



Melland High School
BRIGHT FUTURES EDUCATIONAL TRUST

Remote Learning

Each day try to follow the usual timetable for the A1 Class.

Your class teacher will be available during the times and can be contacted through email.

Take a photo during each lesson of either the work or your child engaging with the work provided and email to the tutor.

Teacher: Kate Corey
Kcorey@mhs.bfet.uk

Monday	Tuesday	Wednesday	Thursday	Friday
Let's get ready (My independence)	Let's get ready (My independence)	Let's get ready (My independence)	Let's get ready (My independence)	Let's get ready (My independence)
Citizenship	Citizenship	Citizenship	Citizenship	Citizenship
Sensory Exploration	Music	Dance	Music	Art
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Cookery	Physical Wellbeing	Drama	The World Around Me	Play and Leisure
Environment	Environment	Environment	Environment	Environment

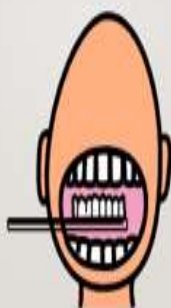
If you have any issues or concerns then please contact school
0161 223 9915.

MONDAY - SUNDAY AM

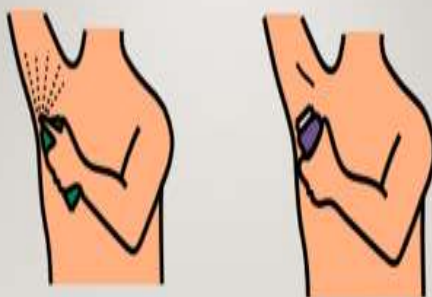
Independence
'Lets get ready'

Independence skills for getting ready for the day.

BRUSH TEETH



PUT ON SPRAY/ROLL ON



BRUSH HAIR



WASH HANDS



AM

Citizenship 'Lets talk and play'

EACH MORNING

- Watch an episode of 'Something special' BBC iPlayer Series 9 Episode 1
<https://www.bbc.co.uk/iplayer/episodes/b006m8q4/something-special>
- For sign and language development.



MONDAY AM -----

Listening skills – to give attention and focus to learn and understand.

- Click on <https://www.youtube.com/watch?v=6yqi46uE6nA> (Hide the screen)
Can you child identify the animal verbally and with sign by hearing the noise?
OR Show the slide of animals – can your child say/sign what they see?



TUESDAY AM -----

Visual skills – being aware of changes in the environment: people and activity

- Take a deck of cards. Split equally between 2+ players. When someone turns up a card that matches a card already face up on another player's pile, the first person to notice the two matched cards calls out "Snap!" and wins both piles. This player adds the cards to the bottom of their face-down pile



AM

Citizenship 'Lets talk and play'

WEDNESDAY AM -----

Body Awareness (Proprioception)

➤ Skills to be developed

- This is important as it helps the child organise and plan activities and make automatic adjustments to the movement e.g. judging how to manoeuvre through a classroom with speed or house room and not bump into things.

Activities

- Child is instructed to clap hands hard, stamp feet and clap named parts of the body. The child is then asked to stop and feel the body parts 'tingling'.
- Log rolling: lie at one end of a room with carpet and roll to the other end with arms raised.
- As above, but hold a ball.



Citizenship
'Lets talk and play'

THURSDAY AM -----

Movement

- **Skills that are developed:**
 - Look and observe where the balloon is
 - Move to keep the balloon in the game.
- **Keepies Uppsy** – Blow up a balloon; the aim is to simply keep the balloon in the air and not let it touch the ground. Be sure to have adequate space, free from fragile items and tripping hazards.
- **Balloon Tennis** - Using paper plates and paddle pop sticks, create tennis racquets. Clear a large space, free of tripping hazards or breakables. Blow up a balloon and play a game of indoor tennis, hitting the balloon back and forth with the plate racquets.




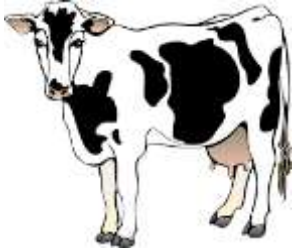







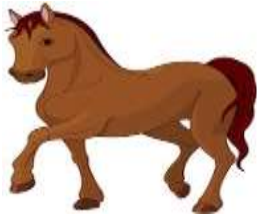



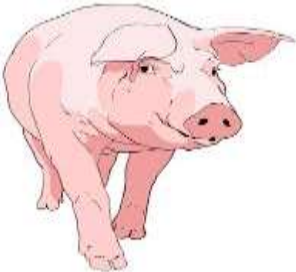
FRIDAY AM -----

Hand and Finger strength activities

- **Skills to be developed:**
 - Hand and finger strength is important as it is required for many everyday activities such as doing up zips, buttons, handwriting and cutting up food at meal times.
 - Activities on the next pages.



