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

|  |  |  |
| --- | --- | --- |
| **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:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 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 CommunicationWith Faye | Virtual Social and CommunicationWith Faye | Virtual Social and CommunicationWith Faye | Virtual Social and CommunicationWith Faye | Virtual Social and CommunicationWith 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 | LunchExercise – 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**

|  |  |  |
| --- | --- | --- |
| Area of learning | Task | Resources |
| **Reading and comprehension** | Monday - Read your reading book with an adultTalk about the pictures. Find the corresponding picture on your Boardmaker boardTuesday - 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 streetWednesday -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 paperThursday - Read your reading book with an adultTalk about what is happening in the story – The dog is sittingFriday – Read your reading book with an adultTry to build a sentence using your boardmaker board ‘I -see -a dogCut out the pictures to put them together to make a sentence | Reading bookBoardmaker boardPost-it notes |
| **Spelling**  | Monday and TuesdayShort a sounds in CVC word games <https://www.starfall.com/h/word-machines/word_machine_a/>? |  |
| Wednesday and ThursdayLook at this week’s spellings:Cap, map, man, map, ratPractise writing them with a pencil – you can over-write an adult’s writingPractise reading these wordshttps://www.starfall.com/h/word-machines/word\_machine\_a/? |
|  | FridayMatch 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:

|  |
| --- |
| **Routine daily activities** |
| **Days of the week song** | Practise singing the days of the weekTry saying the days of the week in orderSee if you can read the days of the weekSay 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, forksPractise simple addition – counting 3 forks and adding on 1 morePractise 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 cookHelp your parent to make a sandwich or similar for lunchCount ‘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 dishwasherCount ‘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**

|  |  |  |
| --- | --- | --- |
| 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’ soundFinding 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**

|  |  |  |
| --- | --- | --- |
|  **Subject** |  **Task** | **Resources** |
|  |  |  |
| **ASDAN Independent Living****Monday** | Section CCommunication in my home:To know my name, where I live and when my birthday isSurname 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 periodTask 1 – Design your own exercise diary to record any daily exercise over two weeksTask 2 - Jo WicksWatch today’s challenge using the link and complete as much of it as possibleComplete your exercise diary for the day | [The Body Coach TV - YouTube](https://www.youtube.com/user/thebodycoach1) |
| **ASDAN Wider World****Wednesday** | Section AChallenge 5:Establish links with someone from another countryZuleha’s auntie FatimaActivity 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) |
|  |  |  |
| **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 |
| **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:

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Challenge:To identify what personal information isTo complete personal information about yourself

|  |  |
| --- | --- |
| Activity 1Completing ownPersonal Information | Observer please indicate Y for task completed and level of support required NH (no help), SH (spoken/signed help) |
| NameDOBAddressTelephone number |  |
| Activity 2Interviewing 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) |
| NameDOBAddressTelephone number |  |
| Activity 3Using the telephone to find information | Observer please indicate Y for task completed and level of support required NH (no help), SH (spoken/signed help) |
| NameDOBAddressTelephone number |  |

To know that this information should be kept private and why:Please add a comment below: |