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Completed by the staff of  
Sunningdale School

JW14



# SUNNINGDALE SCHOOL

## Home learning & Development Opportunities



Class: **Class 4**

Topic: **Woods and Hills!**

JW14



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

### Useful recipes:

#### Playdough:

- 2 cups flour
- 1 cup salt
- 2 tbsp cream of tartar (leave it out if you have none!)
- 2 tbsp oil
- 1 cup water
- Food colouring

1. Mix all the dry ingredients in a bowl
2. Slowly add warm water and a little food colour and mix
3. Knead with your hands until the stickiness has gone



#### Fairy cakes

- 100g sugar
- 100g butter
- 2 eggs
- 1tsp vanilla extract
- 100g self raising flour

1. Cream the sugar and butter together
2. Add the eggs and vanilla extract and whisk
3. Stir in the flour
4. Spoon into cake cases



#### Cornflake (or other cereal

#### s e.g. Crumbled wheatabix/ shredded wheat) cakes.

Simply, melt chocolate, mix with cereal and leave to cool.

Decorate with mini eggs, maltesers etc.



## More ideas & activities...

### Easter activities:

#### Easter recipes:

There are lots of fun Easter themed recipes you can do at home on. <https://www.bbcgoodfood.com/howto/guide/fun-easter-projects-kids>

Here is a few....



#### Easter crafts:

- Make a twig cross using different natural/ manmade media e.g. ribbons, flowers. Focus on "helping hands", hand orientation and weaving.
- Decorating Easter basket- weaving flowers.
- Make Easter cards- handprint turned to chick, foot into carrot.
- Natural weaving- weaving leaves together using a stick.



#### Easter egg hunt

Easter egg hunt following clues involving directional language: in, on, under etc.

#### Decorating eggs



## 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

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

## 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.



## Water Play!

We **LOVE** water play! Add household items (cups, pans, jugs, spoons) to explore filling, pouring and transferring. Add soap or foam. Alternatively. Add food colouring to water and mix colours together. What colours can you make?



POM POM WATER PLAY

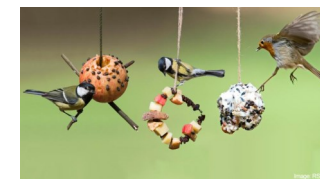
## Sensory bottles!

The great thing about a sensory bottles is that it's a peaceful object your child can focus on; a musical toy or a new learning experience. All you need is an empty bottle and then any resources you have to hand: pom poms; sand; rice; rocks; water; glitter; food colouring. Shake the bottle to get some proprioceptive input.



## Other Art and Design Technology activities

- Rainbow Bottle Shakers <https://www.bbc.co.uk/cbeebies/makes/lets-go-club-rainbow-bottle-shakers?collection=the-lets-go-club-craft-activities>
- Bird feeders <https://www.bbc.co.uk/cbeebies/makes/bird-feeder>
- Cotton reel flowers <https://www.bbc.co.uk/cbeebies/makes/lets-go-club-cotton-reel-flower?collection=the-lets-go-club-craft-activities>
- Rainbow rain cloud: <https://www.bbc.co.uk/cbeebies/makes/lets-go-club-rainbow-rain-cloud?collection=the-lets-go-club-craft-activities>



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

- William Butler Yeats

# Other ideas & activities...

Lets get messy!!



Messy or sensory play can help your child's development on a number of levels. This type of creative play gives children endless ways to develop and learn as well as developing fine and gross motor skills. In class 4 we love to get covered head to toe in messy materials! There are lots of everyday resources you can use: gloop (cornflour and water); flour; shower gel; paint; glue; ice (with food colouring); shaving foam; sand; mud; sugar; hair gel; homemade playdough; slime.



*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.*



## 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 Woods and Hills

## Communication & Interaction

### Singing

There are many nursery rhymes linking to our theme and with role play such as the Grand old duke of York , Teddy bear picnic, wiggly woo, dig my garden, 2 little birds, hop little bunny etc.

### Choice making and requesting

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 activities, toys or snacks.

