


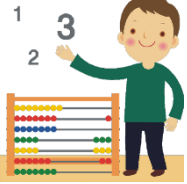





## Home Learning- Simmonds class-shining suns summer week 4

Working with your child at home may seem a bit daunting in terms of keeping them occupied and balancing time out. At school, we find keeping to routines a very helpful way of keeping children focused and balancing out formal learning time with relaxation. This also applies to keeping fairly regular bedtimes and getting up times to keep things are 'normal' as possible.

Each of the children in Simmonds class has **their own personal targets** which you can follow whilst you are doing these activities with your child.

|   |  |   |
|---|--|---|
|    | <p><b>7:30-9:00am</b><br/><b>Getting ready</b></p>                     | <p>Time to get up, washed, have breakfast and get dressed. Talk about the day ahead and ideas for activities, make and use <b>appropriate objects</b> when you are talking about what is going to happen, eg <b>a sponge, a sock, a spoon</b> etc., Use communication as appropriate to the abilities of your child- <b>on body signs, objects , facial expressions and gestures</b></p>  |
|    | <p><b>9:00am</b><br/><b>'morning group', and physical activity</b></p> | <p>In Simmonds class we start with <b>morning activities</b>. Start by listening to some <b>calming music</b> to focus.<br/> <b>SING A GOOD MORNING SONG</b> together With objects and <b>using eg an I pad with 'good morning' voice.</b><br/> <b>SING A HELLO SONG,</b><br/> <b>WHAT DAY IS IT TODAY - smell of the day</b> -use a different <b>smelling shower gel</b> eg Monday coconut Tuesday lime etc.<br/> <b>WHATS THE WEATHER,-</b> feel a hot/ cold object eg water bottle or water spray if its raining.<br/> <b>WHO'S IN THE MIRROR</b> look in the mirror and sing 'who's in the mirror- then your childs name. now<br/> <b>SING SOME FAVOURITE SONGS WITH ACTIONS AND OBJECTS</b> using appropriate objects to accompany the songs-eg <b>round and round the garden</b> (using <b>gloves</b>), <b>jingle bells</b> (using <b>bells</b>), <b>row your boat</b> (using a <b>tube</b> as an oar).<br/>         Now sing MORNING GROUP HAS FINISHED USING ON-BODY SIGN FOR FINISHED.<br/> <b>SEE RESOURCE SHEETS FOR MORNING GROUP ACTIVITIES</b><br/>         After this, do<br/> <b>a body awareness activity</b> – eg <b>HOLISTIC MUSIC SONGS -USE HOLISTIC MUSIC CD– 'where are your arms. Where are your legs. Where are your hands, where are your feet,. Where is your head'</b> whilst patting each part of the body gently. Do this a few times so that your child becomes aware of each part of their body.<br/>         Next, do some <b>physical activity -FOLLOW YOUR CHILD'S PHYSIOTHERAPY PROGRAMME</b> eg standing frame, floor activities etc. they can <b>explore favourite toys eg push button, noisy and colourful toys, coloured balls, musical instruments etc.</b><br/> <b>CAN THEY CHOOSE THEIR FAVOURITE FROM A CHOICE OF 2?</b><br/> <b>SEE RESOURCE SHEET FOR IDEAS OF EXPLORING TOYS AND OBJECTS</b></p> |
|  | <p><b>10:30am</b><br/><b>Snack time, free outside play time</b></p>    | <p>Snack time- offer your child a choice of <b>a healthy snack</b>. Encourage them to follow their self help target when snacking eg accepting a wider range of foods, reaching for foods, showing pleasure when being given a taste.<br/>         Is there an opportunity for your child to get active? Is there a possibility to <b>get outside</b> and explore an outside area together in their wheelchair ?</p>  |

|   |   |   |
|---|---|---|
|    | <p><b>11:00am</b><br/><b>Cognition</b></p>        | <p>Listen to and join in with some favourite <b>finger songs and nursery rhymes</b> eg tommy thumb, wind the bobbin up, open and shut them, heads shoulders knees and toes., roly poly, wheels on the bus, speckled frogs, miss polly had a dolly etc, with hand under hand support .<br/>Now do some <b>mark making</b> with support, using fingers and hands to <b>make marks in eg rice, sand, squirty cream or shaving foam</b><br/><b>SEE RESOURCE SHEET FOR MARK MAKING IDEAS</b><br/>Now you could make or explore some playdough hand under hand<br/><b>SEE RESOURCE SHEETS FOR MAKING PLOAYDOUGH AND EXPLORING PLAYDOUGH SESSIONS</b><br/>Now <b>explore a favourite tactile or feely story</b>, eg <b>that’s not my puppy, maisy mouse, dear zoo, wheres spot</b> etc ,talking about and feeling the pictures, opening flaps and talking about what is happening in the story.<br/>Then let your child explore a <b>variety of feely books</b> for themselves.</p>  |
|    | <p><b>12:00</b><br/><b>Lunch and playtime</b></p> | <p>For playtime, is there a chance to explore outside again? Or could your child choose an activity they enjoy from a choice of 2 objects or pictures.</p>  |
|    | <p><b>Afternoon</b></p>                           | <p>In Simmonds class, we tend to do more of the <b>creative</b> subjects in the afternoon, giving <b>hand under hand support and using stimulating and colourful equipment</b><br/>We often begin with a <b>good afternoon song</b>, how was your lunch?<br/>Then we do <b>parachute activities- share a colourful fabric</b> and shake it together to lively songs with up down movements<br/>-<b>Painting</b> using hands or finger prints<br/><b>SEE RESOURCE SHEET FOR STRING ART ACTIVITY</b><br/>-making a picture by <b>sticking</b> shapes onto paper<br/>-<b>printing</b> by gripping and pressing shapes onto paper or card<br/>-<b>Water play</b> eg putting objects in and out of the water<br/>-<b>sand play</b> eg finding objects in the sand<br/>-<b>going on a hunt</b> together for natural items outside and using to create some art work or just <b>explore them with your hands</b><br/>Exploring <b>light toys and torches</b>, following lights with your eyes<br/>-<b>Messy food</b> activities<br/><b>SEE RESOURCE SHEETY FOR MESSY FOOD ACTIVITY</b><br/>It’s nice to have <b>some gentle music</b> on whilst doing these activities<br/><b>SEE RESOURCE SHEET FOR OTHER EXPLORING IDEAS</b></p> |
|  | <p><b>End of the day</b></p>                      | <p>Sing a home time song<br/>It is important to think about <b>when</b> to end the day and separate home time.</p>  |

This may help you – or you may choose to set your own timetable! There is lots of advice and suggestions online if this doesn’t really suit you. Timings will also vary depending on needs and attention span of your child -children in Simmonds class have a much shorter attention span and will need shorter times spent on each activity.