



Melland High School
BRIGHT FUTURES EDUCATIONAL TRUST

Remote Learning

Each day try to follow the usual timetable for the E Group 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.

Tutor: Lauren Burns
LBurns@mhs.bfet.uk

Monday	Tuesday	Wednesday	Thursday	Friday
Physical Wellbeing	Physical Wellbeing	Physical Wellbeing	Physical Wellbeing	Physical Wellbeing
Art	Art	Art	Art	Art
Sensory Exploration	Music	Dance	Music	Sensory Exploration
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Cookery	Play and Leisure	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.

Art 'Colour'

Art empowers pupils to express individual choice and personality. Pupils are encouraged to explore their abilities and build confidence through art. This term, we are exploring colour. Pupils are encouraged to experiment with colour and create their own artwork using different techniques.

Monday (AM)

I Can Mix Colours

What colours
can you create?

I need:

- Red paint
- Yellow paint
- Blue paint
- Paper/bowl

Primary Colours:



Secondary Colours

Results from mixing the Primary Colour with each other.



Tuesday (AM)

I Can Marble Paint

I need:

- Tray
- Paint
- Paper
- Marbles



Step 1: get some paper and place it on a tray.

Step 2: squeeze tiny blobs of paint around the paper

Step 3: add the marbles

Step 4: start painting, tilt the tray in different directions to spread the paint.

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Wednesday (AM)

I Can Splat Paint

I need:

- Brush/paint brush
- Paint
- Paper
- Plastic knife (optional)



Step 1: Get some paper and place it on table or the floor



Step 2: Cover the bristle brush in paint



Step 3: Start flicking the brush to paint the paper.
(A plastic knife may help)

Step 4: watch the paint fly across the paper!

Thursday (AM)

I Can Hand Print

I need:

- Paint
- Plate
- Paper



What can you create using your hands?
Share your prints in your project book!



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Friday (AM)

I Can Stamp Paint

I need:

- Paint
- Paper
- Stamps



Create you own Stamps using:

- Cut up fruit or vegetables
- The back of a fork or spoon
- Sponges
- Leaves
- Fruit



Use your project book to share
your artwork or take a photo
for us to see!

DAY? AM/PM

Music 'Creating Sounds'

Throughout Music, pupils will encounter various musical genres and styles. Encountering allows pupils to explore personal preference and communicate choice of musical tastes and interests. This term we will be exploring sound by creating different tones and rhythms with instruments and everyday objects.

I can create sounds.

Use an instruments or things in your home
to create sounds.



How does it sound? Use the comment board to describe music
and sound



Take a picture and show us how you
can make sounds.

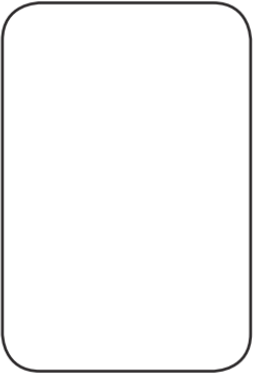
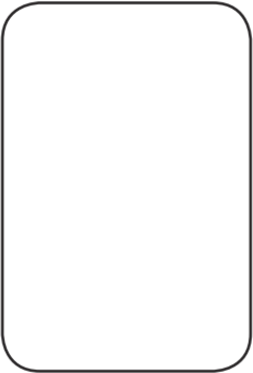
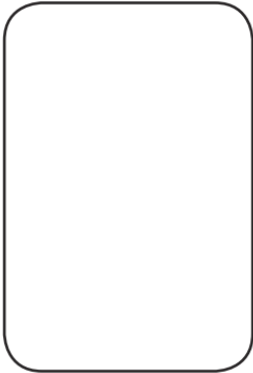
Wednesday (AM)

Dance 'Routines'

Pupils are encouraged to express themselves and engage in regular physical activities. Dance allows pupils to showcase their preferences and individuality whilst, supporting gross motor development and body awareness. This term, we have been building routines and exploring dance in a structured way.

I can create a dance routine.

Cut out and place your cards into the boxes below to create your dance. Pick a song and show us you moves!



turn



spin



jump



crouch down



side step



march



skip



clap



walk
backwards



wave



shoulder shrug



sway your
hips from side
to side



Wednesday (PM)

**Drama
'Roleplay'**

Drama encourages pupils to express themselves and develop an understanding of others, emotions and imaginative experiences. This term, we have been following the class story: "The cat in the hat" and creating our own activities and role play scenarios that promote an "I can..." attitude.