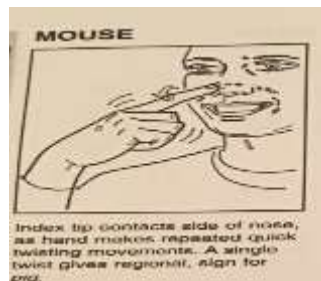
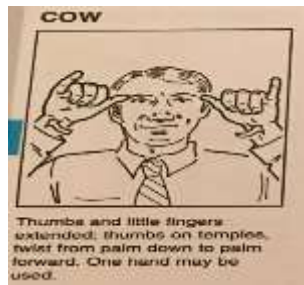
CAN YOU SAY/SIGN THE FARM ANIMALS

Citizenship

MONDAY AM Resource Pg. 2/2

FARM ANIMAL SIGNS



Hand and finger strength activities

Your child would benefit from carrying out a selection of these activities on a daily basis for short periods of time.

The task can be made harder by putting the play dough in the fridge making it less flexible.



The big squeeze – Make the play dough into a ball and squeeze it as hard as you can in one hand and then the other hand. Repeat 5 times.



Snakes – Roll the play dough into a long snake. Start rolling with the tips of your fingers and roll down to the wrist. Pinch the long snake with your thumb, index finger and middle finger all the way along the snake.



Pinch pot – Make the play dough into a ball. Put your thumb in the middle and pinch around the sides to make a pot.



Flat pancake – Make the play dough into a ball. Squash the play dough with two hands to make a flat pancake.
Fingers only – Place the play dough at the base of the fingers and squeeze with the fingertips while keeping the palm of the hand open.



Finger scissors – Form play dough into a ball shape and place between two fingers and squeeze them together in a scissor like motion. Repeat with each pair of fingers.

MONDAY AM

Sensory Exploration 'Fine Motor Skills'

Fine Motor Skills

Use tweezers to see how many pieces of pasta, rice or pom-poms you can pick up.



Fine Motor Skills

How quickly can you do up buttons or zips on a jacket or coat?



Fine Motor Skills

Trace around stencils with a pencil, felt tip, chalk or crayons.



Fine Motor Skills

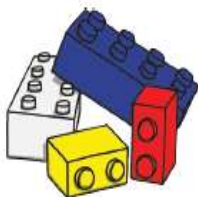
Use your thumbs and fingers to make a playdough meal!

What other foods could you make?



Fine Motor Skills

Use small building bricks to make a construction.
Can you push the bricks together and then pull them apart?



Fine Motor Skills

Use pegs to hang out washing on a washing line.
How many pieces can you hang out using two pegs?



Sensory Exploration 'Play dough recipe'

Makes 1 coloured ball

Prep 10 minutes

You will need

- 8 tbsp plain flour
- 2 tbsp table salt
- 60ml warm water
- food colouring
- 1 tbsp vegetable oil



Method

1. Mix the flour and salt in a large bowl. In a separate bowl mix together the water, a few drops of food colouring and the oil.
2. Pour the coloured water into the flour mix and bring together with a spoon.
3. Dust a work surface with a little flour and turn out the dough. Knead together for a few minutes to form a smooth, pliable dough. If you want a more intense colour you can work in a few extra drops of food colouring.
4. Store in a plastic sandwich bag (squeeze out the air) in the fridge to keep it fresh.

Sensory Scatter



Let's practice our fine motor skills. Can you scoop, fill and pour?

I need:

- Bowl
- Scoops
- Red lentils
- Black lentils



1. Add lentils and rice to a bowl/mat
2. Arrange white rice and Red lentils in stripes
3. Add utensils for scooping and pouring
4. Enjoy!

What else can you add? Textures, Objects, Scents and
more?

Tuesday AM

Music
'Body Percussion'

LETS MAKE MUSIC



Now lets add some music:

➤ <https://www.youtube.com/watch?v=xsAVNEAdyT4>

WEDNESDAY AM

Dance 'Teacher led dance'

Watch the dance class <https://www.youtube.com/watch?v=KhfkYzUwYFk>

- Skills to be developed:
 - Move your body
 - Practice dance moves: bend, twist, jump, skip



Thursday AM

Music 'Sing and Sign'

- Skills that are developed:
 - Enhancing early vocabulary and understanding for communication
 - Building confidence, self-esteem and reducing frustration
- Song 'Cant stop the feeling' Justin Timberlake
<https://www.youtube.com/watch?v=ru0K8uYEZWw>
- Signs – See CANT STOP THE FEELING PART 1 (IN EMAIL)



FRIDAY AM

Art

Painting – colour, tone, pattern 'The Tiger Who Came To Tea'

Art empowers pupils to express individual choice and personality. Pupils are encouraged to explore their abilities and build confidence through art.

