




NAME: 's Learning Programme - Week 1<sup>st</sup> March to 5<sup>th</sup> March 2021

Lessons highlighted will also be available as a live stream from the teacher.

		Monday 1 <sup>st</sup> March 2021		
Time	Topic	Details (where / provided / materials you will need / web links	Complete, hand-in, photograph or upload	Success – enter appropriate comment on Earwig
9:00 – 9.30	<p>My World Amazon Rain Forest</p> <p>Ipswich – Suffolk Wildlife</p> <p>WALT: Where Ipswich is Ipswich's local wildlife</p> <p>WILF: Practising listening skills (British Wildlife songs) Thinking about the different animals that live Ipswich's countryside Practising fine motor skills – tracing lines/colouring British wildlife resource</p>	<p>We are going to look at where England (Ipswich)/South America is located on the world map. Considering the wildlife of Ipswich (Suffolk) we will Focus on squirrels and owls, making comparisons with the animals of the rainforest. Throughout children will be given the opportunity to practise using their fine motor skills.</p> <p>STARTER: Listen to the Squirrel song <a href="https://www.youtube.com/watch?v=J1U5i_s cF M">https://www.youtube.com/watch?v=J1U5i_s cF M</a></p> <p><b>MAIN:</b> TASK 1: Identify/locate UK and South American on world map TASK 2: Using sensory materials, create a squirrel TASK 3: Using playdoh and owl placemats add aspects to the owl and its habitat, sing TASK 4: Practising pencil control skills, trace/colour squirrel outline.</p> <p><b>PLENERY:</b> Revision - What do squirrely eat, where do they live?</p>	<p>Photos of child interacting with song/video/ completing fine motor skills activities</p>	<p>Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand your instructions</p>


<p>9:30– 10:00</p>	<p>Communication Speaking and Listening</p> <p><b>WALT:</b> Completing work task to gain motivator <b>WILF:</b> Working on tasks until completion Using PECS/Image exchange to make requests Showing recognition of symbols</p>	<p>Working on developing and improving communication with your child.</p> <p>Use shape sorting, stacking, and ordering games as activities that you already have at home.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Ask child to complete task, then they earn a motivator (timed 2-minute play) with an item of their choice.</p>	<p>Photo of the children Completing activities/motivators</p>	<p>Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand</p>
<p>Break: 10:00 – 10:30</p>		<p>Tea, Biscuits, Squash</p>		
<p>10:30 – 11:00</p>	<p>Communication Makaton</p> <p><b>WALT:</b> How to use Makaton signs <b>WILF:</b> Participating in Makaton Song Copying Makaton signs Practising listening skills</p>	<p>Listen to the song and try to mimic the signing actions. Any verbal noises you can make that are associated with the song are a bonus too.</p> <div style="text-align: center;">  <p><a href="https://www.youtube.com/watch?v=2smEno268zU">https://www.youtube.com/watch?v=2smEno268zU</a></p> </div>	<p>Pictures of the children listening/participating in the song and actions</p>	<p>Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand</p>

<p>10:30 – 11:00</p>	<p>PSHE – Healthy Eating</p> <p>Grow your own</p> <p><b>WALT:</b> How to Grow a Cress Head</p> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>• Listening to ‘Sam’s cress story’</li> <li>• Participating in adult let activity</li> <li>• Preparing for /planting cress seeds</li> <li>• Following on-screen instructions</li> <li>• Recognising fruit and veg/colour and shape</li> </ul>	<p>Encourage your child to explore a healthy diet Growing your own foodstuff can be enjoyable. Watching something grow over time can also be fascinating and exciting. Children will explore the growing ‘phenomenon’ by experimenting with fast growing cress. Students will be encouraged to plant and nurture their seeds and watch the growing process, noting progress.</p> <p><b>Starter:</b> Listen to the ‘Sam’s cress growing story’</p> <p><b>Main:</b> TASK 1: Looking at ‘Growing a Cress Head PowerPoint’ TASK 2: Preparing planting receptacles for cress seeds (using damp cotton wool) and decorating them with a face TASK 2: Planting cress seeds in damp cotton wool TASK 3 TASK 4: Watching time-lapse cress growing video <a href="#">Time-lapse Garden cress growing - Bing video</a></p> <p><b>Plenary:</b> Listen to <a href="#">The hokey-pokey fruits and veggies remix - YouTube</a></p>	<p>Photos of children completing tasks</p>	
<p>11:30 – 12:00</p>	<p>Phonics</p> <p><b>WALT</b></p> <ul style="list-style-type: none"> <li>• The SATPIN Letters (the first six letters sounds taught in phase 2 phonics)</li> </ul> <p><b>WILF</b></p> <ul style="list-style-type: none"> <li>• Recognising SATPIN letter - names and sounds</li> </ul>	<p>Listen to the Phonics Songs, encourage your children to interact and to recognise the SATPIN sounds and letters</p> <p>Phonics alphabet - <a href="#">Phonics Song 2 - Bing video</a> SATPIN Song - <a href="#">Jolly Phonics SATPIN - Bing video</a></p>	<p>Pictures of the completed SATPIN worksheets.</p>	<p>Not attempted Refused Partially attempted Completed Loved it! Didn’t enjoy it Too hard Too easy I (parent) didn’t understand</p>

