

Willow Class 22.2.21

Thought for the week: Run, run as fast as you can, you can't catch me I'm the Gingerbread Man!

This term we are learning about Spring, Easter and Chocolate!



Morning:

At school the following music is played to signal the start of Circle Time: [Eva Cassidy - True Colours - YouTube](#) Play this to help settle your child before Circle Time (short clip is fine). Practice greeting members of the family. Look in the mirror and communicate how we feel. Some children will need more prompting so communicate your observations of them e.g. 'You are giggling, I think you look happy today!' Give choice of happy/sad/tired (some pupils may be able to do more)

Children could also look out the window at the weather and choose symbols from a choice of 2 (pick two very different weathers to choose from e.g. sunny or raining). Objects of reference can also be used e.g. cotton wool for clouds, torch for sun, water spray or sprinkle water on child's hand for raining. Further Winter symbols and signs below.

Watch and dance to the day of the week song on CBeebies each day:

<https://www.bbc.co.uk/cbeebies/watch/playlist-days-of-the-week-songs> Signs for days of the week:

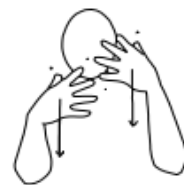
<https://www.youtube.com/watch?v=bYIQWWpZm08> An object of reference could also be used to reinforce each day of the week. If you do the same lessons each day through the week this could be an object related to the lesson e.g. a ball for PE, paintbrush for art etc.



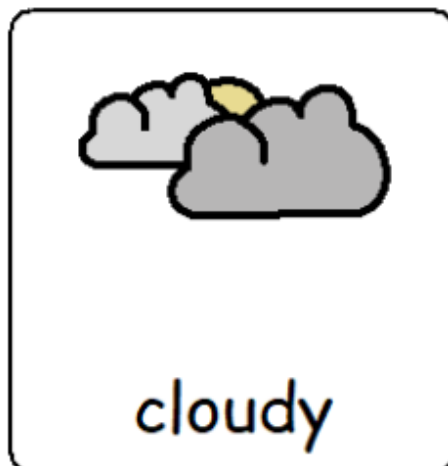
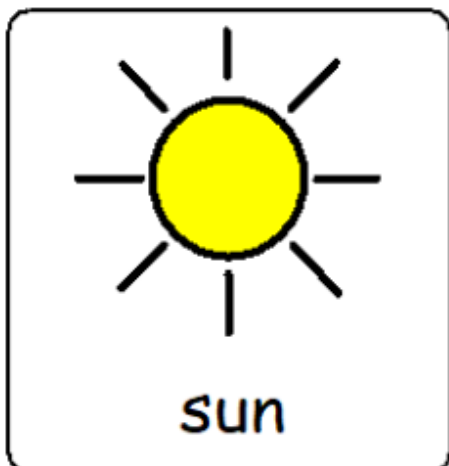
sunny



cloudy



rain



See PLIMs documents for individual targets to work on with your child in each subject

English:

Monday (Phonics): 'M' and Floppy's phonics books to explore sounds - use the **oxford owl** login. <https://www.oxfordowl.co.uk/> to access interactive books

Our school login is: Username: Ash Class Sandon

Password: Ganf2017

Sensory phonics: Explore things which begin with 'M' that you might have around the house e.g. mat, toy monkey/mouse, music, mug, mirror, milk, map, mop etc. Pupils can also practice signing M and making different sounds either verbally or rubbing objects together for example. Make marks shapes in messy materials e.g. in icing sugar, rice, or any other materials you have available. Some pupils may be able to practice tracing or colouring a large 'M' using pencil and paper, other pupils could make a sensory letter M using dried macaroni any craft materials you have available. If you have tactile letters available find or sort 'M's from a small selection with support. Taste and smell things which begin with 'M' as available e.g. milk, mint, marshmallow, mango, mushroom, marmalade

Use the letters and sounds/phonicsplay websites for more ideas!

<http://www.letters-and-sounds.com/>

(phase 1 and 2)

[PhonicsPlay - Phase 1 Resources](#) (Username: jan21 password: home)

Aim to recap the letter for the week each day by either practicing writing the letter, making the sound, or exploring objects which begin with the letter. There are also songs on YouTube relating to letters of the alphabet e.g. jolly phonics:

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

Start each English lesson by looking at the reading of 'The Gingerbread Man'

<https://www.youtube.com/watch?v=H0uV6nWxO-w>

You may have some items you could use at home to relate to the book e.g. gingerbread man, toy cow/fox/horse, water

Tuesday (Communication): Work on communication and vocabulary. You could make some gingerbread dough, encouraging your child to listen and follow instructions, as well as ask for more dough to play with when you have done (see recipes in paper pack). Or you could decorate gingerbread men and ask your child to communicate what they would like to decorate it with (anything you have available e.g. - raisins, jelly tots or smarties, icing, sprinkles etc. See symbols in paper pack).

