



Pre-school



Sunningdale School



Sunningdale  
Teaching School



Photographic Images and clip art used in good faith and without permission.



Completed by the staff of  
Sunningdale School

JW14



Pre-school



Sunningdale School



Sunningdale  
Teaching School

# SUNNINGDALE SCHOOL

## Home learning & Development Opportunities



Class: 5

Topic:

### Where Are We?

As part of our topic this term class 5 will be taking a 'trip' to a variety of different locations through a range of activities (Jungles, Desert, Space, Antarctica).

**KEY = (WAW1) (Where Are We Resource 1)** meaning resource available on school website under that title to accompany the activity.



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

## Fine motor skills



Place figures in the grass, children to free them from the 'jungle' by using scissors to trim the grass - helping you to keep the lawn under control and also developing your child's hand strength at the same time!

### 'We're Going On A Bear Hunt'

Children can use role play and drama to act out the story. Read the story as they follow by going through the different environments using figures, hands or feet.

- (Forest - Grass)
- (River - Water)
- (Snowstorm - Ice)
- (Mud - Compost)



## More ideas & activities...



Matching and  
*pairing*  
Socks!



Children can create moon rocks by wrapping potatoes and other objects in tin foil can they compare them by size - big and small or length - long and short?

## 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

## 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.



# Story massage in Action!

<https://www.youtube.com/watch?v=EIwaASMhtdE#action=share>



Create different scenes in zip-lock bags a great sensory resource that can be poked, prodded, splatted fill with jelly, shaving foam and water etc. The example shown left you could count the fish, identify the ones that are the same, if it was a jungle scene (grass, hair gel and animals) could discuss how many animals have four legs or wings.

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

— William Butler Yeats

## Other ideas & activities...

# Sensory bottles

with literacy *and* maths links.



Try using letters and numbers in bottle for children to identify. Create bottle with small toys and play phonics 'I Spy' For example place marble, coin etc "I Spy with my little eye something beginning with mmm"

Fun *in*  
the  
SUN!



Children can experiment with light and shadows - create different scenes by tracing animals, shapes, plants and figures



# 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 Where are we?

## Communication & Interaction

### \* Symbol Vocabulary \*

Use symbols provided for rooms and household objects, ask children to comment/match which room they are in. Hold symbol you ask children to identify then extend children to identify an object in that room. (WAW1) Sensory give children objects associated with that particular room to handle/ explore.

### \* Communication/Signing Vocabulary \*

Children can use CBeebies player to watch 'Something Special' to increase Makaton (signing) vocabulary. This episode link below stars two children from Class 5 as they go on an adventure with Mr Tumble all about dogs! <https://www.bbc.co.uk/iplayer/episode/m000fjf3/something-special-were-all-friends-series-12-12-woof>



Children can also learn additional signs for animals such as a monkey (jungle), octopus (ocean) and a penguin (artic). <https://www.youtube.com/watch?v=kW9OZwgQpWA>

\* Can they sign the animal before Mr Tumble? \* How many can they remember? \* Can they make a some of the animal sounds?

### \* Disney Tac-Pac \* (WAW2)

Children can take part in a sensory communication activity through music and touch they develop their communication skills. The example above takes a walk though different Disney 'Kingdoms' using familiar and motivating music. You can make your own using a variety of familiar objects and resources you can find around the home and accompany actions to the music such as 'The Work Song' and use a sponge in a circular to on different body parts.



## Understanding the World

### Science

Try mixing and changing consistencies by making your own paint using the paint recipe resource (WAW8) For an added textured experience add different materials such as rice crispies, cornflakes, cooked spaghetti etc.



### Personal, Social, Health and Citizenship Education

The children have been working hard with their independence skills and hygiene routines. We have been brushing our teeth using instructions (WAW9) for 2 whole minutes using some funky dance beats <https://www.youtube.com/watch?v=xTczn5RUgnk> be sure to start from the 2 minute mark. I have also uploaded some handwashing instructions (WAW10). Countdown from 10 putting on wellies and trainers. Have races against each other to put on coats and cardigans attempting zips and buttons (if finding difficult fasten zip and encourage pulling up, or place the button half through for children to attempt pushing the rest through)



### Geography

Find some buried treasure by setting-up a treasure hunt: take it in turns to hide things for each other. Add some positional language such as 'in, on, under, next-to,' "the next treasure can be found in the garden under the slide etc. (WAW11)

### Computing

There are a number of different fine motor apps out there - A favourite in class 5 is 'Dexteria Jr' (£3.99) which supports pincer grip and overwriting skills (trace and erase) screen shot while they work and upload their progress on 'Evidence Me' If you succeed it lets you take a wacky and weird #selfie!