	<ul style="list-style-type: none"> <li>Exploring the SATPIN letters using sensory materials</li> <li>Doing a dot SATPIN Activity sheets</li> </ul>	<p>TASK 1 – Using a sensory material (Rice, Flour, Cereal, Playdoh) fill or trace the outlines one of the SATPIN letters, keep practising to familiarise your child with the letter(s)</p> <p>TASK 2 - Using a cotton bud and paint/or a large marker follow the dots on the SATPIN worksheets</p>		
12:00 – 13:00	Lunch Time	Something Nice to eat and drink		
13:00-14:00	<p>Physical Development</p> <p><b>WALT:</b> How to Warm Up before doing exercises How to do Aerobic exercises</p> <p><b>WILF:</b> Participating in warm-up exercises Follow adult/on-screen aerobic exercise instructions Exercising safely</p>	<p>Aerobic Exercises:</p> <p>Follow a routine to allow your child to become familiar with the activities</p> <p>Watch the aerobic exercise videos and participate in the actions, don't forget to warm up first. <a href="#">Have a Blast With This Family Fun Cardio Workout! - Bing video</a></p>	Photo of your child completing exercises	<p>Not attempted</p> <p>Refused</p> <p>Partially attempted</p> <p>Completed</p> <p>Loved it!</p> <p>Didn't enjoy it</p> <p>Too hard</p> <p>Too easy</p> <p>I (parent) didn't understand</p>
14:00 – 14:30	<p>Intensive Interaction</p> <p><b>WALT:</b> To be able to Interact with a partner</p> <p><b>WILF:</b> Noticing someone next to me Looking towards an adult Responding to another person</p>	<p>Without speaking, lay down with your and mimic your child's actions.</p> <p>See how your child communicates with you.</p> <p>Do they wave their arm, raise their knee, make a clicking noise? Whatever they do, copy them.</p> <p>By communicating non-verbally, you can see how much your child pick up? Do they copy you?</p>	As above	<p>Not attempted</p> <p>Refused</p> <p>Partially attempted</p> <p>Completed</p> <p>Loved it!</p> <p>Didn't enjoy it</p> <p>Too hard</p> <p>Too easy</p> <p>I (parent) didn't understand</p>
14.30 – 15:00	<p>Massage Story</p> <p><b>WALT:</b> How Positive touch can help relax and calm us</p>	<p>Relaxing and being calm – Massage story techniques</p> <p>What you will need: Blanket, cushion, bean bag – anything comfortable to sit/lay on</p>	None.	<p>Not attempted</p> <p>Refused</p> <p>Partially attempted</p> <p>Completed</p> <p>Loved it!</p> <p>Didn't enjoy it</p>

	<p><b>WILF:</b> Being able to relax and enjoy the story</p> <p>Practising listening skills</p> <p>Responding positively to an adult</p>	<p>Watch the video and copy the massage techniques – does you child remember any of the massage ‘techniques’?</p> <p><a href="https://www.youtube.com/watch?v=zXJiVkJkM_A">https://www.youtube.com/watch?v=zXJiVkJkM_A</a></p>		<p>Too hard</p> <p>Too easy</p> <p>I (parent) didn’t understand</p>
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**Tuesday 2<sup>nd</sup> March 2021**

