FE – Home Learning Activities

A suggestion for how to organise your day would be to include

Exercise, Home Management,

Then choose from

Communication, My Thinking, My Creativity, Turn-taking Games, Managing Emotions, Fine Motor skills, Food Technology.

Our aim is not to be too prescriptive or to make parents or students feel pressurised at this difficult time.

Many of the ideas are just suggestions so that you have options each day of how to work with your child/young person. You may have to adapt activities to your child/young person's level of learning.

Home Management

Use this link to access the resources for the six lessons.

https://classroom.thenational.academy/specialist/subjects/independent-living/access-points/applying-learning/units/home-management-al-7448

Lesson 1	Using Cleaning Products safely
Lesson 2	Hygiene at home
Lesson 3	Reading Clothes Labels
Lesson 4	Organising Clothes
Lesson 5	Using the kitchen safely
Lesson 6	Reading Food Labels

Turn taking games

https://classroom.thenational.academy/specialist/subjects/independent-living/access-points/building-understanding/lessons/turn-taking-games-68t32c

Fine/gross motor circuits

https://classroom.thenational.academy/specialist/subjects/independent-living/access-points/building-understanding/lessons/finegross-motor-circuits-65hked

Managing Emotions

https://classroom.thenational.academy/specialist/subjects/independent-living/access-points/building-understanding/lessons/managing-emotions-c4t6ar

Problem solving – My thinking

Concept of Time

Here are a few suggestions of what to teach about the concept of time: Remember to choose why your child is up to

- Teach the language of time for time frames – before, after, next, later, until
- Teach yesterday, today and tomorrow for specific periods of time
- Teach past, present and future to learn broader concepts of time
- Teach the sequence of the days and months.
- For months, also learn their numerical order – ex. December is the 12th month. February is the second month. Many dates are written out numerically on forms and statements.
- Teach what a.m. and p.m mean.
- How to count in one second increments (one – one thousand, two-two thousand etc.) . This is good for both waiting and calming.
- Practice timing different events – how long it takes to put in a load of laundry, make a sandwich, sing a favourite song.
- Set an alarm for reminders to do things at particular times.
- Play a game – have the person estimate how long it will take to do a task, then time it to see how long it actually takes.
- Build time into directions and schedules. For example, if bath time is at 8:00 pm, twenty minutes before say, “Bath time is in 20 minutes.” You can then set a Time Timer for 20 minutes to show this passage of time.

Me and My Body

A daily form of exercise to promote Mental and physical Health is important. Look at following link

https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ

Use their own favourite music and dance

Healthy eating recipes – Make your child /young person's favourite snacks together, Encourage them to be as independent as possible supervise around knives , hot water and hot surfaces

Look on school website to find some Cooking activities with - cooking with Claire

My Creativity

Paper Plate Crafts - Resources needed – paper plate, glue different coloured paper, scissors, coloured pens or crayons

Turn your plates into unicorns, monsters, magical creatures, flowers, rainbows. Work on colouring, cutting, and gluing skills to make something as simple or multi-step as your child needs it to be.

Contact Paper Shapes - Resources –tissue paper, sticky back paper or normal paper with shapes drawn on for matching

practice ripping, cutting, picking up tissue paper, matching shapes, and tolerating sticky contact paper to create a stained glass-like design.

