

Oak Room's Home Learning

A branch with several green oak leaves and three acorns, positioned centrally below the title.

Term 4
April 25 - June 25

Theme: National 1 Personal Development Residential Trip

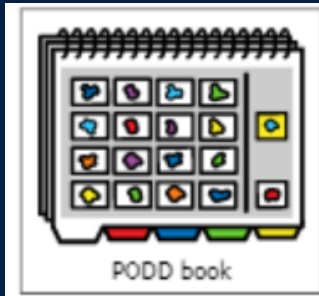


Scan the QR
code to find
more
information on
National 1
Residential Trip



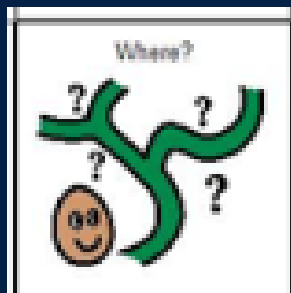
Explorers

Before we go to Bendrigg we looked at the video telling us more about the experience. Why don't you watch it together.



Watch the video by scanning the QR code relating Bendrigg and chat using PODD.

Here are some questions you might want to model:



Chat about where we are going and how we are going to get there. Give an opinion on how you are feeling about the journey. You might want to discuss the transport you will use to get there.



What will I need to pack?



suitcase

Use AAC to discuss the items you will need to take with you on our trip. You can use the clothes page in PODD, number page for amounts and you might want to have a look at the weather online to see what it's going to be like while away.



What day, time are we going and what season will it be?

Checklist for Packing	
 towel	<input type="checkbox"/>
 underwear	<input type="checkbox"/>
 socks	<input type="checkbox"/>
 trainers	<input type="checkbox"/>
 toothbrush	<input type="checkbox"/>
 clothes	<input type="checkbox"/>
 toothpaste	<input type="checkbox"/>



What items will you need to pack?



Scan QR code to find out more info on alternative pencils and their purpose.



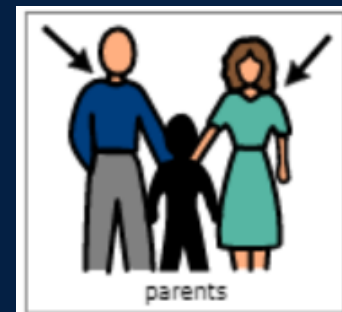
It's a good idea to write down the items you will be taking using a pad and pen to show that print has meaning.

Pupils may want to pick their own letters on their alphabet page for their communication partner can write down the selected letters. The adult can attribute meaning - "You looked at S that might be your socks."

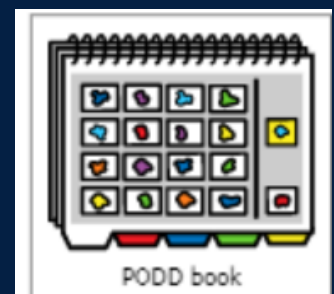
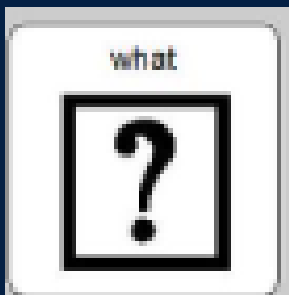
Who will go with me?



Chat about who is going with you .




























Scan the QR code to look at some activities you might do with family, friends or carers.



Talk about the things you will need to take with you on your journey. Use your child's preferred method of communication and write down what they want to take. Model what you would take for an outdoor adventure.

What activities do you like, not like?

Provisional Activity programme								
Name of Group:		Craigshalbert Centre			Arriving 12 May 2025			
Aims & Objectives		Learning in different environments			Departing 15 May 2025			
Day	Group	Morning		Afternoon		Evening	Duty	
Monday	1	Arrive at 12pm, intro & settle in		Grounds Exploration 	Orienteering 	Sports hall & Sensory room		
12/05/2025	2			Orienteering 	Grounds Exploration 	 		
Tuesday	1	 Canoeing				Archery 	Night Walk 	
13/05/2025	2					Bikes 		
Wednesday	1		Climbing 	Harnesses Activities 		Campfire 		
14/05/2025	2		Harnesses Activities 	Climbing 				
Thursday	1	Tidy up, gift shop, presentation and depart by 10am						
15/05/2025	2	   						

Talk about the activities you will be doing and when on our trip and give an opinion using GRID or PODD.

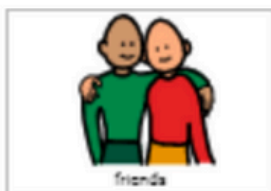


Shared Reading

Scan the QR code to learn more about Shared reading techniques.



In class we have been reading a book related to an outdoor adventure on Lake Windemere. Why not read it together at home.



•It was a perfect day for an adventure. The sun was shining over Lake Windemere as six friends gathered by the water's edge.

Shared Reading



•Ben went to his transport page on his GRID, tapping eagerly on the picture of a boat.

