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

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| **Week Beginning: 18.1.21** | **Learning Overview (Topic or qualifications):*** **ASDAN Bronze:**

**Wider World** * **TI: Current Affairs/Bronze communication**
 | **Class:****Apollo Pathway 3 SM NP** |
| **Key learning Focus this week:**Maths focus SMc Addition and subtraction Current affairs – National news, International newsWider World – To plan questions to ask someone from Ghana**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 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 | Functional Maths | Functional Maths | Functional Maths | Functional Maths | Functional Maths |
| 12:15 | LunchExercise - Fresh air break |
| 1:30 | Virtual 1:1 curriculum sessionsWith Beth | Virtual 1:1 curriculum sessionsWith Beth | Virtual 1:1 curriculum sessionsWith Beth | Virtual 1:1 curriculum sessionsWith Beth | Virtual 1:1 curriculum sessionsWith Beth |
| 2:30-3:30 | ASDAN award curriculumWider World | ASDAN award curriculumPE | ASDAN award curriculumWider World | ASDAN award curriculumIndependent living  | ASDAN award curriculumCurrent affairs |

**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 out loud to an adultTalk about the story and the characters – Who are the characters and how are they feeling or behaving?Tuesday - Read your reading book out loud to an adult -Talk about the setting – Where is the book or the chapter that you are reading set?Wednesday -Read your reading book out loud to an adult - Talk about the plot – What is happening in your book?Thursday - Read your reading book out loud to an adult. write a paragraph in your rough neat book to summarise what you have read this week and predict what you think may happen Friday – see class shared text Billionaire Boy below | Reading bookRough Neat Book |
| **Spelling** **This week’s words:****Defy****Deny****Rely****July****Reply****Fighter****Tighter****Delightful****Reply****Brighter****Lightning** | MondayRecap last week’s spellings (sent via email) and write a sentence for each in your Rough Neat book. Email your sentences/a photo of your hand-writing to Faye & Beth  | Please see this site to find the spelling pattern you are studying e.g.**ee** and practise these words using this site:<http://www.ictgames.com/mobilePage/lcwc/index.html> |
| TuesdayThis week’s spellings:Practice your new spellings: Us the Look... Cover... Write... strategy |
| Wednesday Practise your spellings by writing silly sentences with your spellings in e.g. The **deep beef** roasting tray held enough **meat** to **feed three** people beef which they ate at **speed.**The **mean** man upset the families **dream** to go to the **beach** by locking **each door** to stop them **leaving.** Email your sentences/a photo of your hand-writing to Faye & Beth  |
| ThursdayAsk a family member to test you on these spellings and email Faye/Beth to tell them how you got on |
| FridayTEST DAY!Work with either a family member or in a virtual 1:1 session to complete your spelling testEmail Faye your resultConsider any mistakes you made and add them to your spelling list for next week |

Personalised Maths:

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| **Maths SMc****Functional Maths** |
| Monday Complete 2 of the paper-based Number bond activities that have been given to you and share them with Beth in your 1:1 session |
| Tuesday Watch the BBC Bitesize video below and complete the number bond activities and quiz<https://www.bbc.co.uk/bitesize/articles/zh8m6v4>Play Number Bond Bingo and compare the scores to those you got last week[Hit the Button - Quick fire maths practice for 5-11 year olds (topmarks.co.uk)](https://www.topmarks.co.uk/maths-games/hit-the-button) |
| Wednesday Addition to 20:Watch the BBC Bitesize video and complete the addition to 20 quiz and activities<https://www.bbc.co.uk/bitesize/articles/zbpbrj6>Practise and test your knowledge - addition to 20 and beyond using the robot game[Robot Addition (topmarks.co.uk)](https://www.topmarks.co.uk/addition/robot-addition) |
| Thursday Subtraction to 20Watch the BBC Bitesize video and complete the subtraction to 20 quiz and activities<https://www.bbc.co.uk/bitesize/articles/zjh7mfr>Practise and test your knowledge - addition to 20 and beyond using the subtraction gridshttps://www.topmarks.co.uk/maths-games/subtraction-grids |
| FridayConsolidation activities:Retry the interactive activities from this week and see if your scores improve. Email Faye to let her know or talk to Beth in your 1:1 virtual session |

**Useful links, websites and interactive resources**

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| Subject/ Activity | Website and link | What area to focus on |
| Current AffairsCultural Development  | <https://www.bbc.co.uk/newsround> | National News – News from the United Kingdom |
| Mathletics | [Mathletics Sign In](https://login.mathletics.com/?_ga=2.217679382.1621135505.1610720488-489179436.1610720488) | You have your own log-in and areas to focus on |

**Other activities for this week (Wider Curriculum/ IEP linked) Target: To complete 1 Task Per day**

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|  **Subject** |  **Task** | **Resources** |
| **ASDAN Wider World****Monday****Wednesday** | Section AChallenge 5:Establish links with someone from another countryZuleha’s auntie FatimaActivity 2:Watch the ‘Visit Ghana’ tourism video using the link The class are going to invite Zuleha’s auntie into school to talk about her African heritage, the culture in Africa and what it is like to live in AfricaThink of 4 questions to ask her and email them to Faye at school Activity 3:Once you have received a reply from Faye about your questions type them up into a Word Document and add illustrations to go with each one e.g. if you are asking about African food find an image to go with it. | <https://stjosephsschool.co.za/>[Visit Ghana Tourism - Bing video](https://www.bing.com/videos/search?q=visit+ghana&&view=detail&mid=931A587471F6112D5E7F931A587471F6112D5E7F&&FORM=VRDGAR) |
| **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 Independent Living****Thursday**  | Section CCommunication in my home:To identify what personal information isTo complete personal information about yourselfTo gather personal information about others face-to-fae or on the telephoneTo keep personal information private and understand why this is important1. Type up the following information into the computer:

Surname Name:Christian Name(s): Address:DOB:Telephone number:1. Next, interview your immediate family to find out the same information
2. Finally, telephone a member of your family to gather their information

REMEMBER TO KEEP THIS INFRMATION PRIVATE, ask an adult to confirm that you have completed step 1, 2 and 3 Independently – with no help, or with some support and the school staff will put it onto an observation sheet | See observation resource below: |
| **Awards:****Current affairs****Friday** | Task 1Current AffairsNewspaper key featuresTake a look at a newspaper. Identify the key features – see link to BBC bitesizeFind the key features in your newspaper | <https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt> |
|  | Task 2 Open Newsround on the internet and watch today’s episode. Choose a story to research and find out more information about ready to write your own article– look at the extra information listed on the Newsround site. | <https://www.bbc.co.uk/newsround> |
| **Class shared text: Billionaire Boy** | See the Faye’s teaching Billionaire Boy 1 video on the website: Billionaire Boy part oneReading the ‘blurb’ or short description on the back of a bookChallenge: To show you know what the ‘blurb’ or descriptionWrite your own ‘blurb’ or short description to go on the back of your current reading book to tell a reader what it is about | <http://www.hebdengreen.cheshire.sch.uk/page/apollo/63911> |
| **Chapter 1****Link to IEP communication and interaction targets** | Read Chapter 1 of Billionaire Boy in a group or with an adult at home.Explain to another person why you think Joe Spud’s life was a little unusual. |  |
| **Weekly Independence Challenge and Extended Learning****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>**Home management Food preparation:**Students are encouraged to plan a healthy packed lunch. Draw your own lunchbox like the one below and draw each item you have chosen to put in it. Write beside the name of the item and say why you think each item is healthy e.g. An apple is healthy because it is a fruit.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:

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

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| 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: |