are simple, safe, and use things you can find at home. You can use AAC to tell us what you see and feel.

Activity 1: Paper Windmill (Pinwheel)

Take a square piece of paper and ask an adult to help you cut from each corner toward the middle. Fold every other corner into the centre and secure it with a pin to a pencil or straw. Now blow on your paper windmill or use a small fan or hair dryer and watch it spin! You can use your AAC device to say “Spin!” or “Faster!” This shows how wind can move things.

Activity 2: Make Waves in the Bath

Fill the bath or a large bowl with water. You can use your hands, a cup, or a small toy to splash gently and make waves. Try floating a small toy boat or ball and see it move when the water moves. Encourage using AAC words like “Splash!”, “Move boat!”, or “Water strong.” This shows how water can push and move things, just like water power does.



Video instructions for
Pinwheel



Signs of spring

In our class story The Secret Garden, the garden changes from winter to spring. Spring is an exciting time when plants begin to grow and animals wake up. Go for a short walk together in your local area and look for signs of spring, such as flowers, buds on trees, birds, or insects. You can use the checklist for reference, and it would be lovely if you could share your findings by taking photos.

The focus of this task is to observe nature and create opportunities to chat about what you notice using AAC. Useful topic pages to start with include Days and Times and Garden (found in the Home topic). You could also use the Places page to talk about where you would like to go to carry out this activity.



Woodland Trust
- Signs of
Spring



Watch seed grow

In class, we have been learning all about life cycles, and a simple way to explore this at home is by planting seeds and bulbs. Cress and grass seeds grow very quickly, and if you plant them in a yogurt pot, you can trim the plants and pretend to give them a haircut, which makes learning fun and hands-on! The end of winter and beginning of spring is a great time to plant bulbs, which grow more slowly, allowing your young person to observe gradual changes over time.

Your young person can get involved by:

- Choosing seeds or bulbs to plant.
- Feeling or exploring the soil (or cotton wool if preferred) to
- Watching daily growth and noticing changes, using AAC to say words like “look”, “grow”, or “wow!”.
- Trimming fast-growing plants, such as cress or grass, and pretending to give them a haircut.
- Taking photos of the plants over time to see the life cycle visually.
- Using AAC to express preferences or reactions, such as “more water”, “finished”, “like”, or “stop”.

This activity not only helps your young person explore growth and change but also provides opportunities for choice, sensory engagement, communication, and curiosity about the natural world.



Fun for all

Fun is one of the F-Words that we use to support our planning in school. This task is designed to support you and your family to share what fun means to you. Fun is different for everyone. We know something is fun by how our body reacts, how we communicate, and the choices we make.

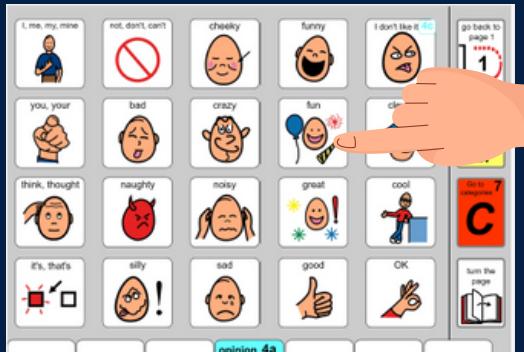
Discuss what fun looks like. Is it a smile or a laugh? Do we choose things that are fun by looking towards them, moving our body, making sounds, or using our AAC to say like, more, or again? We might choose to stay with an activity, ask for it again, or show excitement in our own way.

Everyone enjoys different things, and that is okay. Choose some activities to do together and look out for these signs, commenting on them throughout the activity. You can also look at photos of current or previous activities and comment on whether they were fun or not.

Fun might be watching a favourite clip, listening to music, going for a walk, playing with toys, resting, or doing something quiet. Encourage your young person to choose and take part in whatever activity feels fun for them, using their own way of communicating.

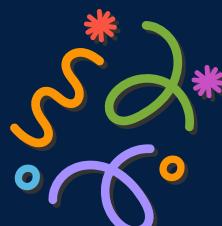
There is no right or wrong way to have fun — all choices and communication are valued.

We would love to see photos of everyone having fun to discuss further in class with our friends



enjoy!

FUN



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!

*Eilidh and the
team!*

