

Description of Theme: Home Learning – Home/ My House

The activities I have provided below are ones which can be repeated throughout the week. Our class learns best through lots of repetition and visuals. In school we usually repeat the same task with slight changes to ensure the students have a better understanding. All the activities can be easily adapted to suit you at home. The maths section has been broken into 2 parts; your child’s initials are underneath the learning objective they are working towards. The Blank Level Question sheets have been emailed to you along with your child’s pupil overview, any other resources mentioned are at the end of the plan.

If you have any questions regarding the plan, please feel free to email me: eorgacki@newbridgegroup.org

Class: KS3EOI		Teacher: Miss Orgacki		Week: 2	
Area of Learning: English					
What are we looking for?	Activity	Resources	Outcome		
I can comment on things I can see.	<p>We’re going to the zoo! Follow the link below: https://www.youtube.com/watch?v=p53G1w5Nzro&list=PLezrh9gR8RL3kkND8Pz2zOHHZPRk-a2VC</p> <p>Choose some of the videos to watch from Chester Zoo’s virtual trip last week and complete the following activity ideas of your choice:</p> <ul style="list-style-type: none"> • Make a list – What can you see? • Use descriptive language – What do the animals look like? Use adjectives to describe them: fluffy, tall, big etc. • What are they doing? Talk about how they are moving: climbing, walking, jumping etc. • Draw a picture of what you can see and write some simple sentences about it. 	<ul style="list-style-type: none"> • YouTube videos. <p>These activities can be repeated throughout the week by choosing a different video to focus on or completing a different activity from the list.</p>	Student will be able to talk about or describe at least one animal from the videos.		

<p>I can engage in Fine Motor activities.</p>	<ul style="list-style-type: none"> • Use the iTrace app to practise letter formation. • Practise fastening buttons or doing zips. • Practise name writing – it may help to write their name for them to copy if they struggle. • Do some colouring or artwork – but ensure your child is maintaining the correct pencil grip. 	<ul style="list-style-type: none"> • iTrace app • Any items of clothing with buttons or zips • A scrap piece of paper and a pencil • Colouring sheets/ paper, colouring pencils/felt-tip pens/paints 	<p>Student will choose their desired activity and complete it independently or with less adult support.</p>
<p>Area of Learning: Maths</p>			
<p>What are we looking for?</p>	<p>Activity</p>	<p>Resources</p>	<p>Outcome</p>
<p>I can count, order and recognise numbers to 20. TL, DHW, BC, LB, AZ, ISM</p>	<p>Continue practising the Maths skills from last week.</p> <ul style="list-style-type: none"> • Practise counting up to 20 using objects around the house. E.g. socks, buttons, crayons etc. • Matching numbers with the correct amount – count a group of objects and match them to the correct number card. • Ordering numbers – Put some number cards in the correct order up to 20. It would help to model this for your child first and show them what to do. 	<ul style="list-style-type: none"> • Any objects that can be used for counting. 	<p>Student will be able to count up to 20 objects with less adult support.</p>

<p>I can identify 1 more or 1 less than a given number. LH, LH, KN, SM, WS, PK</p>	<ul style="list-style-type: none"> Using a number line, practise finding 1 more than a given number. When you are happy that your child is able to find 1 more, move onto 1 less. This can be extended by increasing the number steps – e.g. “find 2 more than 8”, “find 3 less than 7” Give your child a group of objects and ask them to count them. Add 1 more object to the group and ask the child what the new total will be (encourage them to count the objects if they are struggling). Do this a few times and then repeat the activity, but this time, take an object away. Roll a dice and ask your child to tell you 1 more or 1 less than the number it has landed one. You could also use playing cards – by picking out a card and asking your child to you 1 more or 1 less than the card you have chosen. <p>This website is also offering free subscriptions to their service – just follow the link and choose any activities from the “Key Stage 1” section. https://www.themathsfactor.com</p>	<ul style="list-style-type: none"> Number line provided. Any objects which can be used for counting. Dice or playing cards if they are available at home. 	<p>Student will be able to identify 1 more or less than a given number with less adult support. Some will be able to work out simple addition and subtraction problems.</p>
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Area of Learning: Communication			
What are we looking for?	Activity	Resources	Outcome
<p>I can remember to use my manners. I can follow or give instructions. I can show good listening. I can ask relevant questions. I can talk about a desired topic.</p>	<p>Follow the Miss Orgacki’s café guidance– you could repeat as many times as you wish through the week or work on small parts of it as part of your child’s routine at home. Setting the table/ instructing someone how to set the table properly. Choosing what we would like to eat/drink and remembering to use manners through our words or signs.</p>	<p>Anything around the house you feel could support them in these tasks or anything which is used as part of their routine.</p>	<p>Student can remember to say ‘please’ when making a request and ‘thankyou’ when they have received something without needing to be reminded. Student can follow instructions without</p>

	<p>Conversing with our friends - by asking them questions, talking about a desired subject and making sure we listen to others and look at them when they are speaking to us.</p>		<p>needed a lot of adult support. Some may be able to sequence instructions in the correct order. Student will look at someone when they are speaking, and some will be able to continue a conversation.</p>
<p>Area of Learning: Living Skills</p>			
<p>What are we looking for?</p>	<p>Activity</p>	<p>Resources</p>	<p>Outcome</p>
<p>I can sort laundry.</p>	<p>Ask your child to help you sort some laundry into 'lights' or 'darks' and ask them to help you put them into the washing machine – talk through how you wash the clothes, dry them and then ask them to help you fold them and put them away/ tell you where they need to go.</p>	<p>A range of clothing items.</p>	<p>Student can sort the laundry and help to fold and put away/identify where they need to go.</p>

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

