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Completed by the staff of
Sunningdale School

JW14



SUNNINGDALE SCHOOL

Home learning
&
Development Opportunities



Class:

SIX

Topic:

Light festivals

JW14



Sunningdale School

We loved doing 'festivals and music' but could have done lots more on 'the festival of Diwali' this is a lovely chance to continue this learning at home.

Ideas for Home learning & Development Opportunities

The following booklet has been created by staff at Sunningdale School to give parents, carers and families some support and guidance with activities and opportunities they might like to do with their children at home.

Where possible staff have linked these to 'subject specific' learning areas although many of them will be cross contextual and relevant to development in a number of areas. They are categorised under the areas of:

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical Development
- Social, Emotional and Mental Health



Diwali celebrates light. As the seasons change and spring turns to summer we can explore light with plants. Look at what happens to a plant kept in the dark.

Grow some carrots in a plastic bottle and potatoes.



Make rainbows from light through colour water, sweet wrappers and plastics.



More ideas & activities...



Paint with spices . We often work with spices doing taste and smell tests . We let the child explore each , then use a scarf and present one then offer a choice of two (contrasting ones) to see if they can identify which it was.



Mak-
fes-
tival
jew-

ing
ellery using old kitchen roll tubes . Decorate with foil, paint, cut out pictures from magazines .



Other Ideas...



Please also have a look at the following links on the school website that have a range of ideas for pupils including a .pdf version of our outdoor learning booklet.

<http://www.sunningdaleschool.com/blogs/onlinegames.htm>

<https://www.pinterest.co.uk/sunningdalescho/>

<http://www.sunningdaleschool.com/downloadable/smsc%20outdoor%20learning%20booklet%20jwaller.pdf>

<http://www.sunningdaleschool.com/blogs/pupilyoutube.htm>

A LITTLE BIT ABOUT PLAY...

Children discover and learn about their world when they play. Play develops imagination and creativity and gives children practice in the social skills they need in the wider world. Children do not play for reward or because someone told to- They play because it is fun! By playing with one another, children learn social rules such as waiting, taking turns, cooperation and sharing things. Children usually go through stages of play as they grow. Children with SLD and PMLD will be unlikely to go through the stages of play at the ages defined by Child Development theories but they will still potentially go through them. It is therefore important to create opportunities for children with SLD and PMLD to experience each of the stages. JW.

Solitary Play

A child is in a room full of other children, but he or she is playing alone and not paying attention to anyone.

Spectator

Observe other children playing around him or her but will not play with them.

Associative Play

Children are playing the same game, but they are not working together or connecting with one another

Parallel Play

Children are playing a game or activity. They are playing next to each other, but they are not talking or doing the same activity.

Cooperative Play

Children are working together to play a game.



Make easy paper lanterns from snipping card with scissors. Scissor control is very difficult and your child will need a lot of support.

Decorate the card in different ways. If you have any electric candles at home use those.

Extend the shadow play by creating a show in a cardboard box. Use chop sticks, knitting needles, wooden spoons as 'handles' for the puppets so that he child can control them.



Make edible sparklers together with bread sticks, chocolate fingers or biscuits



Education is not the filling of a pail, but the lighting of a fire.

- William Butler Yeats

Other ideas & activities...

Rama and Sita story role-play masks



Rama

Cut out the masks and eye holes, and attach to a lollipop stick for children to hold when role-playing.

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For those who are able tell them the story of Rams and Si-ta and then make masks, dress up in old tablecloths, curtains etc

SPRING YOGA

10 easy yoga poses for kids

1. Say hello to the sun.



2. Pretend to be a tree.



3. Pretend to be a flying bird.



4. Pretend to be the falling rain.



5. Pretend to be planting seeds.



KIDS YOGA STORIES

or

We love to do yoga with Mandy . You can copy yoga positions with your child from still pictures online yoga examples.



Developing & Growing

Language Development:

Outdoor play activities are very powerful tools for developing a child's language or communication. This will be integral to social relationships and communication will be required to develop and support these.

Physical Development

Many outdoor activities can directly or indirectly develop gross and fine motor skills. Physical activities will also develop confidence in a specific environment (e.g. Forest School or Wildlife area).

Social Development

Outdoor learning will help a child to develop social skills such as taking turns and sharing and they will become aware of the emotions of others and start to slowly be able to take those emotions into account.

Emotional Development

All types of Play are useful as a means for a child to express their feelings, both negative and positive... Outdoors children can be taught to care for living things and build confidence in a less structured and natural environment.