I can follow a story.

Story on YouTube: <https://www.youtube.com/watch?v=uO3xX0wQQc>

Who can you be?

Choose a character to cut out and act out your favourite part of the story.



Daily PM

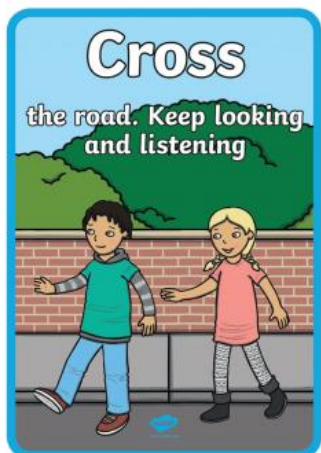
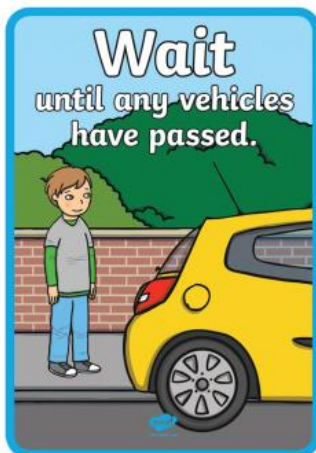
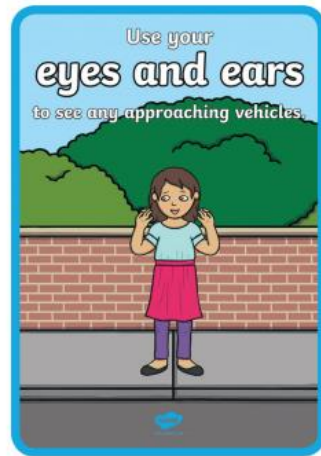
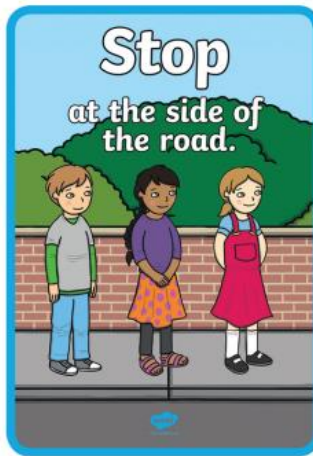
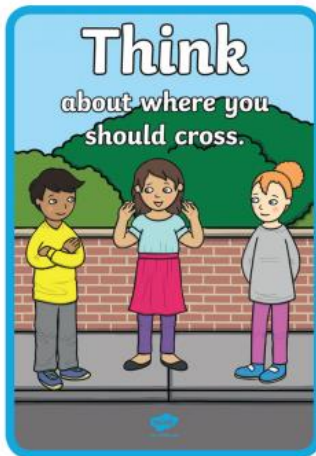
Environment 'Road Safety'

Pupils should engage in regular outdoor environmental encounters to build an awareness of safe transition and outdoor exploration. This term we have been learning the rules of the road. To allow for safe encounters in the community.

I can enjoy a walk safely.

Look at your local environment. What did you see?
Can you draw a picture in your project book?

The **SIX** rules when walking safely.



The World Around Me 'Outside Exploration'

























Pupils will develop understanding of the world around them. This term, pupils will be encountering exploration of local outside environments. This builds awareness of local communities and experiences outside, by visiting parks, woods and gardens.

Lets explore our environment:


















Nature Hunt

- Choose a nature hunt daily
- Can you find any of the following?
- I Can find? (tick the ones you found)


Monday

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
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Tuesday