Wednesday (Writing and Mark making): Work on mark making and writing. Mark make in loose materials such as flour mixed with ground ginger or cinnamon or make marks in ginger scented play dough. Colour a picture of a gingerbread man, can you stay on the picture? If you can do this you may be able to trace simple lines and shapes; trace the path of the gingerbread man in lots of different colours.

Thursday (Reading and Matching): Pupils to match pictures and objects. See symbols with paper resources. Try finding objects and pictures from a choice of 2 -3. Pupils might also be able to match symbols and pictures to the book on the screen. BM to complete comprehension sheet about The Gingerbread Man (see paper home learning pack - cut up the symbols and give a choice from three then build up how many he chooses from).

Children could also decorate a gingerbread man at:

<https://www.starfall.com/h/holiday/gingerbread/?t=317737966>

Friday (Sequencing and Role Play):

Role play The Gingerbread Man using finger puppets or toys if you have available. Some pupils may be able to move on to sequencing the pictures from the story.

You could also try The Gingerbread Man Massage Story, encouraging children to communicate when they would like more:

One day an old lady decided to make a gingerbread man, she mixed and kneaded all the ingredients together and put him in the oven to bake.

Using a flat palm rub all over the children then gently kneed their limbs.

The little old lady opened the oven and the gingerbread man jumped out shouting 'Don't eat me'

Play peek a boo games with the student crouching and hiding then jumping up saying 'don't eat me.

The gingerbread ran away shouting Run run as fast as you can you can't catch me I'm the gingerbread man.

Thousand hands massage move- tap the students quickly all over their bodies using an open palm.

Along came a pig who wanted to eat the gingerbread man.

Using a clenched fist make a circle on the student as if signing pig and make honking sounds.

The gingerbread ran away shouting Run run as fast as you can you can't catch me I'm the gingerbread man.

Thousand hands massage move- tap the students quickly all over their bodies using an open palm.

Along came a horse who wanted to eat the gingerbread man.

Starting from the heel of the palm, slowly lower the hand down to the fingers and repeat, replicating the horse moving.

The gingerbread ran away shouting Run run as fast as you can you can't catch me I'm the gingerbread man.

Thousand hands massage move- tap the students quickly all over their bodies using an open palm.

The gingerbread man came to a deep river

Make waves all over the student's bodies.

Along came a fox offering to help him cross the river, jump on my tail he said.

Swish hand over the child using front of palm and then back of the hand.

The gingerbread man jumped on and suddenly the fox gobbled him up.

Make snatching actions all over the students as if they are being eaten.

Exercise time: Complete sensory and/or physio routines. Run around the garden, bounce on a trampette or gym ball if available. Also see [100+ Awesome and Easy Sensory Diet Activities - Your Kid's Table](#) for ideas. See Gingerbread man gross motor skills dice. Try doing the exercises fast and slow.

Exercise to brain break songs <https://www.youtube.com/watch?v=F2XVfTzel8E>

Maths:

Start each lesson with a song:

5 Gingerbread men: (count them together throughout the song):

<https://www.youtube.com/watch/wCZ3dzFK6BI>

- Cut out and count the gingerbread men. You could also move on to adding and taking away one and then counting how many
- Match the numerals on the gingerbread men
- Play counting and ordering games at: <https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game>
- Hunt for numbers around the house or go on a number hunt walk - can you find numbers on bus stops, sign posts, houses?
- Make gingerbread men and numerals from play dough and count/press magnetic numbers into play dough then match back up
- Also see your child's PLIMs targets (Cognition and Numeracy) for individual targets to work on

Repeat these types of activity each day, reducing prompting as the week goes on. See symbols to support.

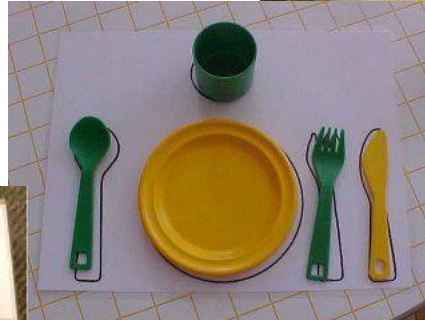
TEACCH activities:

Work on fine motor and sorting skills. Choose 2-3 activities and repeat daily until pupils can complete independently. Use whatever you have available e.g.

