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Completed by the staff of
Sunningdale School JW14



SUNNINGDALE SCHOOL

Home learning
&
Development Opportunities



Class:

Topic:



Sunningdale School

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

Within the following tactile resources add toys and everyday items found within your home or garden. Encourage your child to pick up the items, explore with both hands and make marks.

- **Gloop** - mix cornflour with water



- **Flour**



- **Glitter**

- **Shaving foam**



- **Sand**



- **Spices**

- **Lentils**



- **Salt**



More ideas & activities...

To explore...

- **Making music** - explore making sounds using household items e.g. pots, pans and wooden spoons.



- **Water** - explore water in a dish. Add household items to explore filling, pouring and transferring.



- **Bubbles** - explore bubbles in a dish made with child-safe washing detergent.



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

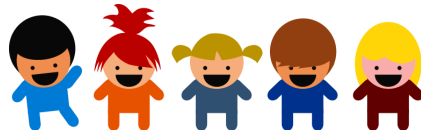
Children are playing the same game, but they are not working together or connecting with one another

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.



- **Sensory bottles** - add water and natural items found in your garden.



- **Garden den** - build a den in your garden using household items e.g. sheets/chairs.



- **'Sticky Stick'** - find a stick in your garden and then roll sticky tape around it. Stick on any items you find around your garden.



- **Decorating Stones** - Make marks on stones using paint or permanent markers. Hide them for others to find.



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

- William Butler Yeats

Other ideas & activities...

To make...

- **Wind chime** - use metal cans and string before hanging in your garden.



- **Smoothies** - blend your favourite fruits with milk or juice.



- **Bugs** - paint paper plates to make different bugs.



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 Gardens and Greenhouses

Communication & Interaction

Singing

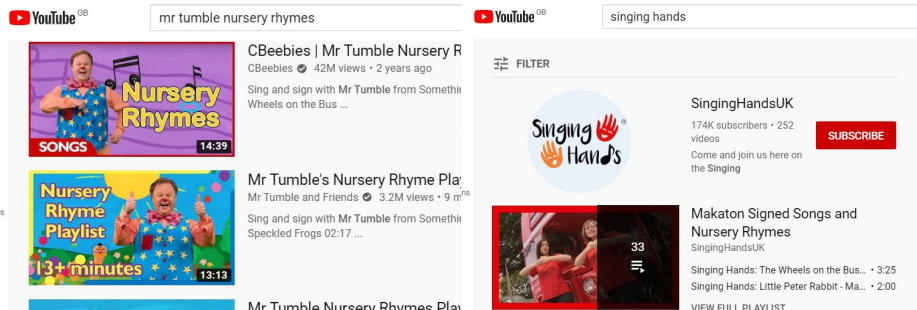
Sing familiar songs or nursery rhymes — use Makaton signs, gestures or props/toys to support engagement and understanding.

Some Class 1 favourites are:

- Wheels on the bus
- Twinkle twinkle little star
- 5 little ducks
- Wind the bobbin
- Miss Polly had a dolly



Check out these YouTube videos for songs with Makaton:



Choice Making:

Encourage choice making between two objects, photographs or symbols. Hold them up for your child to choose from. Support children verbally or with hand over hand support to exchange photos or symbols for chosen items e.g. favourite toys or snacks.

Intensive interaction:

Work one to one with your child. Imitate their behaviour, respond to them in a highly responsive way and mirror what they do. Echo their sounds and copy their gestures. Watch for any responses.



Understanding the World

- Explore your garden using your senses. How many different natural items can you find?

Look for reactions from your child.

Make a note of which smells/textures etc. they like or dislike. Repeat again at a later date have their preferences changed or stayed the same?



- Grow cress - line a tray or cup with wet tissue or cotton wool. Sprinkle cress seeds over the base. Ensure the base is kept damp.

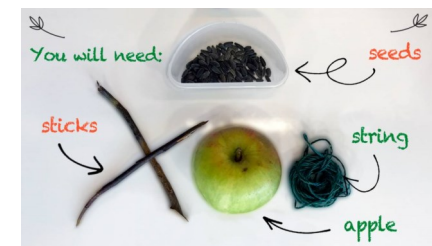


- Look for different insects and other animals in the garden.
- Listen out for environmental sounds outside e.g. birds tweeting, bees buzzing etc. will children imitate any of the sounds?

