



Home Learning Statement of intent

Including remote learning information



Head Teacher: Kate Hazelwood

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Vision Statement

We aim to create a safe, happy and nurturing environment for all our children!

Mission Statement

The Orchard School strives to provide the best quality teaching and learning with an inclusive and personalised curriculum, where all achievements are celebrated.

Home Learning Statement of intent.

The Department for Education Providing remote Education; guidance for schools documentation March 2022 [Providing remote education: guidance for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/providing-remote-education-guidance-for-schools) states that;

The temporary provisions in the Coronavirus Act 2020 expired on 24 March 2022. As a result the [Remote Education \(England\) Temporary Continuity \(No.2\) direction](#) no longer has effect.'

In terms of the Orchard School, this guidance also identifies

' If pupils with special educational needs or disabilities (SEND) are not able to be in school and require remote education their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress.

We recognise that some pupils with SEND may not be able to access remote education without adult support. Schools should work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

The requirement within the [2014 Children and Families Act](#) for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.'

Orchard School Statement of intent

All of our children learn in very unique ways, requiring individual and small group work using a range of specialist resources, trained staff and specialist rooms. We encourage Home Learning all year through as this supports the work we do in school, the more consistency between home and school means we have the best opportunities and outcomes for each child.

We provide every child with their level of learning via a 'Step overview' information sheet and then following this step levels are reported through their EHCP meeting. An example is attached within Appendix 1. Using this information, for example specific step for each subject area this can then be used to access curriculum information on our website.

We have produced step guides for each area of the curriculum suggesting specific activities to do in a clear way, in addition to this we have produced 'gift guides', this helps parents to know what their child would be using for their learning stage.

In addition to this, we provide every family with a half termly overview of learning for their child which includes an overview of thematic learning and activities to support this, that matches the learning within their specific class. An example is attached within Appendix 2.

The school website Home Learning section is regularly updated to identify key links to online learning opportunities and other school-produced documents to support families with learning outside of school.

In instances in which there are whole school closures for more than 3 days, we endeavour to provide access to a virtual timetable of a mix between live and recorded sessions, for those children that it would be most appropriate for.

Appendix 1

Home Learning Information for families

You will find lots of useful home learning information on the school website that will help you to understand the level of learning your child is working at and provide you with activities, ideas, targets and resources to support your child at home across all areas of learning.

Your child's class team will also send you a home learning plan once a half term and this is directly linked to the topic and activities being taught in class.

These are the steps at which your child is working at, therefore will enable you to access the information on the website.

Communication- Understanding	Communication- Expression	Maths - Using & Applying	Physical Development- Moving/gross motor	Physical Development- Handling/Fine motor	Literacy- Writing
Your child's team will send this information to you	Your child's team will send this information to you	Your child's team will send this information to you	Your child's team will send this information to you	Your child's team will send this information to you	Your child's team will send this information to you
Literacy- Reading	Independence	PSED	Understanding of the World (UW)	Expressive Arts & Design (EAD)	
Your child's team will send this information to you	Your child's team will send this information to you	Your child's team will send this information to you	Your child's team will send this information to you	Your child's team will send this information to you	

For more information please speak to your child's class team

The Orchard School
Home Learning Ideas
Term: Summer 1

UW

Spring nature walk— go for a walk through a park or nature reserve. Collect spring flowers, leaves and herbs. Explore your senses—tell me what I can hear, birds, frogs, dogs, water and what I can smell—freshly cut grass, flowers, herbs. Give me time to explore what I have collected by placing them in a tray. Let me feel all the different materials.

Independence

Brushing my teeth— as part of my daily routine, support me to brush my teeth. How do I tolerate this? Can I help my holding the toothbrush and trying myself? Can I squeeze out the toothpaste?

Getting dressed— allow me opportunities to dress and undress myself. How much can I assist in getting myself dressed or undressed? Do I pull my leg out of trousers, arms out of tops?