➤ **Create masks for each character to help you perform the story to an audience**

Two paper plates, black paper, scissors, orange paint, white paper, crayons

- **Paint a paper plate orange and stick on black paper stripes.**
- **Snip another plate to make ears, stick those on and paint them too.**
- **Cut and stick white paper to add the nose, mouth and eye shapes. Draw on the paper to add details.**
- **Cut out eyeholes and stick string across the back.**

➤ **Paint a picture of the tiger's stripes – Instructions follow on the next pages**



Art
FRIDAY AM Resource pg. 1/2

Tiger Craft

- Plain paper to print on
- Cereal box or a tray (to put your paint in and roll your bubble wrap printer)
- Orange, black and white poster paint
- Cardboard Tube
- Bubble Wrap
- Sticky Tape

Prepare the painting station - stick some plain paper to the table. Sticking the paper down means that your child can concentrate on painting instead of worrying about the paper moving around.

To make the bubble wrap printer take a long cardboard tube and stick a strip of bubble wrap to the outside with sticky tape. This makes a scrunchy and bubbly rolling pin.

What to do:



Cut one side off a cereal packet and squirted thick lines of orange, white and black paint into the box.

You can use a tray or anything big enough to allow you to roll the bubble wrap printer in the paint.



Art
FRIDAY AM Resource pg. 2/2

Take the bubble wrap printer and rolled it in the paint so that the bubble wrap is covered in stripes of orange, black and white paint. Then, start from the bottom of the piece of plain paper and slowly rolled the bubble wrap printer up the paper.



Take a few turns rolling the bubble wrap printer in the paint and onto the paper; the whole page will be covered in fantastic, textured stripes.



The tiger stripes print look fantastic and once it is dry you can use a tiger template to cut a tiger shape.



MONDAY PM

Cookery 'Using a blunt knife'

Increasing independence

Follow the Health and Safety instructions

- The skills to develop
 - Prepare oneself for a cooking activity

This afternoon, the recipe is to make a fruit salad.

- The skills to develop in cooking :
 - To use a blunt knife
 - Follow instructions during cooking activities
 - Open containers and replacing lids.
 - Use a spreading knife to slice and chop soft fruit into a fruit salad



Fruit Salad

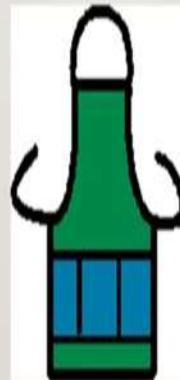
Cookery
MONDAY PM Resource pg. 1/3



WASH AND DRY HANDS



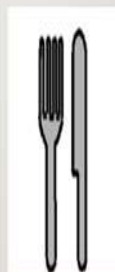
WEAR APRON



TIE UP HAIR



DO NOT LICK FORKS, KNIVES AND SPOONS





Fruit Salad

Equipment



Ingredients



Get the pineapple and knife,
put on the chopping board.

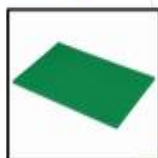


Cut the pineapple and
put into the bowl.



Get the green grapes and knife,
put on the chopping board.

5

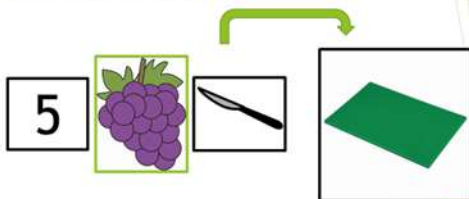


Cut the grapes and
put into the bowl.



Cookery
MONDAY PM Resource pg. 3/3

Get the purple grapes and knife,
put on the chopping board.



Cut the grapes and
put into the bowl.



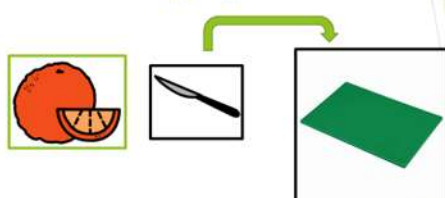
Get the apple and knife,
put on the chopping board.



Cut the apple and
put into the bowl.



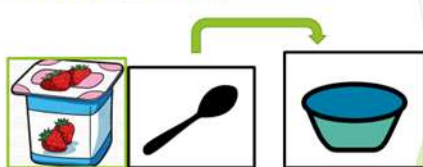
Get the orange and knife,
put on the chopping board.



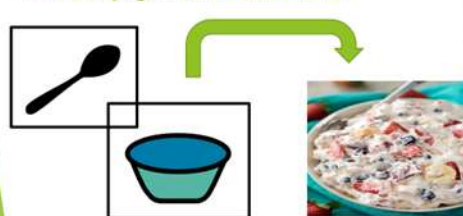
Peel and Cut the orange and
put into the bowl.



Get and open the yoghurt,
spoon into the bowl.




Mix the yoghurt and fruit salad



TUESDAY PM


Physical Wellbeing 'Movement'

Crescent Moon Pose




Benefits	
1	Stretches arms, abdominal, spine, and chest, calms the mind.
2	Inhale, and raise your hands over your head, pressing your palms together.
3	Exhale, and tip your body to one side.
4	When return to standing straight.
5	Repeat on the opposite side.
6	Exhale, and lower your arms.