- Support children to take photographs of the world around them - especially things that are of interest to them.



- Make a bird feeder using an apple, seeds, string and sticks - count how many birds visit your garden.





topic Gardens and Greenhouses

Expressive Arts & Design

- Printing with vegetables/leaves /wellies using paint.



- Make fruit kebabs - encourage children to cut softer fruits with 'blunt' knives and push onto a skewer with support.



- Create mud 'paint' using a mixture of mud and water



- Mark making on the ground using chalks or water



- Wiggly worm painting - dip wool or cooked spaghetti in paint



Cognition & Learning: Early Developmental skills

Sensory Communication

Tacpac is a sensory communication resource which uses touch and music to develop communication skills. You can create your own 'Tacpac style' activities by playing music and undertaking touch with everyday household items e.g. 'dusting' your child to the rhythm of the music.



Sensory Exploration

Support your child to explore different tactile resources both wet and dry using their senses: touch, sight, hearing, smell and taste.

Examples linked to our topic include: soil, water, stones, seeds, grass, leaves, sticks, herbs, flowers and vegetables.



- Do any of these resources interest your child?
- Will your child watch as resources are sprinkled in front of them?
- Will they keep watching as you sprinkle resources but move your hand up and down / side to side?
- Will your child put their hands on/in the different textures?
- Will they explore with either hand or both hands?
- Do they prefer to explore independently or with help?
- Is your child showing which items they like or dislike through vocalisations, facial expressions, gesture or demeanour?
- Will your child request 'more' of an activity through gesture?



topic Gardens and Greenhouses

Physical Development

Obstacle course - create an obstacle course in your home or garden using everyday items.

Washing windows on your home or greenhouse

Encourage children to stretch and make big arm movements.



Digging and weeding - Dig and rake in the garden. Pull up any weeds you find using both hands.

Snipping with scissors - Snip grass, leaves, plants or herbs.



Building - Use natural resources to build e.g. twigs, stones etc.

Playdough & dough disco - follow along with 'Miss Sprinkle' on YouTube!

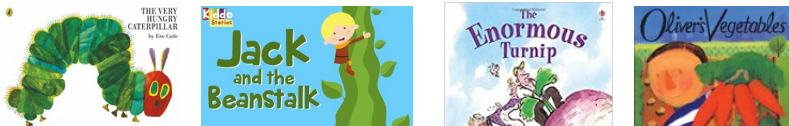


Literacy

Mark making: Encourage children to explore a range of tactile resources (both wet and dry) using their hands. Work towards making circles and lines up and down, left to right. Encourage children to handle 'tools' to make marks e.g. kitchen utensils, rollers paintbrushes, crayons etc.



Sensory stories: Read story books (or listen on YouTube) linked to our topic. Try adding sensory elements linked to parts of the story for your child to explore e.g. pour or spray water when watering the garden.



Social, Emotional & Mental Health

Attachment games:

Mirroring - mirror what your child does e.g. facial expressions/actions.

Hairdressers - gently brush each other's hair.

Face painting - paint each other's faces with paint, make up or mud.

Play catch - roll a ball back and forth to teach reciprocity.

Massage - use lotion or baby oil to massage your child. Sing nursery rhymes or tell simple stories and change your technique dependent on the part of the story or rhyme e.g. tracing a circle on your child's back can depict the image of the sun while raking with your fingers can represent a bear climbing a tree.

Follow this link for mindfulness activities you can try at home:

<https://www.thriveapproach.com/mindfulness->



Numeracy

Exploring shape: play with water or mud using containers of different shapes and sizes. Model vocabulary: full, empty and more.

Matching: Encourage children to match items they find in the garden. Can they find another flower, twig etc. Encourage children to sort flowers/petals by colour.

Number songs: Sing familiar number songs e.g. 5 little ducks, 10 green bottles, 5 currant buns.

Use objects or toys and remove one at a time as the song is sang e.g. one green bottle should accidentally fall, tip 'bottle' over and encourage children to touch count how many are left standing with hand over hand support. Many songs can be found on YouTube to support with this.