Copy a simple colour combination
(Try just one set of two at a time to begin):



Match pictures
and objects:



Fine motor skills:



Afternoon Lessons:

We understand that some resources may be difficult to find! Please be creative and use what you have.

RE:

Special Books:

If you have a Bible or other religious story book at home look at this with your child, emphasising the need to take care. Help your child put it away in a special place.

Tell the story of the Lost Sheep (story at

<https://www.youtube.com/watch?v=094upaf4BME>) with sensory props - cotton wool and toy sheep, tea towels for shepherd, rocks, grass, walking stick as a crook

PE:

- Warm up with Gingerbread Man yoga
<https://www.youtube.com/watch?v=aIODIWEoH2E>
- Explore how you can move their body in their own space. Can you make sure you do not touch anyone or anything else? Can you move different parts of your body? Play heads, shoulders, knees and toes <https://www.youtube.com/watch?v=ZanHgPprl-0> and see if you can join in pointing to the different parts of your body.

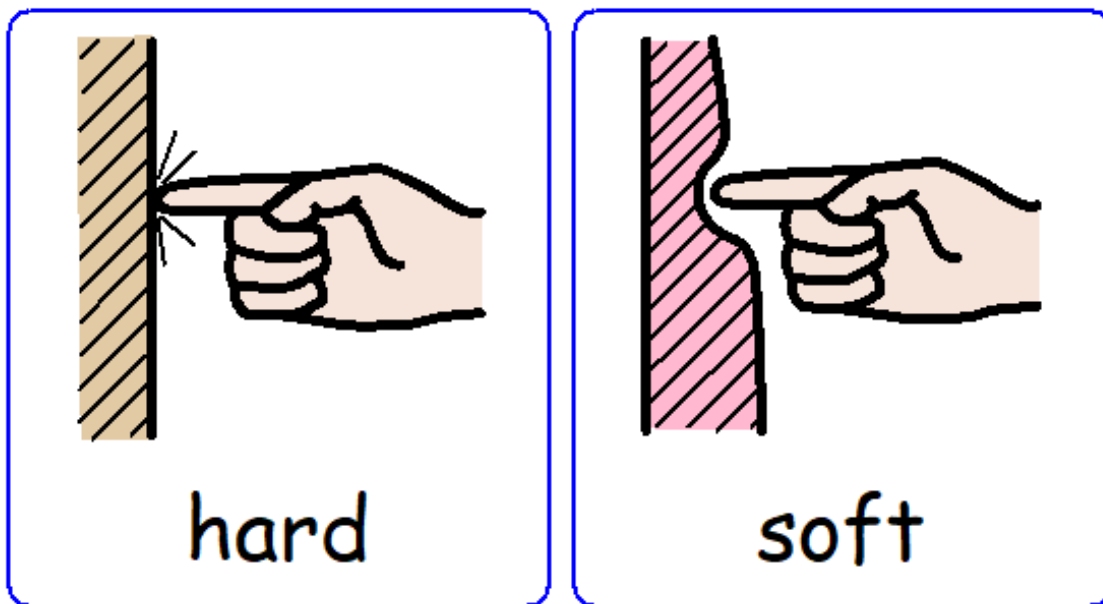
PSHE/RSE:

Road Safety

- Use a red piece of card and a green piece (or coloured plates/anything you have available in red and green) to show your child stop and go. Walk around the house or run around the park/garden. Stop when you hold up red, go when you hold up green.
- Role play different methods of crossing a road - use a path outside or chalk one in your garden and practice traffic lights, zebra crossings and crossing with a lollipop person.