Chair Pose: Utkatasana




Benefits	
1	Strengthens legs, stretches shoulders and chest.
2	Start in mountain pose.
3	Exhale, and bend your knees as if you were sitting in a chair.
4	Reach your arms towards the ceiling, with your palms facing each other.
5	Hold this pose and breathe.

Happy Baby Pose, Ananda Balasana




Benefits	
1	Gently stretches inner groin and spine, calms the mind, and helps relieve stress and fatigue.
2	Lie down on your back.
3	Exhale, bend your knees into your feet, and hold onto your feet.
4	Allow your body to gently rock side to side.

Locust Pose / Snake Pose, Salabhasana



Benefits	
1	Strengthens spine and backs of arms and legs, stretches shoulders, chest, and belly, improves posture, helps relieve stress.
2	Begin by lying on your belly.
3	Exhale, and lift your head, upper torso off the floor.
4	Lean forward or slightly upward.
5	Hold this position, then release.

Bear Pose




Benefits	
1	Stretches arms, legs, hips, and chest, releases tension.
2	Begin on your hands, then sit back on your heels.
3	Connect your knees comfortably apart.
4	Bend forward, bringing your chest to the floor.
5	Bring your hands in front of you, bring your fingers together.
6	Exhale through your mouth, warming your palms.

Warrior II Pose Virabhadrasana II




Benefits	
1	Strengthens and stretches legs and core, stretches chest and shoulders, releases backaches.
2	Stand with your feet wide apart.
3	Turn your left foot in and your right foot out 90 degrees.
4	Inhale, and lift your arms to shoulder height.
5	Exhale, and bend your right knee. Be careful not to extend your knee past the 90 degree point with your ankle.
6	Keep your torso tall, turn your head, and look out over your right fingertips.
7	Inhale, strengthen your legs and lower your arms, repeat on opposite side.

Butterfly Pose, Baddha Padmasana



Benefits	
1	Calms the body and mind, helps relieve stress, headaches and fatigue.
2	Begin by sitting with soles of feet together.
3	Touch fingers to the side of your head like antennae.
4	Gently bounce your knees to flap your butterfly wings.
5	Exhale, and slowly lower your hands back to your lap.

Corpse Pose: Savasana

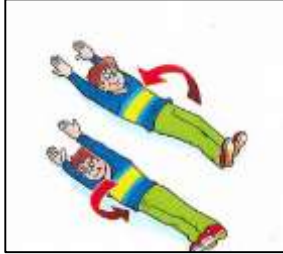


Benefits	
1	Calms the body and mind, helps relieve stress, headaches and fatigue.
2	Lie down on your back, with arms next to your body and legs slightly apart.
3	Close your eyes, focus on deep breathing and relaxation. For full benefits, relax for 2-5 minutes, depending on age.

TUESDAY PM

Physical Wellbeing 'Movement'

GROSS MOTOR SKILLS



LOG ROLL – 5-10 MINS

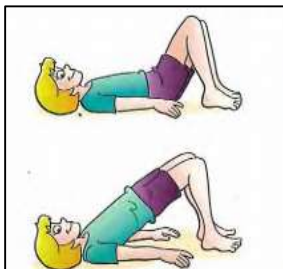
Have your child lie on her back with her arms extended overhead. In that position, have her roll her body forward in a straight line.

Children tend to curl up, so tell her to try to keep her arms above her head and her legs straight.



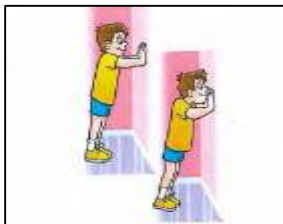
RIDING A BICYCLE – 5 – 10 MINS

Have your child lie on his back with his hands by his side. Lift both legs in the air and make the movement of riding a bike.



BRIDGE – 5 – 10 MINS

Ask your child to lie on their back with their knees bent and feet flat on the floor, arms by their side. Ask your child to lift their bottom up so that they form a bridge. Hold for 10 seconds and then ask them to slowly go back down to the starting position.



WALL PRESS UP – REPEAT 10 – 20 TIMES

Have your child stand in front of wall. Tell them to touch the wall so that hands are flat, Move back from the wall. Bend arms and lean into the wall, then push back. Repeat.



SEAT PUSH UP – REPEAT 10 – 20 TIMES

Have your child sit on a seat. Tell them to put their hands on the seat. Using their hands, encourage them to press down as they lift their body up in the air. Sit back down. Repeat, .