 <input type="checkbox"/>	spider <input type="checkbox"/>	 <input type="checkbox"/>	woodlouse <input type="checkbox"/>
 <input type="checkbox"/>	slug <input type="checkbox"/>	 <input type="checkbox"/>	butterfly <input type="checkbox"/>
 <input type="checkbox"/>	beetle <input type="checkbox"/>	 <input type="checkbox"/>	wasp <input type="checkbox"/>
 <input type="checkbox"/>	crane fly (daddy-long-legs) <input type="checkbox"/>	 <input type="checkbox"/>	ladybird <input type="checkbox"/>
 <input type="checkbox"/>	earwig <input type="checkbox"/>	 <input type="checkbox"/>	dragonfly <input type="checkbox"/>
 <input type="checkbox"/>	snail <input type="checkbox"/>	 <input type="checkbox"/>	ant <input type="checkbox"/>
 <input type="checkbox"/>	millipede <input type="checkbox"/>	 <input type="checkbox"/>	worm <input type="checkbox"/>
 <input type="checkbox"/>	fly <input type="checkbox"/>	 <input type="checkbox"/>	caterpillar <input type="checkbox"/>
 <input type="checkbox"/>	bee <input type="checkbox"/>		

Wednesday

<input type="checkbox"/> motorway 	<input type="checkbox"/> zebra crossing 
<input type="checkbox"/> service station 	<input type="checkbox"/> roundabout 
<input type="checkbox"/> field 	<input type="checkbox"/> blue lorry 
<input type="checkbox"/> bridge 	<input type="checkbox"/> white van 
<input type="checkbox"/> tunnel 	<input type="checkbox"/> yellow car 
<input type="checkbox"/> traffic lights 	<input type="checkbox"/> motorbike 

Thursday

<input type="checkbox"/>  field	<input type="checkbox"/>  log
<input type="checkbox"/>  pond	<input type="checkbox"/>  gate
<input type="checkbox"/>  duck	<input type="checkbox"/>  bicycle
<input type="checkbox"/>  swing	<input type="checkbox"/>  litter bin
<input type="checkbox"/>  slide	<input type="checkbox"/>  bench
<input type="checkbox"/>  squirrel	<input type="checkbox"/>  flower

Friday: What have you seen? Create your own treasure hunt in your project book.

Monday (PM)

Cookery 'Chopping'

Cookery skills and safety awareness develop through repetition of skills and supported kitchen encounters. This term pupils will be looking at the skill of slicing and chopping. We will focus on using fruits to show our safe utensil usage in preparation to create a fruit salad.

Lets make a fruit salad.

Cooking 

Preparing to chop

Making a Fruit Salad


1

Wash and dry hands




2

Wear apron



3

Wash work surfaces



4

I need:



5

Ingredients


Apple	Banana	Blueberry	Cherry	Citrus	Coconut	Cranberry	Fig	Grape	Guava	Kiwi	Lemon	Lime	Mango	Peach	Pineapple	Raspberry	Strawberry	Watermelon	Yogurt
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Pick which fruit you would like to add to your fruit salad.

6

Step 1

- Get your knife and chopping board.
- Place chosen fruit on chopping board.
- Hold knife correctly. For the best control, your child's hand should be all the way at the top of the handle where the blade and handle meet.



7

Step 2

- Once the fruit is chopped place in bowl.



8


Step 3

- Repeat step 1 and 2 until you have made a full Fruit Salad.



9

Wash dishes and Wipe Down Surfaces



10

Daily

Physical Wellbeing 'Balance'

Physical Well-Being gives daily opportunities for functional movement. This term, pupils are developing their core strength through balance. This supports pupils overall movement and engagement in everyday activities.

Monday/Friday (AM)

YOGA Positions



tree pose



butterfly pose



warrior pose



flamingo pose

1. Choose a Yoga position.
2. Get into Yoga position and hold for 3+ seconds.
3. Can you repeat the poses?

Can you follow a Yoga routine:

https://www.youtube.com/results?search_query=cosmic+yoga

Tuesday (AM)

Foot Taps

I need:

- Material floor targets



1. Tap your foot on the targets.
2. Give each foot a turn.
3. Try different colour targets.
4. Shout out a colour for the pupil to tap their foot on.

DAILY

Physical Wellbeing 'Balance'

Physical Well-Being gives daily opportunities for functional movement. This term, pupils are developing their core strength through balance. This supports pupils overall movement and engagement in everyday activities.

Wednesday (AM)

Balancing a Bean Bag on Your Head

I need:

- Bean bag/
Cushion



1. Head straight up and looking forward.
2. Place bean bag (or other item) on head
3. See how long you can balance it for.
4. Begin to walk forwards slowly when you have your balance.

