**Weekly Home Learning Activities Pathway 2 and 3**

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| **Week Beginning: 18.1.21** | **Learning Overview (Topic or qualifications):**   * **ASDAN Independent Living** * **Functional Literacy and numeracy skills** | **Class:**  **Apollo Pathway 2RA** |
| **Key learning Focus this week:**  Maths focus – RA Using and applying maths  Literacy focus – Functional reading and communication Me and my reading book  **Please also see Curriculum Overview page for further information and learning links** | | |

Timetable:

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9-10am | Personalised functional skills:  Reading, comprehension, spelling | Personalised functional skills:  Reading, comprehension, spelling | Personalised functional skills:  Reading, comprehension, spelling | Personalised functional skills:  Reading, comprehension, spelling | Personalised functional skills:  Reading, comprehension, spelling |
| 10am – 10:45 | Virtual  Social and Communication  With Faye | Virtual  Social and Communication  With Faye | Virtual  Social and Communication  With Faye | Virtual  Social and Communication  With Faye | Virtual  Social and Communication  With Faye |
| 10-45-11:15 | Break | Break | Break | Break | Break |
| 11:15 | ASDAN award curriculum&Functional Maths | ASDAN award curriculum & Functional Maths | ASDAN award curriculum & Functional Maths | ASDAN award curriculum & Functional Maths | ASDAN award curriculum & Functional Maths |
| 12:15 | Lunch  Exercise – Fresh air break | | | | |
| PM | ASDAN award curriculum | ASDAN award curriculum | ASDAN award curriculum | ASDAN award curriculum | ASDAN award curriculum |

**Key Learning Tasks this week (core subject based) Target: 1 Task Per Day from each area**

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| Area of learning | Task | Resources |
| **Reading and comprehension** | Monday - Read your reading book with an adult  Talk about the pictures. Find the corresponding picture on your Boardmaker board  Tuesday - Read your reading book out loud to an adult - Talk about the setting Where is your book set? – In a house, in a garden, in a street  Wednesday -Read your reading book out loud to an adult–Match the words from your book to words written on post-it notes or a small piece of paper  Thursday - Read your reading book with an adult  Talk about what is happening in the story – The dog is sitting  Friday – Read your reading book with an adult  Try to build a sentence using your boardmaker board ‘I -see -a dog  Cut out the pictures to put them together to make a sentence | Reading book  Boardmaker board  Post-it notes |
| **Spelling** | Monday and Tuesday  Short a sounds in CVC word games  <https://www.starfall.com/h/word-machines/word_machine_a/>? |  |
| Wednesday and Thursday  Look at this week’s spellings:  Cap, map, man, map, rat  Practise writing them with a pencil – you can over-write an adult’s writing  Practise reading these words  https://www.starfall.com/h/word-machines/word\_machine\_a/? |
|  | Friday  Match the words to the pictures CVC ‘a’ sound game – paper resource in your pack |  |
| **Awards:**  **Current affairs** | Focus communication:  ‘I can see..’  Look at the Newsround link: About animals  <https://www.bbc.co.uk/newsround/47746061>  What animals can you see? | |

Personalised Maths:

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| **Routine daily activities** | | |
| **Days of the week song** | Practise singing the days of the week  Try saying the days of the week in order  See if you can read the days of the week  Say the day after a given day e.g. Wednesday then… | [Days of the Week Sing-along Song - YouTube](https://www.youtube.com/watch?v=spi77By9-iA) |
| **Maths RA Counting, number and Life-skills** | | |
| Monday: Counting items in my house play the ‘How many…’ game; how many chairs in the living room, how many tins of beans in the cupboard.  Find the corresponding number on a number-line | | |
| Tuesday: Help your family to set the table, counting each set of the equipment that you need e.g. 1, 2, 3, forks  Practise simple addition – counting 3 forks and adding on 1 more  Practise simple subtraction – taking away e.g. there were three plates, now I have taken one away there is… | | |
| Wednesday: Use the paper-based maths resources to practise writing and matching numbers | | |
| Thursday: Counting when we cook  Help your parent to make a sandwich or similar for lunch  Count ‘How many…’ slices of bread you have, slices of ham/cheese or dips in the jam jar it takes to fill your sandwich.  Cut up your sandwich – How many pieces do you have now? | | |
| Friday: Help to put away the dishes or empty the dishwasher  Count ‘How many…’ items as you put them away e.g. How many forks are you putting in the drawer | | |