Cognitive Development

Through any type of play or activity, a child has opportunities to develop ideas. Through outdoor learning they are able to investigate unusual materials, attempting more unusual activities and use resources in different ways.





topic

Communication & Interaction

Matching listening game—you need a few differing objects from around the house. You describe something in key words eg brown , then brown soft .. Then brown, soft square etc . The aim is they recognise the object from these describing words. Then they take a turn to say/ sign key describing words. You may start with 2 objects then add more.

Copy me—using sounds they copy . You make a sequence of sounds, body percussion and they copy it .

Rhythm of words- Here we look at the syllables (the amount of sounds in a word) when we play this with names Anne is one clap, corey is 2 claps , (cor rey) as is Julie, dona, charlotte . A word like ' elephant ' is 3 el e phant ! Play this game using toys eg animals, photos of family, Tv characters like noddy, Pingu etc

Encouraging signing (Mr Tumble is great for this)

Vocalising in different volumes—any singing to karaoke , tiktok etc

Oral motor control—blowing (candles, tubes, paper fish) sucking through straws different thickness ,



Understanding the World

Watch Youtube clips of Diwali festival in different parts of the world . Children often like to see the colours and music.

Make patterns to copy what you have drawn eg line, circle, zigzag with a torch on the wall.

Make simple shadow puppets (using hands is very hard) you help them cut out from



old card (eg cereal box) and then see its shadow on the wall.



We love science experiments like the colour changing milk experiment (all online) Also the skittles one . It can celebrate harvest so sort and explore all the food you do have .



topic

Expressive Arts & Design

Make 'rangoli' patterns together (this can be linked to mark making and the start of learning to write and draw) . Use sand with fingers or sticks to make circles, lines, curves—continue your pattern, copy your pattern, free patterns

Colour flour/salt/rice/sand to do as above or drizzle from hand, from bag with small hole in.

Arrange shells, stones, glass beads, leaves, old jewellery into patterns.



Make mehendi patterns on hands using felt pens, biro, or paint. Let the child do yours and you do theirs. Look at examples online. Make salt dough diwali lamps, you need a tealight candle as oil is very dangerous.



Mandala Art
for Kids
5+ ways

Cognition & Learning: Early Developmental skills



Please look for everyday '**problem solving**' opportunities . Although you will know what your child needs when you do it for them it teaches them that you are clever and they are not!

Recall—can they identify what they used, who they saw, what they ate etc start with a limited choice of object prompts and reduce this.

Engagement—by observing your child you will find out what they engage with most . (as long as active not passive such as the use of computers) . See if you can increase the time they will spend playing with this resource by presenting it in different ways . Eg when they wake up teddy is hiding, flying from string on the stairs , taking a bath in soapy water etc . Then model ' how to play ' with different resources as they will learn this. Without it they are likely to do the same actions every day with their toys like pushing a car along . You introduce crash, fire engines, breakdowns, tunnels, bridges, car washes etc

Processing time—children need variety, but also **quite** times when they can order all their thoughts and the stimulating things they have been doing settle and find a place in their mind. This is vital !



topic

Physical Development

Homes are cleaned ready for the festival of Diwali so encourage your child in these fine motor activities—squeeze water from a sponge, squeeze water by ringing a cloth with two hands, pick up small items, use a dust pan and brush. In gross motor—mopping/sweeping a floor (great for core). Reaching up to receive an object, wash a window.



Literacy

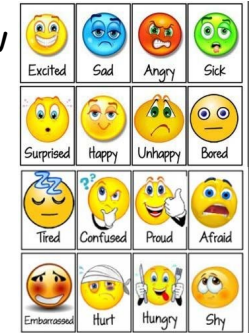
Whilst the world is using technology 'reading' is becoming lost. Please let your child listen actively to stories told and read by you (also sites to help like book-trust.org or Mrs Ps magic library, or storynory, a google search will show you lots). You can play 'make a story' where you say part and stop then they add in a word, an object, a part of the story and you continue. This helps them to become creative. Fold any paper to create your own books—stick in pictures, draw, scribe, write what they say (scribe).



Social, Emotional & Mental Health

Celebrated by Sikhs and Hindus children may want to look at how they are the same/ different from us. Talk about feelings in connection with photos and films.

Encourage a child to talk about what they are looking forward to. Use 'now and next' images where you can.



Numeracy

Keep a tally chart—this is marks of something eg out the window or on Tv every time they see a dog, person, car etc

Makes estimates—guess how many biscuits in the packet then count them

Cooking—where they measure, weigh, count out, look at time are all very important maths skills.