Time	Topic	Details (where / provided / materials you will need / web links	Complete, hand-in, photograph or upload	Success (circle or highlight all that apply)
9:00 – 9.30	<p>Fireplace Story</p> <p><b>WALT:</b> Sit quietly and listen to a story</p> <p><b>WILF:</b> Engaging with/enjoying story looking at the book/pictures</p> <p>Helping to turn pages of book</p>	<p>Read your child a story or listen to (The Gruffalo) posted on Bridge website Parrot class</p>	<p>Photos of child enjoying story</p>	<p>Not attempted</p> <p>Refused</p> <p>Partially attempted</p> <p>Completed</p> <p>Loved it!</p> <p>Didn’t enjoy it</p> <p>Too hard</p> <p>Too easy</p> <p>I (parent) didn’t understand your instructions</p>
9:30– 10.00	<p>Sensory Art</p> <p><b>WALT:</b> Explore art through sensory means</p> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>• Using food items to create edible art.</li> <li>• Using fine motor skills practise drawing/writing with icing pens/tubes</li> </ul>	<p>Explore Art thought sensory means – make some edible art:</p>  <p>You will need:</p>	<p>Photos of child: Producing artwork/of Completed artwork</p>	<p>Not attempted</p> <p>Refused</p> <p>Partially attempted</p> <p>Completed</p> <p>Loved it!</p> <p>Didn’t enjoy it</p> <p>Too hard</p> <p>Too easy</p> <p>I (parent) didn’t they understand</p>

		<p>Plain biscuits (Rich Tea/Digestives Icing pens/pens Food Sprinkles/dried fruit pieces</p> <p>MAIN:</p> <p>TASK 1: Create an artistic representation of a Amazon Rainforest animal or bird</p> <p>TASK 2: Use fine motor skills to decorate a biscuit</p> <p>Task 3: Add sprinkles/dried fruit to give detail to your art Task 4: Experiment with the taste of your edible art – do you like it?</p>		
Break: 10:00 – 10.30				
10:30 – 11:00	<p>Musical Appreciation</p> <p><b>Different classical composers</b></p> <p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• Different types of music.</li> </ul> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>• Recognising how the music makes us feel</li> <li>• Identifying emotions, we feel when listening to music</li> <li>• Practising listening skills</li> <li>• Showing a preference</li> </ul>	<p>Listen to different combinations of the music we have already listened to. These are songs we have listened to already, but by different artists. Does your child show a preference?</p> <p><b>WALT:</b> To review different types of music To demonstrate a preference for music style</p> <p><b>WILF:</b> Recognising a preference for a type of music Matching images/symbols to demonstrate recognition/appreciation of musical style</p> <p>Students will focus on music appreciation by comparing different classical music compositions and showing a preference.</p> <p><b>MAIN:</b></p> <p>We will listen to music by:</p>	Pictures of the completed work sheets	<p>Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand</p>

		<ul style="list-style-type: none"> <li>• Mozart <a href="#">The Best of Mozart - Bing video</a></li> <li>• Liszt <a href="#">The Best of Liszt - Bing video</a></li> <li>• Ethel Smyth <a href="#">Ethel Smyth: Concerto for Violin, French Horn &amp; Orch [Solyom-BBC SSO] - YouTube</a></li> <li>• Brahms <a href="#">The Best of Brahms - Bing video</a></li> <li>• Britten <a href="#">Benjamin Britten Sinfonietta For 10 Instruments Op.1 - Bing video</a></li> <li>•</li> </ul> <p>We will then listen to pieces of music from the composer and using feelings symbols/images communicate our like or dislike.</p> <p>Students will be encouraged to use musical instruments (sounds of intent box) to explore the music they hear. These will include bells, symbol, shakers, tambourine, and home-made maracas made in 'My World' lessons.</p>		
11:00 - 11:30	<p>Science – Animal/Insect Life Cycle</p> <p><b>WALT:</b> To look at the life cycle of a frog  <b>WILT:</b> Listening to the Frog's life song  Exploring the life cycle of a frog  Sequencing the life states of a frog  Practising fine motor skills</p>	<p>Looking at the life cycle of a frog</p> <p>Task 1: Listen to the frog life cycle song <a href="#">Frog Song (Life Cycle of a Frog)   CoCoMelon Nursery Rhymes &amp; Kids Songs - Bing video</a></p> <p>Task 2: Explore the Amphibian life cycle worksheet</p> <p>Task 3: Sequence the life cycle of a frog by ordering the images.</p> <p>TASK 4: Tracing leapfrog pencil control tasks</p>	Pictures of completed worksheets	<p>Not attempted  Refused  Partially attempted  Completed  Loved it!  Didn't enjoy it  Too hard  Too easy  I (parent) didn't understand</p>
11:30 - 12:00	<p>Phonics</p> <p><b>WALT:</b> The SATPIN Letters</p>	<p>Listen to the Phonics Songs, encourage your children to interact and to recognise the SATPIN sounds and letters</p> <p>Phonics alphabet - <a href="#">Phonics Song 2 - Bing video</a></p>	Pictures of the completed SATPIN worksheets.	<p>Not attempted  Refused  Partially attempted  Completed  Loved it!  Didn't enjoy it</p>