**Useful links, websites and interactive resources**

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| Subject/ Activity | Website and link | What area to focus on |
| CVC song– ‘a’ | [CVC Words | Letter a | Consonant Vowel Consonant | Phonics Song | Jack Hartmann - YouTube](https://www.youtube.com/watch?v=oDVAhDyHZaA) | Singing the ‘a’ sound  Finding the ‘a’ letter |
| Number and addition song | [ADD 'EM UP! (song for kids about adding +1 up to ten) - YouTube](https://www.youtube.com/watch?v=INHYb1RNaMM) | Count and ‘add em up’ |

**Other activities for this week (Wider Curriculum/ IEP linked) Target: 1 Task Per Week from each area**

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| **Subject** | **Task** | **Resources** |
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| **ASDAN Independent Living**  **Monday** | Section C  Communication in my home:  To know my name, where I live and when my birthday is  Surname Name: ‘My name is…’  Address: ‘I live in…’  DOB: ‘My birthday is in…’ | See observation resource below: |
| **Physical**  **Tuesday** | Exercise diary: To keep an exercise diary and log all physical activity over a given period  Task 1 – Design your own exercise diary to record any daily exercise over two weeks  Task 2 - Jo Wicks  Watch today’s challenge using the link and complete as much of it as possible  Complete your exercise diary for the day | [The Body Coach TV - YouTube](https://www.youtube.com/user/thebodycoach1) |
| **ASDAN Wider World**  **Wednesday** | Section A  Challenge 5:  Establish links with someone from another country  Zuleha’s auntie Fatima  Activity 2:  Watch the ‘Visit Ghana’ tourism video using the link  Talk to your family about what you see | <https://stjosephsschool.co.za/>  [Visit Ghana Tourism - Bing video](https://www.bing.com/videos/search?q=visit+ghana&&view=detail&mid=931A587471F6112D5E7F931A587471F6112D5E7F&&FORM=VRDGAR) |
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| **Thursday and FridayIndependence Challenge and Extended Learning**  **Thursday Home Management:** Students are encouraged to practise their independent living skills at home, for example making drinks for family members, helping to carry out other home management tasks and report back to school via email on their progress. Students could also explore their home and discuss different aspects of personal safety; safety in the bathroom, safety in the kitchen, electrical safety.  Child Net has some family activity ideas linked to personal safety on the following website <https://www.childnet.com/resources/online-safety-activities-you-can-do-from-home>  <http://www.familylearning.org.uk/safety_games.html>  **Friday Home management Food preparation:**Challenge To plan a healthy packed lunch.  Have a look in your cupboards and fridge to plan or make a healthy packed lunch. Name each item and send Faye a photo of your finished lunch box.  [Image result for packed lunch template](https://www.bing.com/images/search?view=detailV2&ccid=29SpAIzD&id=E83F02319687F2884127D1BB9284A208C95738FD&thid=OIP.29SpAIzDV_1mkE8J9D69TAHaLE&mediaurl=http://3.bp.blogspot.com/-unEkN9aAcb8/VLoZaqRhqEI/AAAAAAAARns/XGD3Bazt0Og/s1600/Healthy%2BLunch%2BActivity.jpg&exph=1600&expw=1071&q=packed+lunch+template&simid=608026726648381445&ck=6E511EC03A5D7F94DFC4B13B45691DDB&selectedIndex=1&FORM=IRPRST) | | |
| **Staff Feedback Comment:**  **(for staff to complete)**  **Progress: E G M**  **Next Steps:** | | |

**Post 16 Apollo Observation Record**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Award:\_**TI Independent LivingSection C:

Communication in my home:

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| Challenge:  To identify what personal information is  To complete personal information about yourself   |  |  | | --- | --- | | Activity 1  Completing own  Personal Information | Observer please indicate Y for task completed and level of support required NH (no help), SH (spoken/signed help) | | Name  DOB  Address  Telephone number |  | | Activity 2  Interviewing others family members to find their personal information | Observer please indicate Y for task completed and level of support required NH (no help), SH (spoken/signed help) | | Name  DOB  Address  Telephone number |  | | Activity 3  Using the telephone to find information | Observer please indicate Y for task completed and level of support required NH (no help), SH (spoken/signed help) | | Name  DOB  Address  Telephone number |  |   To know that this information should be kept private and why:  Please add a comment below: |