TOWEL CURLS – 5 – 10 MINS

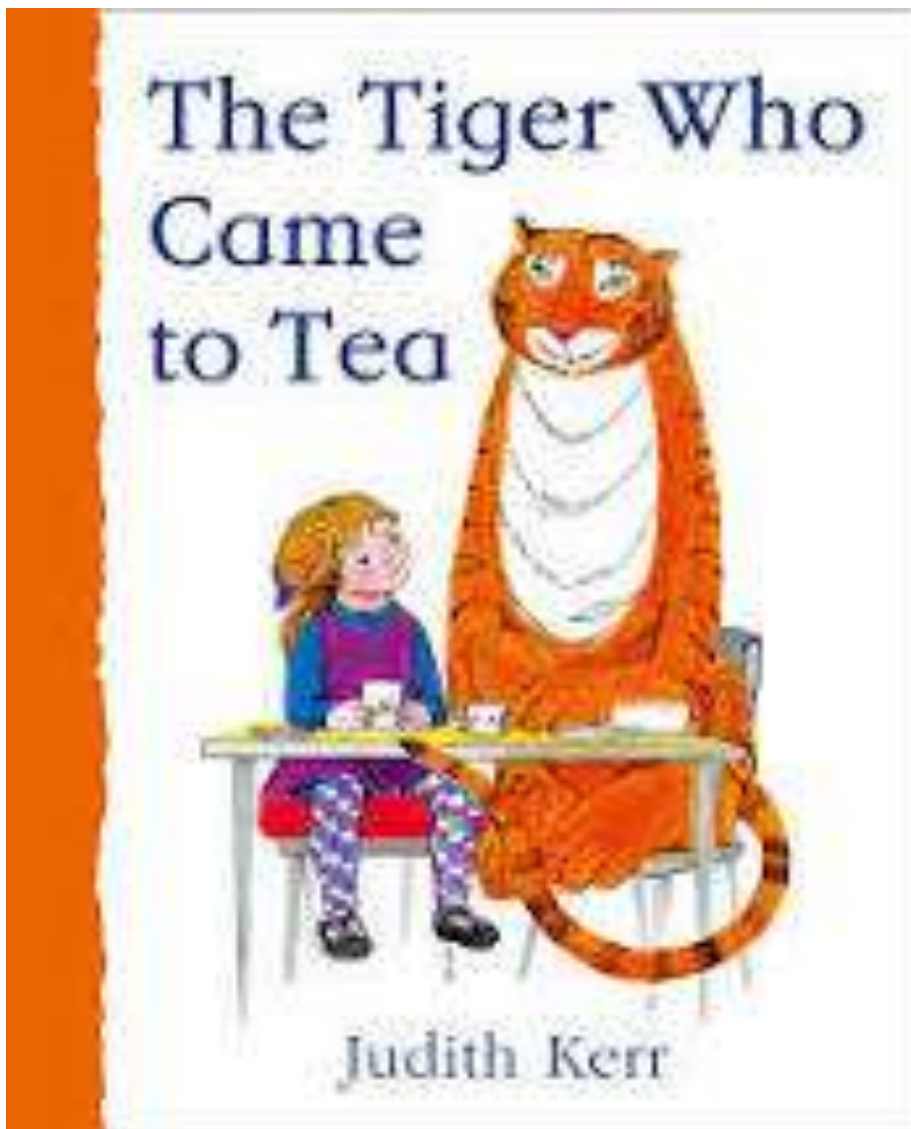
Have your child stand up and bend their arms from the elbow with hands facing up. Roll a towel and place it in their hands and have them grip. Move hands up towards their chest, then back to starting position.

WEDNESDAY PM

Drama

'Drama from a story'

The Tiger Who Came To Tea



Drama
'Drama from a story'
The Tiger Who Came To Tea



This is a story retell activity that involves bringing the story alive through sensory play. We will create a sensory tub using various items that represent the characters and objects in the story.

The purpose is to create an opportunity for children to retell (act out) the in a multi-sensory way and encourage lots of opportunities for oral/sign language development.

WHAT YOU WILL NEED

- You will need the story *(See EMAIL the tiger who came to tea ppt)*
- A plastic tub,
- 2 cups warm water,
- tea set with tea pot,
- tiger figurine,
- small water proof doll (character Sophie)
- tea bags.
- The orange and black transparent tokens are optional. The tokens represented food in the story.