	<p><b>WILF:</b> Recognising SATPIN letter - names and sounds</p> <p>Exploring the SATPIN letters using sensory materials</p> <p>Doing a dot SATPIN Activity sheets</p>	<p>SATPIN Song - <a href="#">Jolly Phonics SATPIN - Bing video</a></p> <p>TASK 1 – Using a different material (Rice, Flour, Cereal, Playdoh) fill or trace the outlines of one of the SATPIN letters. Allow your child to explore the material and familiarise themselves with another SATPIN letter.</p> <p>TASK 2 - Using a cotton bud and paint/or a large marker follow the dots on a corresponding letter as chosen above. (Work your way through the SATPIN letters over the course of the week).</p>		<p>Too hard</p> <p>Too easy</p> <p>I (parent) didn't understand</p>
11:30 -12:30	<p>Intensive Interaction</p> <p><b>WALT:</b> To be able to Interact with a partner</p> <p><b>WILF:</b> Noticing someone next to me</p> <p>Looking towards an adult</p> <p>Responding to another person</p>	<p>Without speaking, lay down with your and mimic your child's actions.</p> <p>See how your child communicates with you.</p> <p>Do they wave their arm, raise their knee, make a clicking noise? Whatever copy them.</p> <p>Then you communicate non-verbally – how much does your child pick up? Do they copy you?</p>	As above	<p>Not attempted</p> <p>Refused</p> <p>Partially attempted</p> <p>Completed</p> <p>Loved it!</p> <p>Didn't enjoy it</p> <p>Too hard</p> <p>Too easy</p> <p>I (parent) didn't understand</p>
12:30 – 13:30	Lunch Time	Something Nice to eat and drink		
13:30-14:30	<p>Numeracy</p> <p><b>WALT:</b> What numbers are on an analogue clock</p> <p><b>WILF:</b> Practising counting numbers 1 – 12</p> <p>Recognising sequence of numbers 1– 12</p> <p>Practising listening skills – listening to the 'telling the number song'</p>	<p>This half term we are working on 'telling the time' - using the analogue clock:</p> <p><b>WALT:</b> What numbers are on an analogue clock</p> <p><b>WILF:</b> Practising counting numbers 1 – 12</p> <p>Recognising sequence of numbers 1 – 12</p> <p>Practising listening skills – listening to the 'telling the number song'</p>	Photo of your child completing activities/of completed tasks	<p>Not attempted</p> <p>Refused</p> <p>Partially attempted</p> <p>Completed</p> <p>Loved it!</p> <p>Didn't enjoy it</p> <p>Too hard</p> <p>Too easy</p> <p>I (parent) didn't understand</p>



		<p>Task 1; Listen to the 'telling the time song' – Play the video up until 1.38 first (so your child can familiarise themselves with the hours.  <a href="https://www.youtube.com/watch/1eGkW3JnthI">https://www.youtube.com/watch/1eGkW3JnthI</a></p> <p>Task 2: Practise counting from 1 – 12. Use everyday objects to help you, or the Numicon cards sent to your last half-term.</p> <p>Task 3: Match the numbers 1 – 12 using the African Animal Matching resource.</p>		
14:00 – 14:30	<p>Sensory Story</p> <p><b>WALT:</b>How to sit quietly and listen to a story  <b>WILF:</b> Engaging with story  Looking at the book (pictures and words)  Helping to turn the pages of book  Exploring characters and objects through sensory play</p>	<p>Whatever Next'  Listen to: <a href="#">'Whatever Next' by Jill Murphy read aloud - Bing video</a>  To familiarise your child with the story and the characters and themes.</p> <p>Using the PDF of 'things you will need', work your way through the story, helping your child to explore the characters and events using their five senses.</p> <p>Interactive Play: create a star-filled sky, using glitter and a large piece of paper.</p> <p>Things you will need:  Teddy Bear  Glitter  Paper/newspaper  Blanket and cushion (space rocket)  Cotton Wool (clouds)</p>	Images of your child engaging with story	