### Turn taking

We have been working hard on turn taking in Class 4. There are lots of games that promote turn-taking such as 'Pop Up Pirate' and 'Snap' and other board games where the children need to wait.

### Role Play

There are lots of role play activities you can do at home that involve lots of learning (counting; writing; interaction; identifying objects and communication). Pretend cafes and shops; garden shop etc.

### Reading and Stories

**Class 4 love reading and we have incorporated daily stories as a means to wind down and relax at the end of the day! This can be continued as part of your routine at home to wind down.**

Lots of our pupils enjoy 'Story Massage' (<https://www.storymassage.co.uk/>) and on body action songs. You can either check out our Story Massage pack or make your own !

**Alternatively, download the free Cbeebies Storytime App.**



## Understanding the World

### Outdoor learning.

**Bring the woods and hills to your backyard!**

- **Have a scavenger hunt.** Children love collecting & picking things up. There are so many things to pick up & collect along your walk pine cones, leaves, feathers, acorns, twigs etc.
- **Go on bug hunt!** What insects can you find?
- **Make a den.** Make a den out of chairs and sheets.
- **Make some noise.** Pick up some sticks of different sizes & textures, bang them against a tree. What noise do they make? Can you work together to bang out a rhythm?
- **Splash in puddles, jump over them.** Who can make the biggest splash? Warning this could get very messy!
- **Art:** Take a piece of paper & crayon with you to do bark rubbings or leaf rubbings.
- **Snipping with scissors** - Snip grass, leaves, plants or herbs.
- **Explore natural and man-made materials** handling and manipulating in a number of different ways - tearing, squashing, twisting squeezing and splatting etc.
- **Planting seeds.** Don't have any planting seeds? No problem you can plant seeds from different fruit such as apples, pears and lemons.



**Can't get outside, don't worry!! Bring the woods and hills indoors:** You could make spaghetti worms (spaghetti and food colouring); spray bottles of water/ paint for rain; or fill a bowl of different outside textures mud; soil' leaves; grass etc.)

### Science:

**Class 4 love different science experiments! Here, is a few that you can do at home..**

- Looking at objects that sink/ float- simply fill a bowl; sink or bath with water and test any everyday objects you can find (sponge; toy car; spoon; cup etc). will the object go to the bottom (sink) or stay at the top (float).
- Explore **changes of state:** melting, freezing, etc in cooking.
- Freeze toys overnight. Such as dinosaurs, chicks for Easter, etc. Can you rescue the toys?
- Looking at old and young! Looking at adults and children in animals: sheep & lamb, duck and duckling; cow and calf. Get the family album out and look at baby photographs! :)
- Can you identify the animal sounds? Children can listen and match animals sounds using this game on Cbeebies—<https://www.bbc.co.uk/cbeebies/puzzles/down-on-the-farm-animal-sounds-quiz>
- Can you everyday environmental sounds (cars; birds; aeroplane).







## topic Woods and Hills

### Expressive Arts & Design

#### Cooking

Almost every aspect of learning can be incorporated in cooking activities from exploring the ingredients with all our senses to identifying colours, measuring and simple counting, turn taking, identifying ingredients and equipment as well as lots of OT and physiotherapy targets!

There are lots of different fun, children friendly recipes on <https://www.bbcgoodfood.com/recipes/collection/kids-cooking>

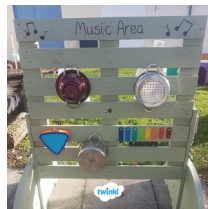
#### Washing up!

Make washing up a fun activity!! Add fairy liquid in water and play whilst washing the dishes! Pouring liquid in and out of different equipment! :)



#### Music

Music is a really useful tool to encourage lots of communication skills. This can be through songs, playing and sharing instruments or simply clapping and stamping. Things to look out for could include: eye contact, vocalising, joining in, copying actions, requesting more. There are numerous musical opportunities you can do at home! Explore making sounds using household items e.g. pots, pans and wooden spoons.



As well as making your own musical instruments..