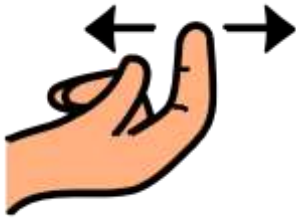

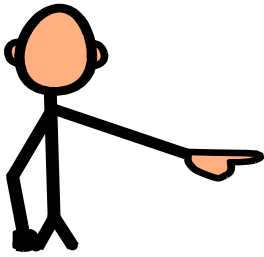
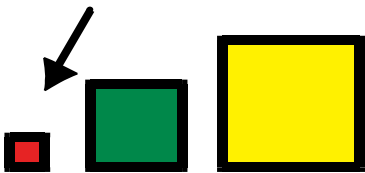
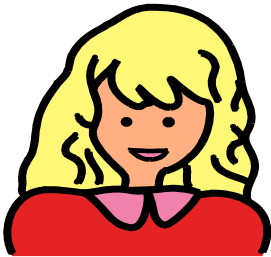
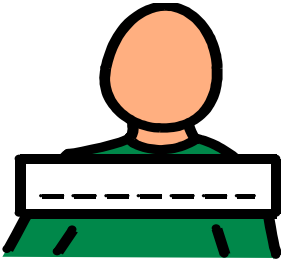
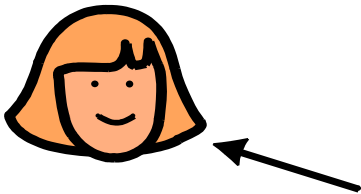
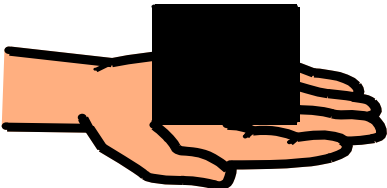
Begin the activity by reading and sharing the story The Tiger Who Came for Tea. Talk about the characters, pictures and events. Ask questions such as what will happen next (predicting) or do you think the tiger is mean (why/why not?)

Introduce the sensory tub. Act out the story using all the materials in the tub. Talk about what is inside the tub. Add the 2 cups of warm water to the tub. Adding the water is like making the tea with the tea bags included.

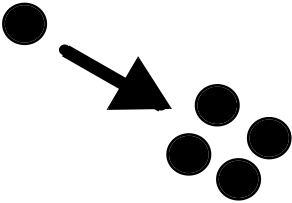
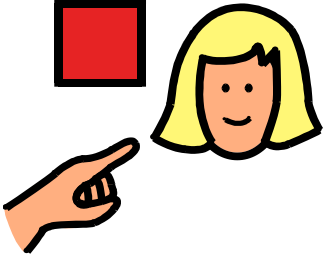

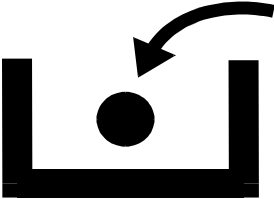
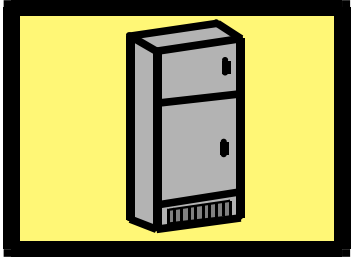



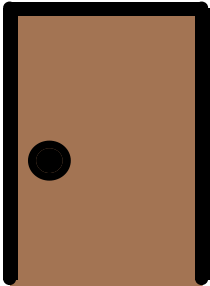

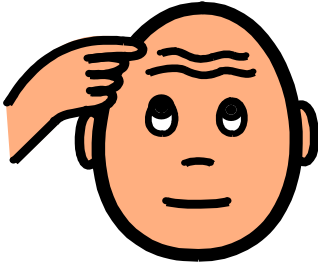
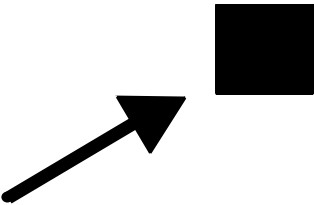
Drama

The Tiger Who Came To Tea

WENESDAY AM Resource pg. 1/4

<p>TIGER</p> 	<p>WHO</p> 	<p>CAME</p> 
<p>TEA</p> 	<p>ONCE</p> <p>1</p>	<p>THERE</p> 
<p>LITTLE</p> 	<p>GIRL</p> 	<p>NAMED</p> 
<p>AND</p> <p>&</p>	<p>SHE</p> 	<p>HAVING</p> 

Drama
The Tiger Who Came To Tea
WENESDAY AM Resource pg. 2/4

<p>WITH</p> 	<p>HER</p> 	<p>MUMMY</p> 
<p>IN</p> 	<p>KITCHEN</p> 	<p>SUDDENLY</p> 
<p>RING</p> 	<p>ON</p> 	<p>DOOR</p> 
<p>I</p> 	<p>WONDER</p> 	<p>THAT</p> 

Drama
The Tiger Who Came To Tea
WENESDAY AM Resource pg. 3/4

TIGER



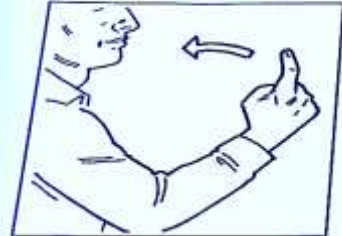
Clawed hands claw alternately forwards, lips are stretched and nose wrinkled. Can be followed by 'C' hands outlining stripes across chest.

WHO?



Palm left R. Index (can be bent index) contacts chin twice, or thumb of 'L' hand on chin, index flexes. Regional. Lips are rounded face/body indicate question form.