		<p>What's it like on the moon? Listen to the 'Going to the moon' song. Practise your blast-off counting at the same time</p> <p><a href="#">Zoom Zoom Zoom We're Going to The Moon Song   Rocket Song for Kids   Space Songs for Kids - Bing video</a></p>		
14:30 – 15:00	<p>Go Noodle</p> <p><b>WILT:</b> How to follow on-screen instructions <b>WILT:</b> Following adult instructions Copying on screen action Practising listening skills</p>	<p>Have fun following the Go Noodle actions in the videos below. Watch your child become familiar with the actions and anticipate the next move.</p> <p><a href="#">Koo Koo Kanga Roo - Rollercoaster - Bing video</a> <a href="#">Koo Koo Kanga Roo - Milkshake - Bing video</a> <a href="#">Lunch - Blazer Fresh   GoNoodle - Bing video</a></p>	Photos of child engaging in actions of song.	<p>Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand</p>

**Wednesday 3<sup>rd</sup> March 2021**

Time	Topic	Details (where / provided / materials you will need / web links	Complete, hand-in, photograph or upload	Success (circle or highlight all that apply)
9.15 – 10:30	<p>Communication -</p> <p>Motivate with Music</p> <p><b>WALT:</b> How to listen to instructions in songs <b>WILF:</b> Listening to motivational songs Understanding instructions in a song Following 'song' instructions Participating in a communication activity</p>	<p>Encourage your child to follow instructions outlined in a song</p> <p>TASK 1: Listen to the songs and follow the instructions <a href="#">Follow Me   Kids Songs   Super Simple Songs - Bing video</a></p> <p><a href="#">STOP Follow Directions Song for Children, Kids and Toddlers   Patty Shukla - Bing video</a></p> <p>Now try one without a video and just sound: <a href="#">Listen And Move - Bing video</a></p>	Photos of child engaging with the production.	

Break: 10:30 – 11.30				
11:00 – 12:00	<p>Phonics</p> <p><b>WALT:</b> The SATPIN Letters</p> <p><b>WILF:</b> Recognising SATPIN letter - names and sounds</p> <p>Exploring the SATPIN letters using sensory materials</p> <p>Doing a dot SATPIN Activity sheets</p>	<p>Listen to the Phonics Songs, encourage your children to interact and to recognise the SATPIN sounds and letters</p> <p>Phonics alphabet - <a href="#">Phonics Song 2 - Bing video</a></p> <p>SATPIN Song - <a href="#">Jolly Phonics SATPIN - Bing video</a></p> <p>TASK 1 – Using a different material (Rice, Flour, Cereal, Playdoh) fill or trace the outlines of one of the SATPIN letters. Allow your child to explore the material and familiarise themselves with another SATPIN letter.</p> <p>TASK 2 - Using a cotton bud and paint/or a large marker follow the dots on a corresponding letter as chosen above. (Work your way through the SATPIN letters over the course of the week).</p>	Images of completed work	
12:00 – 13:00	Lunch Time	Something Nice to eat and drink		
13:30-14:30	<p>Science – Food Technology:</p> <p>Mixing (rubbing fat to flour technique)</p> <p><b>WALT:</b> To be able measure and weigh ingredients specified in recipe</p> <p>To be able to use different mixing techniques</p> <p><b>WILF:</b> Measuring dry and fluid ingredients</p> <p>Following recipe (and adult) instructions</p> <p>Practicing mixing techniques (rubbing fat into flour)</p> <p>Matching symbols with items and ingredients</p> <p>Using cooking equipment safely</p>	<p>Help your child to make some</p> <p>Follow the recipe for:</p> <p>Encourage your child to rub the fat into the flour until the mixture resembles breadcrumbs.</p> <p>Crustless mini quiche</p>	Photo of your child preparing food and cooking it.	<p>Not attempted</p> <p>Refused</p> <p>Partially attempted</p> <p>Completed</p> <p>Loved it!</p> <p>Didn't enjoy it</p> <p>Too hard</p> <p>Too easy</p> <p>I (parent) didn't understand</p>