<https://www.letsplaykidsmusic.com/homemade-musical-instruments-shakers-maracas/>

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



### Cognition & Learning: Early Developmental skills



#### Tac Pacs

Tacpac is a sensory communication resource which uses touch and music to develop communication skills. Tacpac requires very little equipment to set up. You'll just need a few every day objects such as a scarf, wooden spoon, sponge, paint rollers, empty bottle. Simply pick one object for each song e.g.. Dusting your child with a feather duster! You can use any songs for Tac Pac! We especially love Disney songs!



#### Sensory exploration

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

Links to our topics include sticks; soil; mud; flowers; herbs and spices.



You can also explore different ingredients in sensory cooking: flour; butter; sugar etc.



# topic Woods and Hills

## Physical Development:

Throughout this year, we have been developing our balance, co-ordination and risk taking in PE. This can be continued into your living room and back garden! Create assault courses in your living room: crawl under tables and sheets; use pillows as stepping stones and jump two footed or hop off different furniture, alternatively balance on different stones and logs outside!

**Class 4 love to dance!** You can join in to some of our favourite songs on Youtube. Our favourites include 'Debbie Do', 'The learning station'- especially "head shoulders knees and toes" and "hop little bunnies" and of course "Wake up shake up!"

***If your child has a physiotherapy programme their latest copy should have been sent home! If your pupil has an fine/ gross motor OT programme this can also be sent home.***



## Literacy:

**Class 4 love stories!** Below are links to read aloud" of some of our favourites "Shark in the Park" "Wonkey Donkey" and "The Smartest Giant in town!".

<https://kidsclubenglish.com/stories/shark-in-the-park-3/>

<https://www.youtube.com/watch?v=3qFrXsz0nJQ>

<https://www.youtube.com/watch?v=cfiPrA8E3qE>



There are also fantastic stories linked to our topic!

### The three little pigs

Try and build houses out of different materials! (sticks from outside; lego/duplo for bricks; straw/ cooked spaghetti). Can they withstand being blown down with a hairdryer?



### Gruffalo

You can print of pictures of the characters off twinkl. Why not retell the story finding all the animals hidden around your house/ garden. Look up to find the owl in the tree.



### The very Hungry Caterpillar

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



## Social, Emotional & Mental Health:

### Not being at school:

We are aware many of our pupils may find not being at school challenging. They may also have some worries about Covid-19. Kristy the school nurse has provided staff with a social story about Covid-19 which includes a section about not being at school if you think your child will find it useful. Social=story/pupils know what is happening now and next.

<https://theautismeducator.ie/2020/03/11/corona-virus-social-story/>

### Thrive activities:

These activities are relaxing and promote health and positive well-being which you can use in the home setting

[www.thriveapproach.com/mindfulness-activities-thrive](http://www.thriveapproach.com/mindfulness-activities-thrive)

### Turn Taking games:

We have been working hard on turn taking in Class 4. There are lots of games that promote turn-taking such as 'Pop Up Pirate' and 'Snap' and other board games where the children need to wait.

**Want to boost everyone's mood? Put some music on and have a dance :)!**

## Numeracy:

There are lots of numeracy skills to be working on when learning about 'Woods and Hills' including:

- Use flowers and leaves to make different patterns.
- Build a house like the three little pigs out of 2D/ 3D shapes e.g. Everyday junk material (Boxes, toilet rolls). What shapes can you find around the house e.g. Rectangle for TV.
- Count insects on a bug hunt, ingredients in cooking or count out activities in role play and free play activities.
- Use nursery rhymes for maths e.g. counting, taking one away (five little men in a flying saucer; five little ducks; 5 currant buns etc.). You can print resources off Twinkl.
- Making sets in cooking; free play (e.g. Cars/ blocks etc) or out of leaves, sticks.
- Fill and empty containers with different materials.
- Imaginative play- role play counting money etc shops/ garden centre/ café. Have a teddy bear or 'Tiger who came to tea' tea party.
- Class 4 have been working hard on following instructions with prepositions (in, on, under etc.) Have a treasure hunt outside: Can they find a teddy "in" "on" "under"?

