**Weekly Home Learning Activities Pathway 3**

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| **Week Beginning:** **1.2.21** | **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 – Shape consolidation activityCurrent affairs – National news, International newsWider World – To write a survey for staff in school to determine which countries they have visited, what languages they speak and which countries they have worked in**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 BookPlease email Faye if you require a new reading book |
| **Spelling** **This week’s words:** | 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:****GCSE Maths - NP** **Functional Maths – S Mc** |
|  | Area of learning | Task | Resources |
| Mon | Identifying a cube or a cuboid  | Watch the video about finding cubes and cuboids. Look around your kitchen to identify cubes and cuboids and group them together.Send Faye a photo of your findings with a sentence to explain what a cube or a cuboid is. | [**https://www.bbc.co.uk/bitesize/clips/zy7xn39**](https://www.bbc.co.uk/bitesize/clips/zy7xn39)  |
| Tues | Properties: Spheres, cubes and cuboids | Watch the video using the link on the right. Think of possible and impossible uses for spheres and cubes – could a washing machine be a sphere shape? What might happen if it was? Use the ideas to create a silly story where everything is not as it should be. | <https://www.bbc.co.uk/bitesize/clips/zyvgkqt> |
| Wed | The properties of cylinders and cones. | Watch the video using the link on the right. Search for cylinders and cones in your home. If you have some spare paper, blue-tac or playdough have a go at making your own cylinders or cones and talk to a member of your family about the properties of each. | <https://www.bbc.co.uk/bitesize/clips/zvg9jxs> |
| Thurs | 4 different types of triangles and their properties | Find out about the four different types of triangles by watching the video using the link on the right.Consider the properties of each – what makes them the same? Three sides and what makes them different? Try making some of these triangles using paper or card. Write the type of triangle on each. | <https://www.bbc.co.uk/bitesize/topics/zvmxsbk/articles/zggsfrd><https://www.sparklebox.co.uk/5971-5980/sb5977.html> |
| Fri | 4 different types of triangle quiz and poster | Watch the video using the link on the right again. Sort each of your made triangles by type: Equilateral, isosceles, right-angled, scalene Complete the quiz to check your understanding Design your own poster to show the 4 different types of triangle and email it to Faye | <https://www.bbc.co.uk/bitesize/topics/zvmxsbk/articles/zggsfrd> |
| Email Faye/Beth each day to let them know how you got on. |

**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 FatimaMonday Activity (link current affairs):Finish your article – see below and prepare to share your article on in an additional group session:Use the information you have found out to help you write a news article about Ghana. \* Remember the key features of a newspaper article that you learnt about last week.Plan this article in your rough neat book. Send a photo or scan of your draft to Faye/Beth for feedback before writing up into ‘best.’ Wednesday: To plan a list of questions to survey for staff in school/family or friends at home to determine: * which countries they have visited
* what languages they speak
* which countries they have worked in

Design your survey using word or publisher ready to carry out your survey next week to gather data |  |
| **Physical****Tuesday****Towards Independence: Sport and Leisure**  | Exercise diary: To keep an exercise diary and log all physical activity over a given periodTask 1 – Complete your exercise diary for today, adding it to those you have already record over the past week Task 2 - Jo WicksWatch today’s challenge using the link and complete as much of it as possibleComplete your exercise diary for the dayRemember to email Faye/Beth a photo or feedback of you’re a physical activity for your evidence Task 3Challenge: To follow a step-by-step routine to music.Activity: Plan another simple routine to do along to a different piece of music e.g. stepping to the rhythm, stretching arms up 10 times. Once you have planned your routine, follow it to the music. Email Faye/Beth the name of your routine, brief details and photo or feedback of your a physical activity for your evidence  | [The Body Coach TV - YouTube](https://www.youtube.com/user/thebodycoach1) |
| **ASDAN Independent Living****Thursday**  | Section : Challenge – Show that you can use a washing machineWork with supervision to:Sort whites, darks and/or coloursLoad the machine with one load – check you don’t over-load it!Add the correct amount of detergentSet the machine to the correct setting/cycleStart the machineTake a photo of your completing this challenge and email it to Faye/Beth with a paragraph about what you did. |  |
| **Awards:****Current affairs****Friday** | Task 1Open Newsround on the internet and watch today’s episode. Choose a National story to research (-something from the UK) and find out more information.Use the information you have found out to write a paragraph about this article, include your own thoughts and reflections.Email Faye/Beth your work for feedback | <https://www.bbc.co.uk/newsround> |
| **Class shared text: Billionaire Boy****Chapter 1****Link to IEP communication and interaction targets** | Read Chapter 2 of Billionaire Boy in a group or with an adult at home. If you’d rather you can use the youtube link to hear the story being read by Mr Brown use the link.Write a short summary of the chapter including the main story components:Who – the characters, When – time day/night, What happened? -remember to use time connectives ‘Firstly…’ ‘Next….’ ‘Afterwards…’ Lastly…’ The end. – How does the chapter end? What do you think will; happen next? | <https://www.youtube.com/watch?v=qzaYCUqJncE> |
| **Weekly Independence Challenge and Extended Learning****Home Management/Link Independent Living:** Students are encouraged to practise their independent living skills at home, for example washing up after a meal, and report back to school via email on their progress.  |
| **Staff Feedback Comment:****(for staff to complete)****Progress: E G M** **Next Steps** |

**Post 16 Apollo Observation Record**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Award:\_**

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| Challenge:

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| Activity | Observer annotations, please indicate level of support required NH (no help), SH (spoken/signed help) |
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