Thursday (AM)

Balancing a Bean Bag on Your Arm

I need:

- Bean bag/
Cushion



1. Head straight up and looking forward.
2. Arms out wide.
3. Place bean bag (or other item) on each arm.
4. See how long you can balance it for.
5. Begin to walk forwards slowly when you have your balance.

Monday/Friday AM

Sensory Exploration 'Fine motor'

Regular sensory exploration supports pupils to strengthen their sensory resilience and regulate their sensory needs. Access to sensory experiences allows pupils to show their preferences and inspires different forms engagement, communication and motor control and coordination.

Choose a recipe and let's practice our fine motor skills. Can you scoop, fill and pour?

Sensory Scatter

I need:

- Rice
- Bowl
- Scoops
- Red 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!



Sensory Jelly

I need:

- Bowl
- Scoops/Cups
- Gelatin/Jelly mix

1. Follow Jelly packet instructions
2. Once set, mix jelly and place in bowl
3. Add utensils for scooping and pouring
4. Enjoy!



Tuesday and Friday (PM)

Play and Leisure 'Turn Taking'

Pupils are encouraged to play in a supported and controlled environment. Play supports the key developmental areas essential for developing social awareness and interactive skills. This term, pupils are participating in structured and free play that promotes turn taking, sharing and an awareness of others. Choose a suggested activity and encourage pupils to wait, listen and take turns during play and leisure.

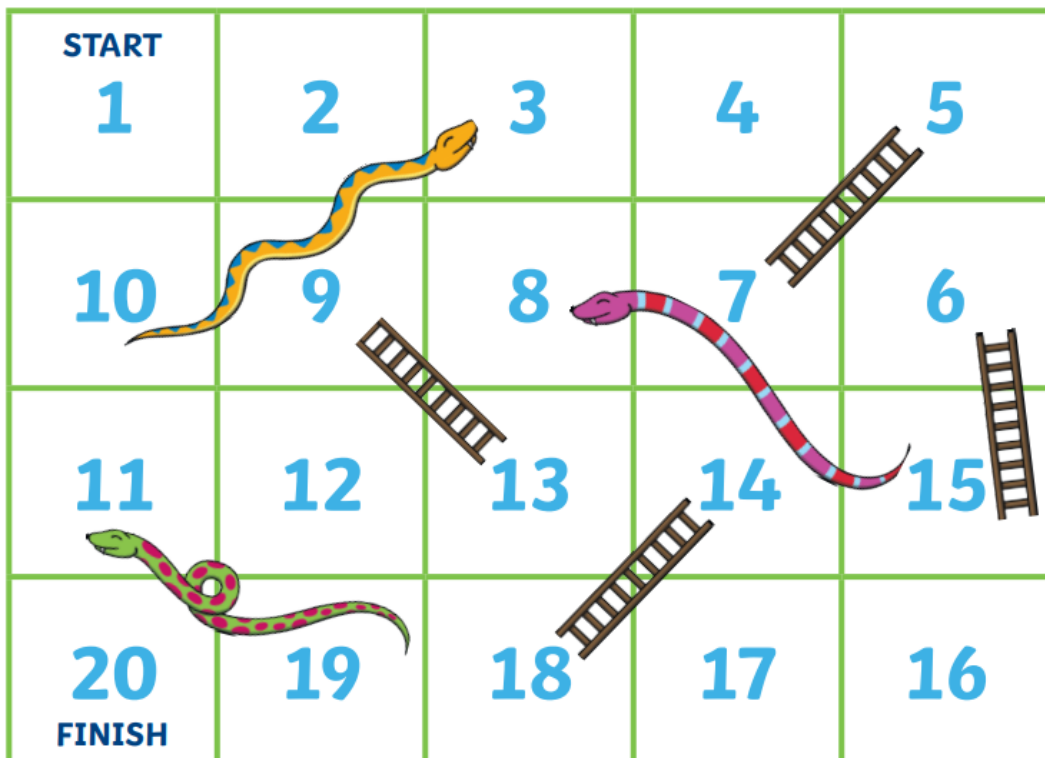
I can take turns.

Can you take turns playing a game? Lets try snakes and ladders.