14:30 – 15:00	Science – Cooking Life Skills – Clearing up.	Don't forget to encourage your child to clear up after completing the cooking task. By doing this they will be developing this life skills.  <b>WALT:</b> Life skills (clearing up) <b>WILF:</b> Practising and developing life skills (washing/drying up/putting away)	Photo of your child enjoying their cooked product and tidying up.	Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand
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**Thursday 4<sup>th</sup> March 2021**

<b>Time</b>	<b>Topic</b>	<b>Details (where / provided / materials you will need / web links</b>	<b>Complete, hand-in, photograph or upload</b>	<b>Success (circle or highlight all that apply)</b>
9:00 – 9.30	Communication: What's in box?  <b>WALT:</b> How to make requests <b>WILF:</b> Completing task to earn a motivator Asking for a motivator	Repeating the 'What's in the Box' printout provided, and PECs (pictures/symbols) to communicate, encourage your child to feel inside the box and respond to what they find.  Encourage your child to request an item by using the 'I want' + symbol of item + 'Please' symbols	Photos of child Interacting with the objects in the box.  Photos of child using PECS symbols/images to request items in box.	Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand your instructions
10:30 – 11:00	Musical Appreciation  <b>Different classical composers</b>  <b>WALT:</b> • Different types of music. <b>WILF:</b>	Listen to different combinations of the music we have already listened to. These are songs we have listened to already, but by different artists. Does your child show a preference?  <b>WALT:</b> To review different types of music To demonstrate a preference for music style <b>WILF:</b> Recognising a preference for a type of music Matching images/symbols to demonstrate recognition/appreciation of musical style	Photos of children enjoying the music	Musical Appreciation

	<ul style="list-style-type: none"> <li>• Recognising how the music makes us feel</li> <li>• Identifying emotions, we feel when listening to music</li> <li>• Practising listening skills</li> <li>• Showing a preference</li> </ul>	<p>Students will focus on music appreciation by comparing different classical music compositions and showing a preference.</p> <p><b>MAIN:</b></p> <p>We will listen to music by:</p> <ul style="list-style-type: none"> <li>• Mozart <a href="#">The Best of Mozart - Bing video</a></li> <li>• Liszt <a href="#">The Best of Liszt - Bing video</a></li> <li>• Ethel Smyth <a href="#">Ethel Smyth: Concerto for Violin, French Horn &amp; Orch [Solyom-BBC SSO] - YouTube</a></li> <li>• Brahms <a href="#">The Best of Brahms - Bing video</a></li> <li>• Britten <a href="#">Benjamin Britten Sinfonietta For 10 Instruments Op.1 - Bing video</a></li> <li>•</li> </ul> <p>We will then listen to pieces of music from the composer and using feelings symbols/images communicate our like or dislike.</p> <p>Students will be encouraged to use musical instruments (sounds of intent box) to explore the music they hear. These will include bells, symbol, shakers, tambourine, and home-made maracas made in 'My World' lessons.</p>		
Break: 10:00 – 10.30		Tea, Biscuits, Squash, Another snack		