Washing hands—encourage me to wash my hands using soap and water. Support me to do this with little prompting. Do I place my hands in the sink in anticipation? Am I able to attempt to dry my own hands?

EAD

Printing—On a spring nature walk, collect a variety of spring flowers, leaves and herbs. Then, provide paint for me to explore and investigate these spring items by dipping and printing with them.

Nature paintbrushes— create nature paint brushes. Use string to tie together some flowers and leaves to the end of a branch to create a paintbrush. Give me some bright coloured paint and encourage me to make marks!

Maths

Explore early maths toys such as shape sorters, stacking cups, ring stackers. How do I explore different toys? Do I bang, turn, drop, tip, squeeze?

Use a large tub to create a spring themed 'sensory soup'. Fill the tub with water and spring objects such as petals and leaves. Use food colouring to change the colour of the water. Provide a range of cups, jugs, spoons and ladles. Encourage me to experiment with pouring and filling the cups, splashing and stirring with the spoons.

Our Topic is: Spring and Recycling



We would like you to complete at least 3 of the activities by the end of this term.

Please send in a photo/ picture/ some work to share so we can see what wonderful things you have done!

Our class parent email is:

Literacy

Reading— Continue sharing story books at home. Have a go at the rhymes included—little peter rabbit and our spring song. Do I anticipate any of the sounds or actions? Do I reach out to explore?

Writing—messy mark making in different materials. Encourage me to move my hands within different materials to make marks and look as I do so. Encourage me to make different actions such as raking, smearing, patting, prodding.

PSHE— Community and wider world

Caring for the environment—help me to care for my environment through different activities! Create some themed tuft trays to help me explore my world—such as a tray filled with recyclable materials or a garden themed tray!

Relationship building—build up my positive relationships by engaging with me in activities I enjoy! Let's spend some time in our community—if I am a part of any wider communities this would be brilliant to explore as well!

Physical Development

Moving—if I have physio program please continue this at home. Practice some gross motor skills by visiting a local park, soft play area, or even in your own garden. Support me to use the play equipment accessible.

Handling—continue exploring different sensory materials (wet, dry, warm, cold, sticky). Encourage me to move my hands in and through the materials. Do I look as I move my hands through? Do I look at the marks I make? Do I show a preference of materials?

Communication

Attention—Allow me to choose an activity that I enjoy. Encourage me to stay focused on the activity. How long can I maintain my attention to this activity? 2, 3, 5 minutes? How about an activity of your choosing? How long can I focus on this?

Interaction rhymes /games—use games such as peek-a-boo, row row row your boat etc. to initiate interactions with me. Do I request more? Do I make eye contact with you? Do I anticipate known actions or sounds?

The Orchard School - Home Learning ideas linked to Winter and My Senses term topics

Understanding the World

Let it Snow—sensory bottle—instructions attached.

Go for a winter walk with your child in the local park and look and listen to the sights and sounds.

Explore edible snow using your senses — Recipe instructions attached.

Create a winter treasure basket using— ice frozen in a glove or freezer bag, gloves, hat and scarf for your child to explore, white pompom or cotton wool balls to represent snowflakes. Snowflake plastic decorations, snow globe or any other winter items you have around your home—place these in a shoe box or in a basket and let your child explore.

Independence

Personal Hygiene.

- Encourage your child to develop independence by putting their hands into the bowl when it is time to wash them and encourage them to attempt to wipe their mouth with a cloth.
- Hand over hand in the first instance support them to brush their hair and then let them have a go their selves.
- Encourage your child with brushing their teeth, if you do it in front of a mirror they can see the action you are supporting them with. Then let them have ago their selves.

Dressing and Undressing:

- Ensure that you give your child opportunities if possible, to develop their dressing and undressing skills such as pulling their arms/legs away from clothing, deliberate pauses will allow them to build up these skills. As they progress encourage them to put their own arms into clothing and push their heads through their jumpers, or offer you their foot for their shoes or socks. Encourage them to take their own hat off and put it on again. .