Rules:

1. Each player puts their counter on the space that says 'start here'.
2. Take it in turns to roll the dice and move your counter to match the number rolled.
3. If your counter lands at the bottom of a **ladder**, you can move up to the top of the **ladder**.
4. If your counter lands on the head of a **snake**, you must slide down to the bottom of the **snake**.
5. Who can get to the "**Finish**" first.

Snakes and Ladders



Here are some counters for the game:



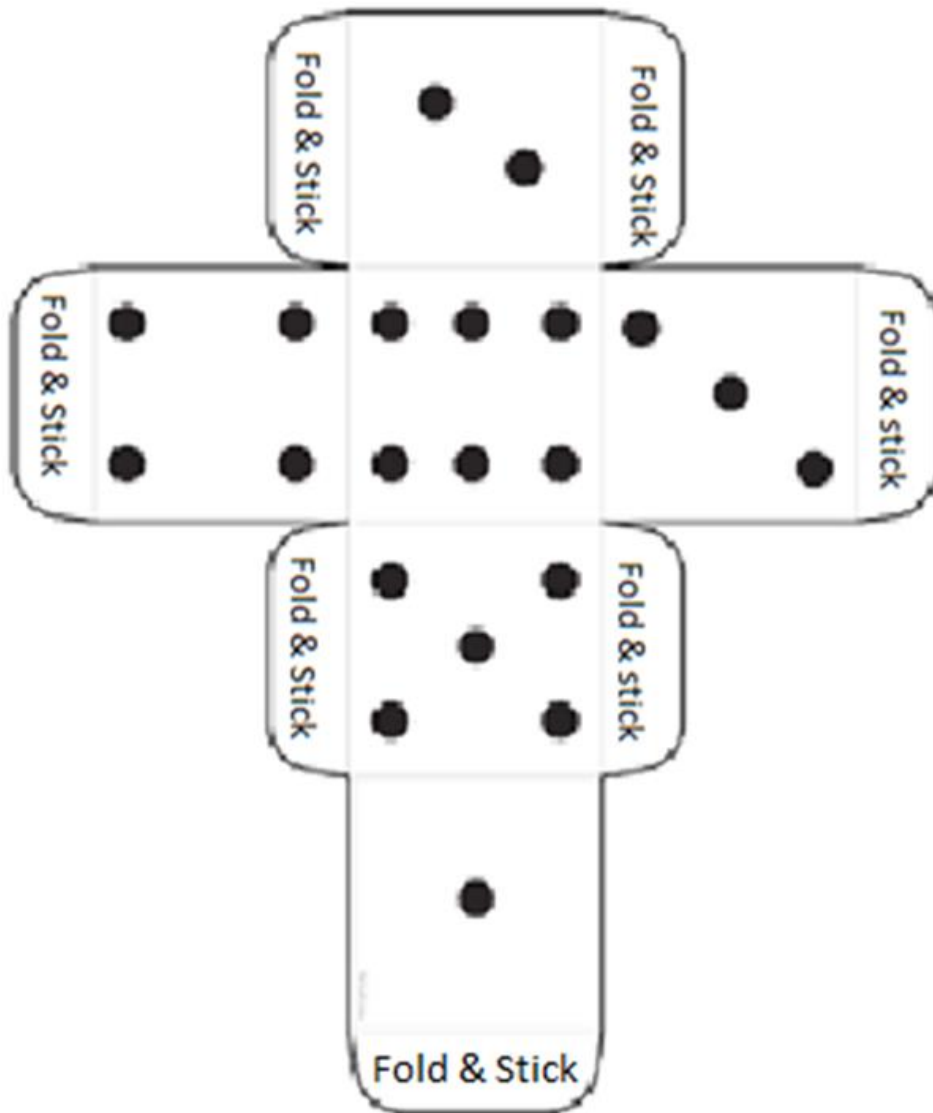
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A dice for the game of snakes and ladders.

A digital dice can also be found here:

<https://www.online-stopwatch.com/chance-games/roll-a-dice/>



1. Print out the template and cut it out.
2. Score along the lines and fold them.
3. Stick together with small amounts of glue.

Tuesday and Friday (PM)

Play and Leisure 'Turn Taking'

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I can take turns

Can you share your favourite activities? Lets take turns.

Ideas:

- Show me your favourite items at home.
- How do you like to play?
- Can you share with your friends and family.

What will you choose to share?
Take a picture so we can see!

