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| **English**  Topic : Diaries and Timetables  Make a daily timeline or now and next board using pictures/symbols or words.  Sequence pictures of daily tasks – use key vocabulary such as before / after to discuss order.  ‘Write’ a daily diary - Twinkl and You Tube have some good support materials.  Work on reading and writing / sequencing key vocabulary eg days of the week, times of the day, time connectives such as first , next , then etc.  Compose a diary for a favourite TV /story character. A Day in the life of ………..  Use TV listings to reinforce times / sequences to develop comprehension.  Keep reading and doing daily phonics exercises. | **Maths**  Topics : Multiplication + Division/ Money / Position  Twinkl ,Topmarks ,SEN Resources and Primary Resources have some puzzles and activities linked to different levels of ability for all of the topics . There are also lots of interactive games and apps linked to maths topics available online.  Link to everyday activities which you are already doing eg sharing objects between family members , doubling /halving recipe ingredients , counting in steps of 2 , 5 and 10 , coin recognition ,making different amounts using coins and notes , working out change , ordering coins by value , choosing a coin to pay for an item (covering amounts) , describing the position of an object using a range of prepositions , treasure hunts , building Lego models and giving instructions to another family member on how to build a replica. | **Science**  Topic : Plastic Fantastic  There are lots of online resources , videos , stories etc. linked to our use of plastics and plastic pollution which provide information and suggested activities .  Record how many plastic items you use/touch in a day?  How could we reduce our plastic use?  Design a poster to raise awareness of plastic pollution.  How many plastic items can be recycled. Find out what happens to plastic items when they are recycled.  Conduct an experiment to see if plastic is biodegradable-compare with other familiar materials eg paper, cotton, glass.  Repurpose empty plastic containers and bags – make into something new.  Hold a family plastic bag fashion show.  Design a game using household plastic items eg.Connect Four / OXO with clean milk bottle lids |
| **ASDAN**  Topic :The Environment  Link to Science  How many household items can you recycle / re-use .  Look at the symbols used on packaging – what do they mean?  Make a sorting game . Discuss different materials- which are natural /man-made?  Make a texture board using different materials.  Show the journey to show what happens to everyday objects which are sent to the recycling centre.  Plant some seeds – discuss how to care for plants and the conditions needed for healthy growth.  Make your own compost / wormery if you have a garden.  Use old magazines / newspapers to make a collage.  Use Google Maps to explore different environments around the world. . | **Humanities**  Topic: Travel and Adventure  Plot a route around the world – Can you visit each continent?  Prepare a fact-file for each of the places you visit – population, landscape, currency , landmarks, language, flag, etc. Compare to home area.  Learn how to say hello / goodbye in the native language.  Find out what the weather is like using online weather stations.  Explore the area using google maps – can you visit the local landmarks.  Design a menu of local dishes. Try and make some traditional dishes from different countries.  Listen to traditional music from the area.  Make a list of items you would pack in your suitcase if you were to visit .  Make a travel guide book for your journey.  Work out how many miles you have travelled at each stage of your journey and in total.  Watch / Read Around The World in 80 Days. | **Independent Living Skills**  Topic : Household Tasks  Encourage participation in everyday household tasks eg Washing the dishes  Hoovering  Tidying up  Cleaning windows  Sorting and folding washing  Using the dishwasher  Using the washing machine  Making the bed  Dusting  How can you help your family around the house?  What tools do you need for each task?  What health and safefy rules should we follow?  Learn the meaning of safety symbols.  Write a task list / give instructions for a familiar task. |
| **Because school is closed for now, here are some suggested activities you could try at home.**  **Remember to “Be Safe, Be Kind and Always Try Your Best”** | | |
| **Creative Arts**  Topic : Street Art  Lots of resources available online linked to artists such as Banksy, Keith Haring and graffiti art in general.  Use online graffiti generator sites to design own ‘Tag’.  Use chalks to make pavement art.  Design and make own stencil.  Print using household items.  Make a collage using images from magazines and newspapers.  Visit art galleries using interactive sites.  Try Tate Kids site for interactive activities.  Talk about likes and dislikes , themes , colours , techniques etc. when looking at examples of different street art . | **Duke of Edinburgh Award**  Focus : Learn a new skills  Think of a new skill you would like to learn eg tying shoelaces , making a cup of tea , writing the alphabet backwards , learning to count to 10 in mandarin , writing a rap song , sewing on a button , peeling vegetables , painting the shed. There are lots of possibilities and now is your chance to have a go.  Make an action plan, set yourself a target and off you go. | **Physical Education**  Topic: Target Games  Design your own target games, work out a scoring system, write the rules to share with others,introduce levels of difficulty , set up a family league – who will be your champion?  Make a Boccia set using rolled up socks or repurpose soft balls if you have them.  Practice your aiming and throwing skills – try using your non-dominant arm for an extra challenge!  Throwing bean bags/sandwich bags filled with rice at different coloured/numbered targets is a good way of improving skills and also doing some maths. |
| **Computing**  Topic: Keyboard Skills  There are lots of interactive sits which have mini challenges aimed at developing keyboard skills. Twinkl have some excellent resources which can be differentiated to suit different levels of ability.  Learn how to type your name and other key personal information.  Find out what the different keys do.  Can you change the size, colour and font to make your typing stand out.  Can you edit your text using cut and paste.  Try and increase your typing speed by typing the same sentence a number of times. Keep a log to show your progress.  Try the blindfold challenge – can you find the correct key (letters and numbers) without looking. We tried this at school and it was great fun. | **Careers Education:**  Topic: Personal Statement  Write , use pictures or video to make a personal statement which would provide key information which could support transition to future pathway.  Headings could include;  Family details  Home  Communication strategies  Hobbies  Likes/dislikes  Favourite food, music, story , TV programme etc  Favourite things to do at school / weekend  Strengths  Skills  Personal qualities  Think about how you will present your information to make it interesting to others. | **Personal, Social and Health Education (PSHE)**  Topic: Puberty /Change  Use photographs to make a personal time line. Look at how body and appearance has changed, what can you do now you couldn’t do when you were a baby / toddler? How have personal relationships changed? How do you express needs and feelings now compared to when you were younger? What will happen / change in the future?  Compile an All About Me Book .  The Northern Ireland SEN Curriculum site has some excellent resources linked to puberty and being a teenager. There are also some interactive and symbol resources which may be useful. |
| Have fun and set mini challenges to help build a sense of purpose and achievement. Follow own interests if it helps to engage and to stimulate proactive learning. Embed learning into every-day practical tasks which you are doing anyway .Don’t worry about ticking every box or completing every suggestion. You are the expert on your child and know how they like to do things – start from there and use as many different free and readily available resources as you can to . | | |