# topic Where are we?

## Expressive Arts & Design

DT

Using junk from around the home such as tinfoil, egg boxes and card tubes to create models of aliens, encourage children to practise scissors skills cutting string and sellotape. Explore a variety of different materials/textures. (hard-wood, soft-sponge, smooth-card, rough-sandpaper). Explore both man-made and natural - pinecones, twigs, plastic bottles. We would love to see your designs either by uploading on Evidence Me or post a picture on the schools Facebook page.



## Cooking and Nutrition

Following recipes from around the world to create delicious and different foods, explore using different spices, herbs and ingredients using all of our senses such as a 'Chickpea and Potato Curry', 'Ratatouille' and 'Easy Peasy Scones' Recipes available from <https://symbolworld.org/categories/show/33>



Art

Collage skills - children to rip, tear and roll paper to create pieces - I have included outlines of different animals for children to complete such as a tiger and children to use orange and black paper/card/tissue/bottle caps anything you can find around the home really.

Printing with paint to create different textures and patterns using objects such as bubble wrap, fruits/vegetables and finger painting encourage other curriculum links such as naming colours and counting the finger prints. (add spices and herbs for a smelling experience)



## Cognition & Learning: Early Developmental skills

### \* Magic Carpet Rides \*

Children to get their magic carpet (use some material and wave over head to communicate activity is starting) and then get ready to go on a variety of different adventures of the senses!



### \* A Rumbling in the Jungle \*

Children to take part in a sensory story massage each animal in the jungle is partnered up with a different movement(WAW3) Do they prefer or react to a particular action, do they smile, giggle stop moving or vocalise? Do they react when the action is on a certain body part? Accompany the session with some funky jungle beats! <https://www.youtube.com/watch?v=rr9J-yyu-Do>



### \* A Desert Adventure \*



An exciting story rhyme for everyone to join in with following the same pattern of 'We're Going on a Bear Hunt' (WAW4) Children could explore the different sensory resources to go with each verse - Can they join in with the repeating parts?



# topic Where are we?

## Physical Development

### \* Movement and Dance \*

Children have been taking part in mindfulness sessions these include 'Cosmic Kids Yoga' which have yoga stories that link to topic exploring places such as the jungle and space. These are great and easily adapted to meet your child's physical capabilities. Take it outside with some garden poses (WAW5) awesome for outdoor yoga!



### \* Ball Skills (aiming, throwing and kicking) Jumping (hopping etc) \*

Children to use different size balls, can they through them into buckets underarm, overarm using, using both hands - kicking balls in different directions. Jumping over hurdles (use cardboard tubes to jump over). Children can practise putting different sized balls in and out of different size/shape containers.



## Literacy (Please choose activities appropriate for your child)

### \* Fine Motor Skills \*

Children to follow instructions to make playdough reading the symbols/text - Access 'Youtube' search for 'Dough Disco' (Miss Sprinkles) this encourages the use of fine motor skills with rhymes and actions. Sensory aspect - do the children show a respond (more vocal, stilling moving) to a particular song (try making sensory playdough by adding vanilla essence, cocoa powder, glitter and grass etc for added sensory stimulation.) Fine motor strengthening activities (cards and some resources provided to carry these out) (WAW6)



### \* Writing - Mark Making \*

Children to then use provided pattern cards (straight/curved lines) first going over the pattern then attempting to form these patterns. Extend to name cards to practise writing their names. Children can spread and mark makes in a range of sensory media such as , glitter, patterns on tin foil (moon), sand (desert), shaving foam, cornflour dry and wet (artic)



## Social, Emotional & Mental Health

### \* Thrive Activities \*

Children to continue these activities to help relax and to positive mental health and positive well-being.

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

### Regulation/Sensory Bottles

Create sensory bottles these can be linked to different locations such as the ocean they are simple to make and provide a calming experience (WAW6) In addition you could try different objects that your child find motivating



See page 12 for sensory books that link to different areas such as literacy and maths.

## Numeracy

### \* Number \*

Children to use real life objects from around the home to count out and then matching to a quantity (WAW7)(7+). Practise number songs related to topic 'Five Little Men in a Flying Saucer' (space) 'Ten Little Monkeys Jumping on the Bed' (jungle) all available on YouTube.



### \* Shape \*

Talking about shapes of everyday objects and identifying shapes around the home to match to the correct symbol - for example finding a pizza and matching it to a circle. (WAW8) Children can also handle a variety of shapes such as cereal boxes, plates etc - challenge to make shapes with playdough.



### \* Patterns and Matching \*

Jungle animals come in different patterns, shapes and sizes and so do socks children can match socks or sort in piles of socks with stripes or socks with spots as an example!

sock  
sup-  
you



(PARENT HACK 101 - Encourage children to peg pairs on the washing line not only will this to port fine motor manipulation but will help save half the time it takes)