•"Yes, Ben," smiled Lorraine, "we're going canoeing today!"



•Fatimah's eyes lit up. Her communication partner Jenny used her group book to say, "Excited!"



•Oliver wheeled closer to the water, looking at the colourful canoes lined up on the shore. Scott pressed a button on Oliver's device that played, "Which one is yours?"



Shared Reading

•"The red one has your name, Oliver," Teacher Jenny said, pointing to a bright red canoe with special supports.



•Sean's wheelchair stopped beside Oliver's. His communication partner Lorraine flipped through his PODD book until she found the page with "worried" and pointed to it.



•The friends paddled slowly around the lake. Lorraine showed them how to splash the water with their paddles.

•"Fun!" Oliver's device announced as water droplets sparkled in the sunlight.



Shared Reading

- Later, they stopped at a small island for a rest.
- Scott used his PODD book to find "happy" and pointed to it with a big smile.
- "I'm happy too," Jenny said. "You're all doing so well!"



- As the sun began to set, they paddled back to shore.
- "Good day," Jenny used Ben's grid to give an opinion.



- All six friends lined up their wheelchairs and took a photo by the lake.
- "Best trip ever!" Lorraine announced.
- And all the teachers smiled because they knew it was true



Continue to work on any of the skills mentioned below :

MATP -Motor Activity Training Programme

Mobility: Any activities that involves an individual moving themselves.

- Assisted walk (can be slalom or obstacles too)
- Self-propelling in a wheelchair (can be slalom too)
- Moving across a mat (log roll)

Dexterity: Activities around fine manipulation and throwing.

- Throwing activities
- Grasp and release activities
- Knocking down skittles using a variety of balls/ramps
- Bean bag lift and drop

Kicking: Moving anything with their lower body.

- Pushing a ball/skittles/cones with legs or feet
- Walking through skittles

Striking: Moving anything with the upper body.

- Hitting balls with any racket to a target
- Sliding an item off a table
- Knocking a ball down a ramp with the hand/arm/shoulder/head
- Hitting items suspended at eye-level or shoulder height

MOBILITY

Physical ME

- GROUP OBJECTIVES FOR THIS SESSION:**
- To participate in physical activity linked to sporting events.
 - To participate in events linked to mobility.
 - To enjoy physical activity.

- In all MATP skills, four levels of assistance can be utilised:**
- In total assistance, the teacher/coach supports or assists the athlete with the entire movement.
 - Partial assistance means that the teacher/coach may touch, guide or verbally prompt, guide or direct the athlete in the entire movement.
 - Where verbal and visual assistance is used, the teacher/coach may verbally prompt, guide or direct the athlete but without physical assistance.
 - Independent movement is where an athlete completes the movement or task without assistance from the teacher/coach.

Person-centred activities allow each young person, for example, to help choose the type of ball that they would like to use - perhaps based upon what colour, smell or texture they prefer. Modification, adaptation and personalisation of all sports skill activities is highly encouraged. For example, it's a good idea to have expected outcomes but it is the progression towards attaining the necessary skills, and not the actual achievement of the skill, that's important.

Social ME

Leading and volunteering

Encourage young people to:

- Select their own music.
- Select their own activities.
- Only introduce one activity/movement at a time.
- Support each other.

WWW.YOURSCHOOLGAMES.COM

Thinking ME

KEY VOCABULARY:

Roll, move, shuffle, push, step, over, walk.
Keep statements/directions short, direct and concise.
Give encouragement often and praise when appropriate.

Tactical ME

How to improve: This is a journey for the athlete. Improvement may be made in small increments in some activities; others may show sudden leaps in ability.

Communication: Both the athlete and the coach need to work together to achieve the end result. The coach needs to recognise verbal and visual signals from their athlete.

Think Inclusively - STEP

- Space:**
- Young people can practise skills in a small space (for example, lying or sitting on a mat) or walking, with or without assistance, along a designated route.
 - The space can be adapted to match the ability of the athlete; an assisted walk can begin with a few steps initially, and progress towards the 10 metre target.

- Task:**
- Gross motor skill activities involve ways of moving or propelling the body forwards, backwards, up, down or side to side.
 - The athlete can begin with total or partial assistance, as required, but try to move towards independent movement, even if this is not the entire skill.

- Equipment:**
- MATP identifies specific equipment required for the performance of each skill. However, this can be modified or adapted using available materials. The focus is on the development of the skill which is not dependent on specific equipment items.

- People:**
- The coach needs to develop a close understanding of the athlete, their functional ability and ways of encouraging when they extend their mobility. The ability to recognise when movement adaptation is required is important in this respect.
 - Each athlete will need to approach the development of their movement skills in a different way. For example, some may be able to use their arms to initiate a body roll; others may need to rely on turning their head to influence body movement.

Sporting ME

Spirit of the Games

Excellence through competition

Determination: I am very determined however difficult or easy to practise the MATP skills that I have been training towards every week - with my determination comes my success.