<p>10:30 – 11:30</p>	<p>Numeracy – Telling the Time</p> <p><b>WALT:</b> What an analogue clock looks like The features of an analogue clock</p> <p><b>WILF:</b> Making a clock face Sequencing numbers 1 to 12 Matching like numerals Looking at the hands of a clock Positioning the hands of the clock to set hours</p>	<p>Developing and practising telling the time skills</p> <p>TASK ONE: Make a clock: Use the clock printout to make your own clock. Place the number in the correct order.</p> <p>TASK TWO: Use the pre-printed clock time printouts to set your clock to set hour. Use the clock face printouts to help your child mark out the stated hour.</p> <p>TASK 3: Listen to the Time Telling Song again <a href="https://www.youtube.com/watch/1eGkW3JnthI">https://www.youtube.com/watch/1eGkW3JnthI</a></p> <p>TASK 4: Use sensory material such as play- doh or pipe cleaner for the hands of the clock</p> <p>TASK 5: Practise counting from 1 to 12</p>	<p>Photos of finished tasks/activities</p>	
<p>11.30 – 12:00</p>	<p>Phonics</p> <p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• The SATPIN Letters</li> </ul> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>• Recognising SATPIN letter - names and sounds</li> <li>• Exploring the SATPIN letters using sensory materials</li> <li>• Doing a dot SATPIN Activity sheets</li> </ul>	<p>Listen to the Phonics Songs, encourage your children to interact and to recognise the SATPIN sounds and letters</p> <p>Phonics alphabet - <a href="#">Phonics Song 2 - Bing video</a> SATPIN Song - <a href="#">Jolly Phonics SATPIN - Bing video</a></p> <p>TASK 1 – Using a different material (Rice, Flour, Cereal, Playdoh) fill or trace the outlines of one of the SATPIN letters. Allow your child to explore the material and familiarise themselves with another SATPIN letter.</p> <p>TASK 2 - Using a cotton bud and paint/or a large marker follow the dots on a corresponding letter as chosen above. (Work your way through the SATPIN letters over the course of the week).</p>	<p>Pictures of the child completing activities</p>	<p>Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand</p>



12:30 – 13:30	Lunch Time	Something Nice to eat and drink		
13:30 – 14:30	<p>Art Mosaic – Amazon Rain forest</p> <p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• How to make edible paint</li> <li>• How to crate mosaic art</li> </ul> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>• Using edible paint to create art Creating snake-skin printed paper</li> <li>• Exploring colours</li> <li>• Experimenting with different snake-print effects</li> </ul>	<p>Explore Amazon Rainforest reptiles through printing and mosaic techniques linking in with ‘My World’</p> <p><b>MAIN:</b></p> <p>TASK 1: Follow the recipe to create your edible paint</p> <p>TASK 2: Use snake-skin effect roller printer and edible paint to create snakeskin print paper.</p> <p>TASK 3: When your snake-skin printed paper is dry, cut into irregular shapes to fill the snake outline, creating a mosaic textile-like effect.</p> <p>TASK 4: Use animal print textiles to add to your snake mosaic.</p>	Images of child engaging in work/their finished work	
14:30- 15:00	Go Noodle	<p>Have fun re-visiting the Go Noodle actions in the videos below. Watch your child become familiar with the actions and anticipate the next move.</p> <p><b>WILT:</b> How to follow on-screen instructions</p> <p><b>WILT:</b> Following adult instructions</p> <ul style="list-style-type: none"> <li>• Copying on screen action</li> <li>• Practising listening skills</li> </ul> <p><a href="#">Koo Koo Kanga Roo - Rollercoaster - Bing video</a></p> <p><a href="#">Koo Koo Kanga Roo - Milkshake - Bing video</a></p> <p><a href="#">Lunch - Blazer Fresh   GoNoodle - Bing video</a></p>	Photo of the children interacting with songs and actions	<p>Not attempted</p> <p>Refused</p> <p>Partially attempted</p> <p>Completed</p> <p>Loved it!</p> <p>Didn't enjoy it</p> <p>Too hard</p> <p>Too easy</p> <p>I (parent) didn't understand</p>

Friday 5 <sup>th</sup> March 2021				
Time	Topic	Details (where / provided / materials you will need / web links	Complete, hand-in, photograph or upload	Success (circle or highlight all that apply)
9:00 – 9:30	Sensology – Easter/Spring  <b>WALT:</b> To learn about Easter and Spring <b>WILF:</b> Exploring Easter/Spring through sensory means Listening and repeating instructions in song Participating in adult led activities Creating an Easter Egg sensory bag	Explore Easter using the five senses.  <b>TASK 1:</b> Watch the time-lapse video of daffodils growing <a href="https://www.youtube.com/watch?v=Z17N066ejM0">https://www.youtube.com/watch?v=Z17N066ejM0</a> <b>TASK 2:</b> Listen to the Easter song and follow instructions <a href="#">Boom Chicka Boom</a> <a href="#">Easter Songs for Kids</a> <a href="#">Best Kids Songs</a> <a href="#">The Learning Station - Bing video</a>  <b>TASK 3:</b> TASK 1: Create an Easter Egg sensory bag (see instructions on print out)  <b>You will need:</b>  Ziplock bag Clear hair gel Permanent marker Food colouring Egg decorating resources Sticky tape Laminator	Pictures of the children engaging in activities	Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand
9.30 – 10.00	Communication -  Motivate with Music  <b>WALT:</b> How to listen to instructions in songs <b>WILF:</b> Listening to motivational songs	Encourage your child to follow instructions outlined in a song  <b>TASK 1:</b> Listen to the songs and follow the instructions <a href="#">Follow Me   Kids Songs   Super Simple Songs - Bing video</a>  <a href="#">STOP Follow Directions Song for Children, Kids and Toddlers   Patty Shukla - Bing video</a>	Photo of the children following instructions	Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand



	<p>Understanding instructions in a song Following 'song' instructions Participating in a communication activity</p>	<p>Now try one without a video and just sound: <a href="#">Listen And Move - Bing video</a></p>		
<p>Break: 10:00 – 10.30 <span style="margin-left: 200px;">Tea, Biscuits, Squash, Other snack</span></p>				
<p>10:30 – 11:30</p>	<p>Physical Development</p> <p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• How to Warm Up before doing exercises</li> <li>• How to do Aerobic exercises</li> </ul> <p><b>WILF:</b> Participating in warm-up exercises Follow adult/on-screen aerobic exercise instructions Exercising safely</p>	<p>Aerobic Exercises: Watch the aerobic exercise videos and participate in the actions, don't forget to warm up first. <a href="#">Have a Blast With This Family Fun Cardio Workout! - Bing video</a></p>	<p>Photo of your child completing exercises</p>	<p>Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand</p>

11:30 – 12.00	<p>Phonics</p> <p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>The SATPIN Letters</li> </ul> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>Recognising SATPIN letter - names and sounds</li> <li>Exploring the SATPIN letters using sensory materials</li> <li>Doing a dot SATPIN Activity sheets</li> </ul>	<p>Listen to the Phonics Songs, encourage your children to interact and to recognise the SATPIN sounds and letters</p> <p>Phonics alphabet - <a href="#">Phonics Song 2 - Bing video</a>  SATPIN Song - <a href="#">Jolly Phonics SATPIN - Bing video</a></p> <p>TASK 1 – Using a different material (Rice, Flour, Cereal, Playdoh) fill or trace the outlines of one of the SATPIN letters. Allow your child to explore the material and familiarise themselves with another SATPIN letter.  TASK 2 - Using a cotton bud and paint/or a large marker follow the dots on a corresponding letter as chosen above. (Work your way through the SATPIN letters over the course of the week).</p>	Pictures of the child completing activities	Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand
12:30 – 13:30	Lunch Time <span style="float: right;">Something Nice to eat and drink</span>			
13:00- 15:00	My World	<p>ASDAN Adventurer Award Challenge</p> <p><b>WALT:</b> How to enjoy our local environment  <b>WILF:</b> Participating in outdoor activities  Enjoying the outdoors  Recognising aspects of my local environment</p>	Photo of your child's completing activities/completed work	Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy

		<p>Collecting leaves to make an outdoor collage</p> <p>TASK 1: See the ASDAN booklet in your pack, select activities that your child can achieve, such as balancing on a log, or building a den</p> <p>TASK 2: Collect leaves and make an outdoor collage</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>		<p>I (parent) didn't understand</p>
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**Upload progress to Earwig: links: See how to guide**

<p><b>Other activities that may be of interest:</b></p>
<p><a href="#">10 Sensory Activities for Virtual Learning with Toddlers   Family</a></p>
<p>Key subjects on the Curriculum this ½ term for wider exploration:</p> <p>The Arts: looking at textiles, African prints and African jewellery (beads)  PSHE: Healthy eating  Numeracy: Telling the time  Communication: Exploring the 5 senses; looking at the season spring and Easter; using and recognising symbols to communicate, - speaking and listening following adult instructions; exploring phonics  Science:  1. Life Cycle of a frog  2. Cooking – exploring mixing techniques (rubbing in fat to flour); Life Cycles of animals and insects  Physical Development – Aerobics  My world: Exploring the outside and attempting tasks as detailed on the ASDAN Adventurer Award Booklet; comparing our local environments with the Amazon Rainforest</p>