COME



R. extended index, held away from body, moves back towards body. Index may be curved.

TEA, CUPPA



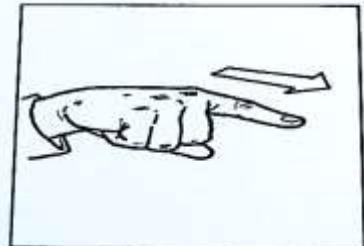
Palm left R. 'O' hand tips backwards near mouth, or same movement with closed hand, thumb tucked into bent index. Also means *cafe, cup*.

ONCE, ONLY



Extended index, palm left, twists sharply to palm forward as fingers spring open. One of several variations.

THAT, THERE, THIS



Index makes short movement forward/down, accompanied by eyegaze. Short repeated movement gives *that one, this one*.

LITTLE CHILD



Palm down flat hand makes short repeated downward movement (single movement for child).

GIRL, LASS



Index makes small strokes forward twice in cheek (or across chin). Can be index pointing left, moving to right on brow (regional).

NAME, CALL, CALLED



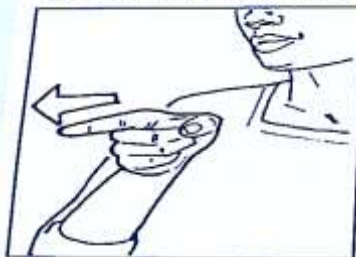
'N' hand on side of forehead, moves and twists forward, or palm facing 'V' hands move slightly outwards as fingers flex (*called, entitled*).

AND, PLUS



R. closed hand index extended, palm up, flips over to palm down. Often fingerspell.

SHE, HE, HER, HIM, IT



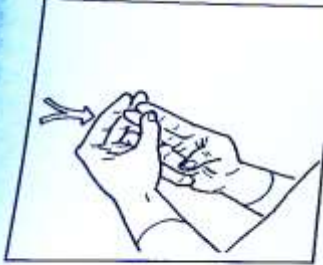

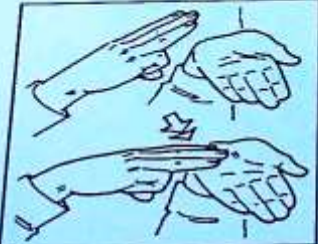







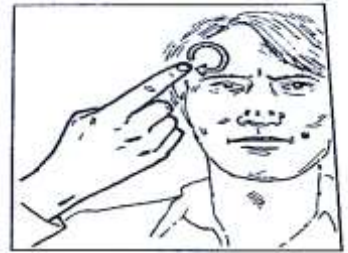
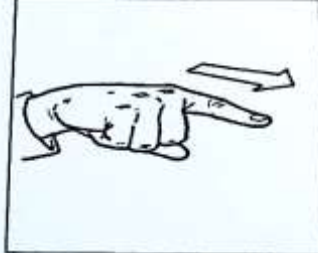
Index moves slightly forward/right, or in direction of referent, accompanied by eye gaze in the same direction.

HAVE, GET, POSSESS



Palm up clawed hand moves down slightly, closing sharply to a fist.

Drama
The Tiger Who Came To Tea
WENESDAY AM Resource pg. 4/4

<p>WITH, TOGETHER</p>  <p>Index, middle finger and thumb of L. hand move over fingers of R. 'N' hand and close.</p>	<p>HER, HE, HIM, IT, SHE</p>  <p>Index indicates person/thing referred to, accompanied by eye gaze. A sideways sweep indicates plural. Directional.</p>	<p>MOTHER, MUM, MUMMY</p>  <p>R. 'M' hand taps twice on L. palm. In some regions, 'M' hand taps side of forehead, or R. index taps back of L. ring finger twice.</p>
<p>IN, INTO, GO IN</p>  <p>R. bent hand moves forward/under L. hand, straightening to a flat hand. May vary.</p>	<p>KITCHEN</p>  <p>Middle knuckle of R. bent index taps middle of L. extended index twice. Can be repeated contact of fingerspelt 'K'.</p>	<p>SHOCK, AMAZE, STARTLE</p>  <p>Palm back open hands move sharply forward from body with stress, or tips of clawed hand make firm movement up body, or other variation.</p>
<p>BELL, RING</p>  <p>R. open hand palm back shakes from side to side from wrist. Can be forward pushing movement by thumb.</p>	<p>ON, PLACE ON, PUT ON</p>  <p>Back of R. flat hand moves down onto back of L. flat hand. Will vary in context.</p>	<p>DOOR, GATE</p>  <p>Flat hands held together, R. in front of L., R. pivots from wrist to point forward, and back again. May vary in context.</p>
<p>I, ME</p>  <p>Index fingertip touches chest.</p>	<p>THOUGHT, PUZZLE, WONDER</p>  <p>Index on forehead, (can be bent index) makes small circles (also <i>consider, suppose</i>) brows furrowed, or moves forward (<i>idea, suggest</i>), brows raised.</p>	<p>THAT, THERE, THIS</p>  <p>Index makes short movement forward/down, accompanied by eyegaze. Short repeated movement gives <i>that one, this one</i>.</p>