Eating and Drinking (if appropriate to your child)

- If your child can eat, encourage your child to feed their selves with a spoon or fork. You may need to do this hand over hand in the first instance. When they can take the spoon to their mouth then encourage them to work on loading their spoon. You may need to model stabbing food with a fork.
- Encourage your child to try different foods by adding one new food each week to their plate. There should not be any expectation to eat it, just explore using their hands and sense of smell and maybe even lick it.
- Encourage your child to put their cup, bowl in the sink after using.

Expressive Art and Design

Ice painting—freeze some ice cubes with squash or food colouring in. Before freezing add a lolly pop stick in so your child with have something to grasp as they move the ice around on a tray and watch it melt and the colours mix.

Explore sugar ice painting—Mix icing sugar with a little water and you can always add a little glitter and allow your child to mark make using their fingers or a brush.

Melt some white chocolate in the microwave and add to rice crispies to make snowball crispy cakes for all the family. Encourage them to stir the chocolate into the rice crispies and to use their hands to mould the snowball shapes.

Sparkling snow cloud dough - recipe attached.

Maths

Treasure baskets— You can use the items from your UW treasure basket and see if your child will reach in and remove one at a time. Do they explore with both hands? Can they grasp the object with their left and right hand individually and then pass to the other hand? Do they drop one object when offered another object?

Peek a boo Hold an object in front of your child and then move it towards them do they reach out to grasp it? Next move it slow out of view and see if they search for it—to the left and then right of them.

Hide and seek You will need a scarf and an object that your child engages with, hide the object in front of your child under the scarf and leave a little of the object showing. Do they remove the cloth to seek it?

Finding the same— Have two sets of objects e.g. spoon, sock, apple and glove. Place one of each on the table and then hold the matching one up and see if your child can find the same start from two and build up to from three, four or five.

Cause and effect— push down or pop up toys

Winter and My Senses

Please send us some photographs of the activities you do this half term

Our class parent email is;

Literacy

Sensory Story + Interactive rhymes — We are going on a winter walk, snowman rhyme, Hat, scarf and mitten rhyme, Im a little snowman.

These have been attached

Sit together and share a book each day/evening— let us know which books your child shows a preference for.

Book skills

Visit your local library—spend time exploring texture, lift the flap and sound books with your child.

PSED—

Undertake interaction rhymes such as row, row and round and round the garden with your child.

Play peek a boo with your child.

Roll a car or ball back and forwards to your child.

Small world play—feeding and bathing dollies or teddies. Brush their fur or hair, dressing Teddy Bears or dolls.

Physical Development

Messy mark making— Explore in cold materials— You may need to do hold their hands at first and encourage them to move their hands through it, to grasp, hold, release. Do they show interest or do it independently? Do they show a preference for one hand. Cold custard, Jelly, yoghurt from fridge and Ice-cream.

Hand Massage — use baby oil or baby lotion and massage your child's hands and fingers, have soft music playing in the back ground, do they offer you their hand to massage, do the hand massage before the messy mark making activities.

Gross motor — Undertake physio program. (if appropriate)

Ball skills— work on your child throwing a ball underarm and rolling a ball to you.

Go on lots of lovely outdoor walks and use equipment in the park.

Communication

If your child is using PEC's then please model as many times as possible throughout the day. E.g. . requesting food or drink and for what play activity they want to do. If you require additional symbols please ask.

If your child is at the babbling stage—da-da, ma-ma, ha-ha encourage this interaction by repeating their sounds back to them and indicate that their sounds have meaning for example if they pick up a cup and say da -da say yes drink, you want a drink. If they come to you and babble say yes its ma-ma or da-da. Naming everyday objects to your child will encourage their vocalization skills.

Give your child opportunities to make requests throughout the day by offering them two choices to select from this could be cardigan to wear, or toys to play with. Encourage them through modelling to point and vocalize at the one they want.

Explore toys or objects with your child and then see if they remain interested in them for up to 1 minute their self.