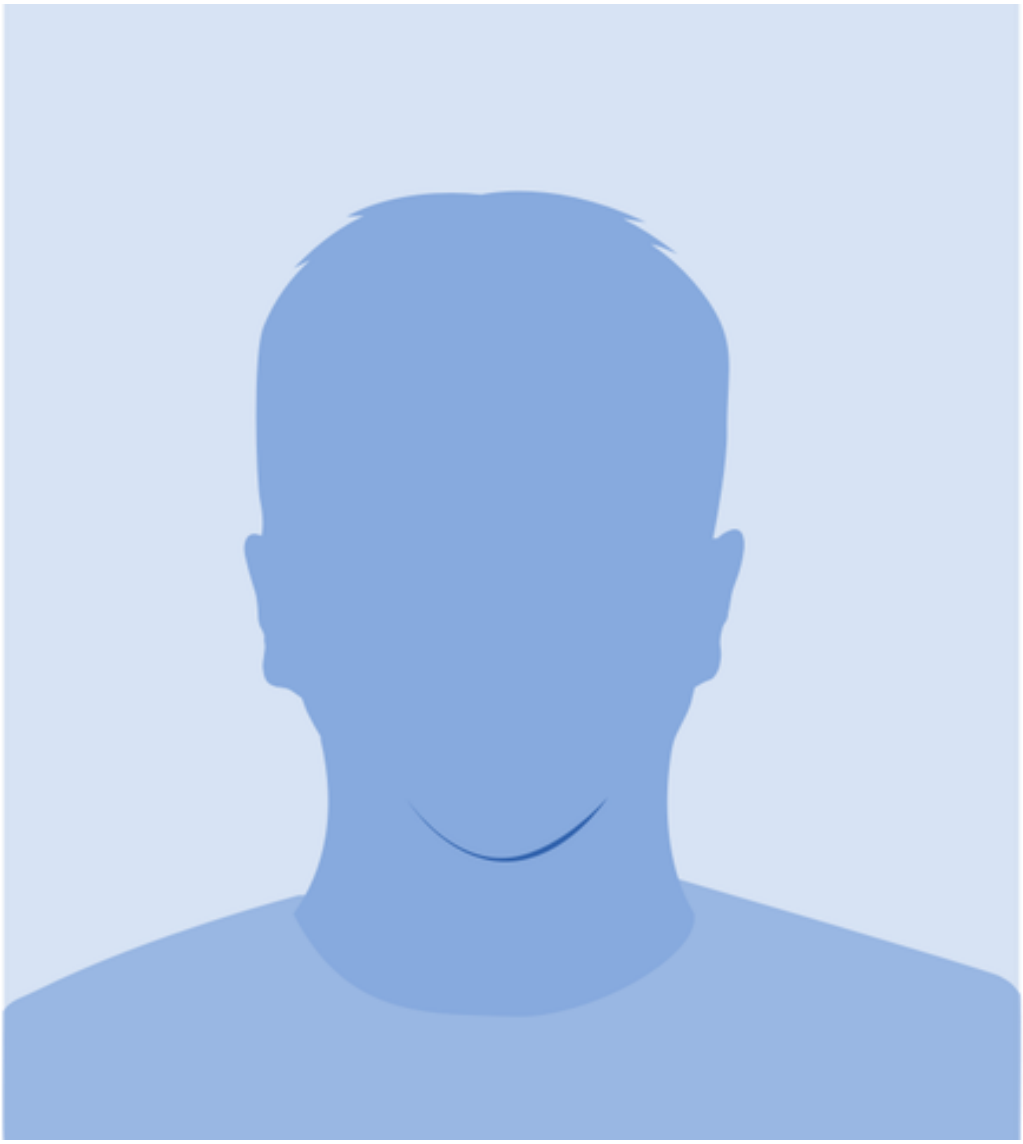
Mobiles – Resources - coat hanger different fabrics tinsel baubles old toys

Create a mobile of highly visually engaging materials. Beads, straws, and strings of all colours and textures attached to a coat hanger. (Use Christmas decorations tinsel etc.

My Communication

This is me

- Resources -Recommended, but not required:
  - A template of a face or body
  - Relevant signs/symbols/written words
  - Something to ‘mark make’ (a pen, or, if using bigger motions, paint, or other interesting stimulus such as sand or chocolate sauce, or even spaghetti hoops!)
- Use a printed template (see next slide) to decorate
- Draw an outline yourself with pen on paper for your child to colour and decorate
- If appropriate, encourage your child to draw their own face



- Choose photographs together to stick down

Questioning to prompt labelling...

- What colour?
- What is this? (point to body part - nose/eyes/mouth)
- Who is this?
- (if appropriate provide choices from two or more) What colour? Brown? Red?

Use symbols, signs or written labels to support as appropriate.

Writing (beginner writers)

Use the following prompts to create these shapes either on screen with a finger, or on paper with paint or pen.

Using big movements which require the whole arm or leg are useful, as well as making small movements with hands and fingers.

Encourage your child to trace shapes provided first, and then move to making marks/shaping letters without any support.

Why not try with chocolate sauce on a window, or making these marks in sand? Chalk on a pavement?

If a writer ask them to write the words, develop by asking them to describe their avator

Creative writing

Make it easier

Find something that is highly motivating to describe

Present two options for each question for your child/ young person to choose from or indicate.

Make it harder

Don't provide a multiple choice after the question. Allow the child to respond spontaneously.

Use comparative language - "loud or quiet", "big or small" etc.