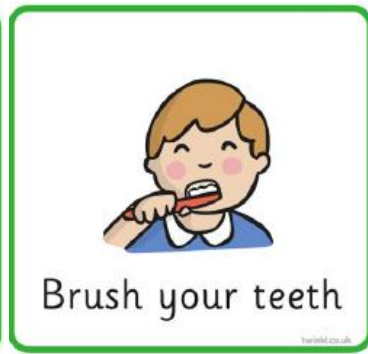
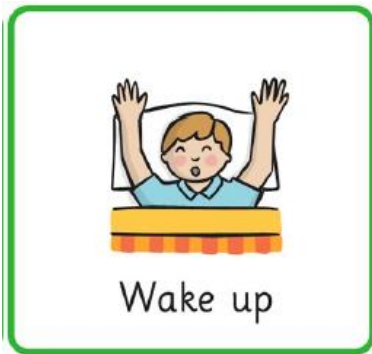
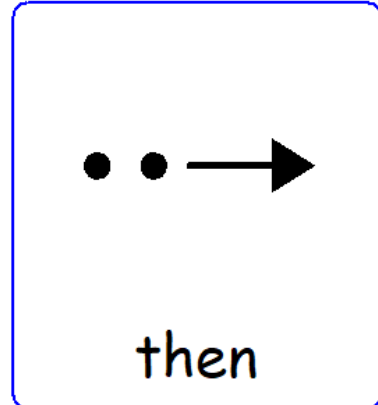
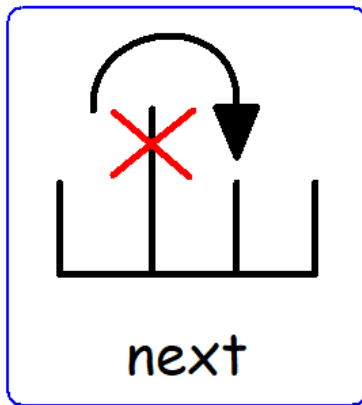
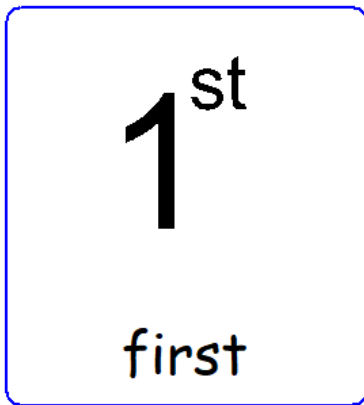
Science

- Explore a range of objects; wooden things, plastic things, cereals, fruits, fabrics, sticky tapes, paper, spoons, toys, plastic and paper cups, spoons, duplo bricks, balloons, sandpaper, plastic bottles, socks, etc. If you have more than one can they match the objects together?
- Discuss what the objects feel like. Are they hard or soft? Can they find other objects that are hard or soft?



ICT

- Follow instructions to play a game you have at home
- Think about what you do to get ready in the morning. What do you do first? Can you use two cards and sequence into first and next? Can you sequence three cards into first, next and then?



Art

Make a Gingerbread man using any craft materials you have available. Or you could stick on dried food e.g. pasta, rice, raisins!



Or draw around yourself to make a giant gingerbread man!



Circle Time:



Happy



Sad



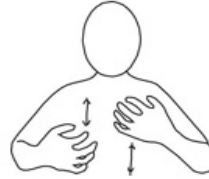
tired

Feelings

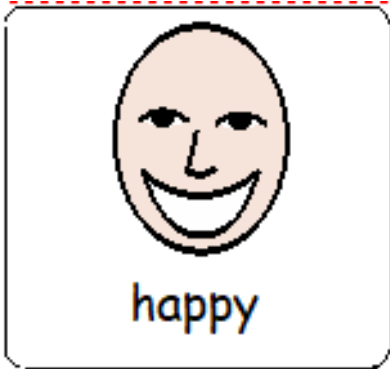


Show tension in hands.
Use one or two hands
as appropriate

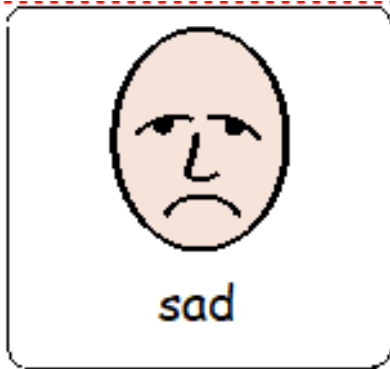
Angry



Excited



happy



sad



tired

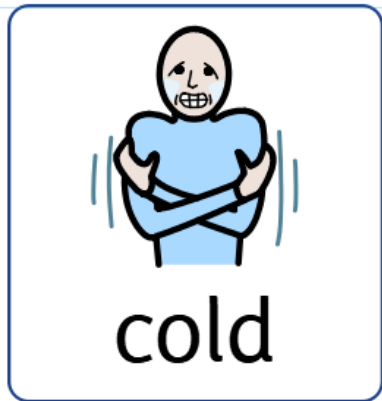
ice

cold/winter

snow



ice



cold



snow

