





Outline for Home Activities

Class – EBase 1 Week 3

What we will be focusing on:-	
 <p>Communication</p>	Communication <ul style="list-style-type: none">• I can initiate interactions with others• I can say “Please” and “Thankyou” without prompts• I can show some awareness and understanding of emotions.
 <p>Maths</p>	Maths <ul style="list-style-type: none">• I can sort objects by colour• I can sort objects by shape• I can sort objects by size• I can find an item that is not the same when the difference is great• I can find an item that is different when the difference is slight• I can recognise a number and place the correct amount of objects• I can count a number of objects and say how many.
 <p>Outside</p>	Sensory <ul style="list-style-type: none">• I can go for a walk outside (<i>Suggestion:-</i> Bear Hunt – Covid 19 Lockdown activity) Link - https://gulfnews.com/photos/lifestyle/bear-hunts-delight-kids-under-covid-19-lockdown-1.1586235340559?slide=1• I can practice some simple yoga techniques• I can move to Music
 <p>Living Skills</p>	Living skills <ul style="list-style-type: none">• I can follow a simple shopping list• I can recognise and name some cooking equipment• I can communicate my preference when tasting food
	English <ul style="list-style-type: none">• I can recognise some key words relating to the book “Funny Fish”• I can spell some key words relating to the book “Funny Fish”• I can type my name• I can type some key words relating to the book “Funny Fish”

Below is an outline of ideas/activities that relate to our schemes of work. We have separated these into the different areas of learning that your child needs to focus on.



Area of Learning: **Communication**

Description of Activities	Resources
<p>Communication</p> <ul style="list-style-type: none"> • I can initiate interactions with others – Encourage young person to interact in conversations. Intensive Interaction activities – copying your child’s actions to encourage and build further social interactivity. 	<p>Interactions with parents, siblings, friends, family</p>
<p>Communication</p> <ul style="list-style-type: none"> • I can say “Please” and “Thankyou” without prompts – Encourage the young person to use these manners through role play. Use positive reinforcement when they do this. When giving the young person something, eye contact, keeping hold of the item and a moments eye contact usually reminds them. 	<p>Interactions with parents, siblings, friends, family</p>
<p>Communication</p> <ul style="list-style-type: none"> • I can show some awareness and understanding of emotions. - Model facial expressions with your child whilst saying the word. Use a mirror for your child to practice these facial expressions. 	<p>Mirror Interactive game – https://www.do2learn.com/games/feelings game</p>

What they will have done/experienced:-

- Developed language skills, communication and confidence.
- Shown recognition of others and politeness.
- Promoted an understanding of expressing own emotions and understanding the emotional actions of others.



Area of Learning: **Sensory**

Description of Activities	Resources
I can practice some simple yoga techniques- Parents/siblings can engage in activity with their child	https://youtu.be/coC0eUSm-pc https://youtu.be/R-BS87NTV5I
I can move to music- Parents/siblings can engage in activity with their child	YouTube links for movement:- https://youtu.be/388Q44ReOWE https://youtu.be/gE7zCfxJ7bE https://youtu.be/JoF_d5sgGgc https://youtu.be/fpD9kRyBn8o

What they will have done/experienced:-
Experienced movement, breathing, deep relaxation, rhythm, sensory integration techniques.
Experience a reduction of anxiety, aggression, obsessive behaviours, and self-stimulatory activities



Area of Learning: Maths

Description of Activities	Resources
<p>Number - I can recognise a number and place the correct amount of objects:- 1-5,1-10, (if confident move on to 1-15) Encourage the young person to look at a number and then count out the correct amount of objects. Start with 1-5 and then move on where the young person is able to do so. Link with Lifeskills Home activity – use shopping list, 2 tins of beans, 3 bread etc.</p> <p>Geometry – I can sort objects by shape</p> <p>Use objects and encourage the young person to categorise by the above criteria</p>	<p>Number cards, (printed or clearly written) , small objects.</p> <p>https://youtu.be/3tfPSe651po</p> <p>Use small objects, Beads, pegs, cutlery, pasta, Cotton reels etc</p> <p>https://www.topmarks.co.uk/early-years/shape-monsters</p>
<p>What they will have done/experienced</p> <p>Number – shown an understanding of counting skills and an awareness of quantity</p> <p>Geometry – noticed difference, separated objects, learnt to use the language “different”.</p> <p>Experienced Logical Thinking</p>	



Area of Learning: **Living Skills**

Description of Activities	Resources
<p>Home :- I can follow a shopping list of 4 familiar words (beans, eggs, milk, bread) Young person to match the written word to concrete object or picture.</p> <p>Young person can match written/typed words to food packaging.</p> <p>Use old magazine to cut out the letters and make the words and make a collage.</p> <p>(If handwriting the letters, please use clear lowercase letters) If your child has there school iPad, please access:- Showbie > Lifeskills Home > activity week 3</p> <p>Cooking:- I can name 3 new pieces of cooking equipment(grater, whisk, cutters) and know how to use these. Encourage young person to name the items listed above and show how they use them.(Use role play if needed) If your child has there school iPad, please access:- Showbie > Cooking > activity week 3</p>	<p>Food items, written or typed words, pictures of food, old magazine, scissors, glue</p> <p>iPad activity</p> <p>Grater whisk pastry cutter</p> <p>iPad activity</p>
<p>What they will have done/experienced</p> <p>Become familiar with the words in preparation for following a shopping list. Letter recognition and correct sequencing to form a familiar word.</p> <p>Begin to know the names of basic cooking equipment and know there uses.</p>	



Area of Learning: English

Description of Activities

Reading:-

I can spell 2 key words – (hat, fish)

Listen to story using link opposite.

If your child has their school iPad please access:-

[Showbie > English > Funny Fish](#)

Read the book to the young person focusing on the words hat and fish

Use magnetic letters, letter cards to place the letters in the correct order to spell hat and fish.

If using handwritten letters, please use clear lowercase letters. Some visual prompts may be needed.

If the young person has their school iPad, access

[Showbie > Spelling hat, fish](#)

Complete worksheets. (Read the word and draw a line to the matching picture or vice versa).

Writing:-

I can type my second name with visual prompts

Encourage the young person to find the correct keys on a keyboard to enable them to type their second name. (Please use a visual prompt in clear handwritten or typed lower case letters)

Resources

Click to open link to Funny Fish reading book-
[https://youtu.be/Q4D0RHSU](https://youtu.be/Q4D0RHSUWA)

[WA](#)

Magnetic letters ,
Small cards with letters written on, (f,l,s,h,h,a,t)
Worksheets

Computer / iPad / Tablet
Visual prompt

What they will have done/experienced :-

Practised good looking and listening skills

Listened and understood what is on the page

Improved their recognition of written words

Built on their own vocabulary

Practised their typing/ keyboard skills

Improved their Literacy skills

Recognised the connection between the letters they see and the sounds they make.