THURSDAY PM

The World About Me
'Winter'

Winter Hunt List



robin

☐

frost

☐

umbrella

☐

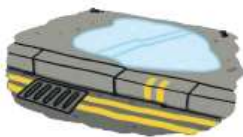
pine
cone

☐

leaf

☐

berries

☐

ice

☐

wooly
hat

☐

holly

☐

bare
tree

☐

evergreen
tree

☐

gloves

☐

The World About Me 'Winter'

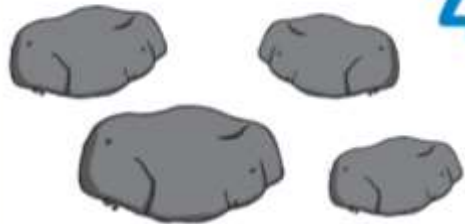
Winter Maths Challenge Cards



3

Find 3 hats.

Winter Maths Challenge Cards



4

Find 4 rocks.

Winter Maths Challenge Cards



**Make a triangle
out of twigs.**

Winter Maths Challenge Cards



**Make a triangle
out of stones.**

Winter Maths Challenge Cards



9

Find 9 berries.

Winter Maths Challenge Cards



2

Find 2 pine cones.

Winter Maths Challenge Cards



8

Find 8 twigs.

Winter Maths Challenge Cards

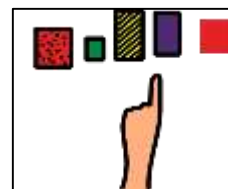
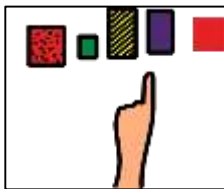
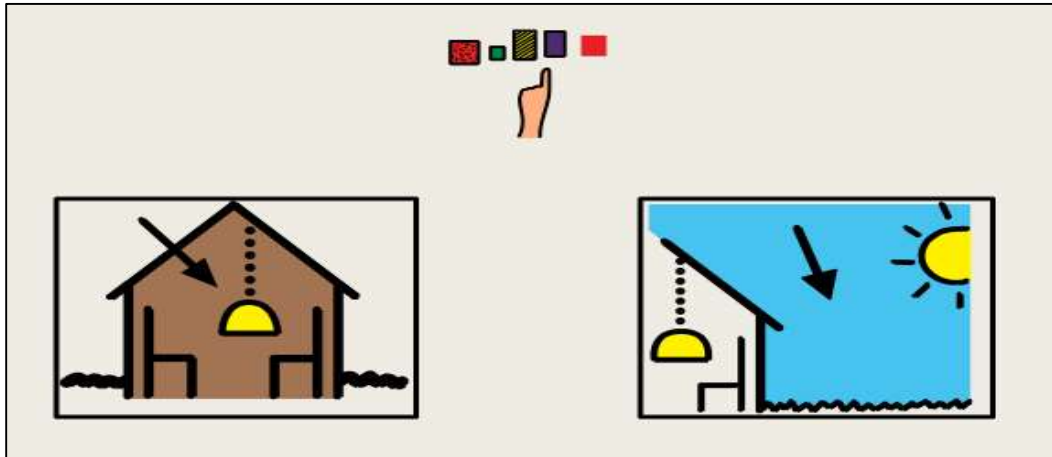


7

Find 7 brown leaves.

FRIDAY PM

Play and Leisure
'Choices'



Tidy Up



MONDAY TO SUNDAY PM

Environment 'Daily Mile'

THE DAILY MILE AT HOME

In school, every day we walk a mile around the school grounds. I would like to introduce you to The **DailyMileAtHome**. It's an easy and fun way to keep fit and maintain good health and wellbeing for you and your children.

Doing The Daily Mile at Home



STAY SAFE

At this time, always obey the government's guidelines about keeping your distance from people – at least 2 metres – who are not living at home with you.



FUN

Enjoy an outdoor break with your children, every day, and feel better for it.



INCLUSIVE

Anybody who is allowed to go outdoors can do The Daily Mile. Stay together in your household group/ bubble.



WEATHER

We all need to try and get outside each day so dress for the weather and enjoy the Spring.



WHERE TO DO IT

Use routes directly from your front door avoiding crowded places such as parks. Or, if you have one, you may decide to stick to your garden.



QUICK

It takes around 15 minutes. Depending on where you live, do it for the amount of time that suits you best while following government guidance.



WHEN TO GO

Once a day. It's usually best to go when you or the children feel the need to be outside, but you can choose to make it part of a daily set routine if you and they prefer that.



CLOTHES

No kit is required – unless you want to change – just wear your normal clothes. Everyone should wash their hands when they get home.



YOUR OWN PACE

The Daily Mile is never a race – you just move in the way that suits you and your household best, whether that's running, walking or jogging.



SIMPLE

No need to make it complicated – just enjoy being outdoors doing some physical activity with your children.