DEXTERITY

Physical ME

- GROUP OBJECTIVES FOR THIS SESSION:**
- To participate in physical activity linked to sporting events.
 - To participate in events linked to dexterity.
 - To enjoy physical activity.

- In all MATP skills, four levels of assistance can be utilised:**
- In total assistance, the teacher/coach supports or assists the athlete with the entire movement.
 - Partial assistance means that the teacher/coach may touch, guide or verbally prompt, guide or direct the athlete in the entire movement.
 - Where verbal and visual assistance is used, the teacher/coach may verbally prompt, guide or direct the athlete but without physical assistance.
 - Independent movement is where an athlete completes the movement or task without assistance from the teacher/coach.

Social ME

Leading and volunteering

Encourage young people to:

- Select their own music.
- Select their own activities.
- Only introduce one activity/movement at a time.
- Support each other.

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Thinking ME

KEY VOCABULARY:

Reach, touch, look, grasp, release, grip, point, move, let go, drop, open your hand, push.

Tactical ME

How to improve: The teacher/coach can work on the basic movements required for each skill area without using equipment (balls, etc) in order to establish a movement pattern. **Communication:** Consistent positive encouragement can support and motivate each athlete.

Think Inclusively - STEP

- Space:**
- Space can be manipulated in various ways to facilitate MATP skill developments.
 - For example: **Dexterity:** gradually increasing the distance that the athlete moves their arm.

- Task:**
- Skill development can progress through task adaptation. For example: **Dexterity:** the athlete may be able to pick up a bean bag using a pinch (thumb and forefinger) initially before developing the ability to open the hand.

- Equipment:**
- Equipment can be adapted in many ways to facilitate MATP skill, development and preferences of the individual.

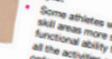
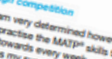
- People:**
- Some athletes will find certain MATP skill areas more suited to their own functional ability than others. However, order to give each young person the opportunity to try each skill.

Sporting ME

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Determination: I am very determined however difficult or easy to practise the MATP skills that I have been training towards every week - with my determination comes my success.



STRIKING & KICKING

Physical ME

- GROUP OBJECTIVES FOR THIS SESSION:**
- To participate in physical activity linked to sporting events.
 - To participate in events linked to striking and kicking.
 - To enjoy physical activity.

- In all MATP skills, four levels of assistance can be utilised:**
- In total assistance, the teacher/coach supports or assists the athlete with the entire movement.
 - Partial assistance means that the teacher/coach may touch, guide or verbally prompt, guide or direct the athlete in the entire movement.
 - Where verbal and visual assistance is used, the teacher/coach may verbally prompt, guide or direct the athlete but without physical assistance.
 - Independent movement is where an athlete completes the movement or task without assistance from the teacher/coach.

Person-centred activities allow each young person, for example, to help choose the type of ball that they would like to use - perhaps based upon what colour, smell or texture they prefer. Modification, adaptation and personalisation of all sports skill activities is highly encouraged. For example, it's a good idea to have expected outcomes but it is the progression towards attaining the necessary skills, and not the actual achievement of the skill, that's important.

Social ME

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Encourage young people to:

- Select their own music.
- Select their own activities.
- Only introduce one activity/movement at a time.
- Support each other.

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Thinking ME

KEY VOCABULARY:

Striking: Push, hit, knock, strike.
Kicking: Kick, push, hit, knock.

Tactical ME

How to improve: This is a journey for the athlete. Improvement may be made in small increments in some activities; others may show sudden leaps in ability.

Communication: Both the athlete and the coach need to work together to achieve the end result. The coach needs to recognise verbal and visual signals from their athlete.

Think Inclusively - STEP

- Space:**
- Space can be manipulated in various ways to facilitate MATP skill developments.
 - For example: **Kicking:** varying the distance between the athlete and the target; initially the ball can be almost touching the skittles.
 - Striking:** gradually increasing the distance that the athlete moves their arm.

- Task:**
- Skill development can progress through task adaptation. For example: **Striking:** a ball can be struck from a tee using the hand only; progress to a small, easy-to-hold ball; finally a longer handled bat can be used, possibly using both hands.

- Equipment:**
- Equipment can be adapted in many ways to facilitate MATP skill development. For example: **Kicking:** for athletes performing from a seated position (for instance, wheelchair users), the ball can be positioned on a small platform or step at a convenient height for the foot.

- People:**
- Some athletes will find certain MATP skill areas more suited to their functional ability than others. However, all the activities can be adapted in order to give each young person the opportunity to try each skill.

Sporting ME

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Excellence through competition

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Craighalbert Centre
Enabling Children to Achieve

What are these activities helping us to learn?

Communication:

Attention Skills
Preference and Choice
Interaction

Cognition:

Making connections

Self and Emotion:

Awareness
Regulation

Functional movement:

Fine motor
Gross motor
Coordination (inclusive of Eye Gaze)

I hope you have enjoyed completing some of the activities and learned something new! 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.

THANK
YOU

Eleanor and the Team.