



Melland High School
BRIGHT FUTURES EDUCATIONAL TRUST

Remote Learning

Each day try to follow the usual timetable for the A2 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: Maria Kapsi
Mkapsi@mhs.bfet.uk

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

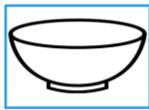
Wednesday AM

Independence 'My Cafe'

Pupils are encouraged to develop their self-reliance and independent life skills, This term, Independence is promoted through a class shop and café. This is a replication to the real world.

Let's make our own breakfast

Can you prepare your cereals bowl?



bowl

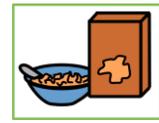


spoon

INGREDIENTS



milk



cereals

Step 1: Get the cereals and a bowl.



Step 2: Pour the cereal into the bowl.



Step 3: Get the milk.



Step 4: Pour the milk into the bowl.



Step 5: Get the spoon.



Step 6: Put the spoon into the cereal.
Enjoy!



Independence 'My Cafe'

Pupils are encouraged to develop their self-reliance and independent life skills, through a class shop and café. This is a replication to the real world.

Let's make our own squash!

EQUIPMENT



Jug



cup

INGREDIENTS



Juice



water



Step 1: Get the jug and fill with water.



Step 2: Get the juice and the cup.



Step 3: Pour the squash into the cup.



Step 4: Get the jug of water.



Step 5: Pour the water into the cup.



Enjoy!



Now. can you share your squat with your family?

Monday AM

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.

Let's take turns

I can take turns playing **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.
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.



Snakes and Ladders



41	42	43	44	45	46	47	48	49	50 FINISH
40	39	38	37	36	35	34	33	32	31
21	22	23	24	25	26	27	28	29	30
20	19	18	17	16	15	14	13	12	11
1 START	2	3	4	5	6	7	8	9	10

Here are some counters for the game:



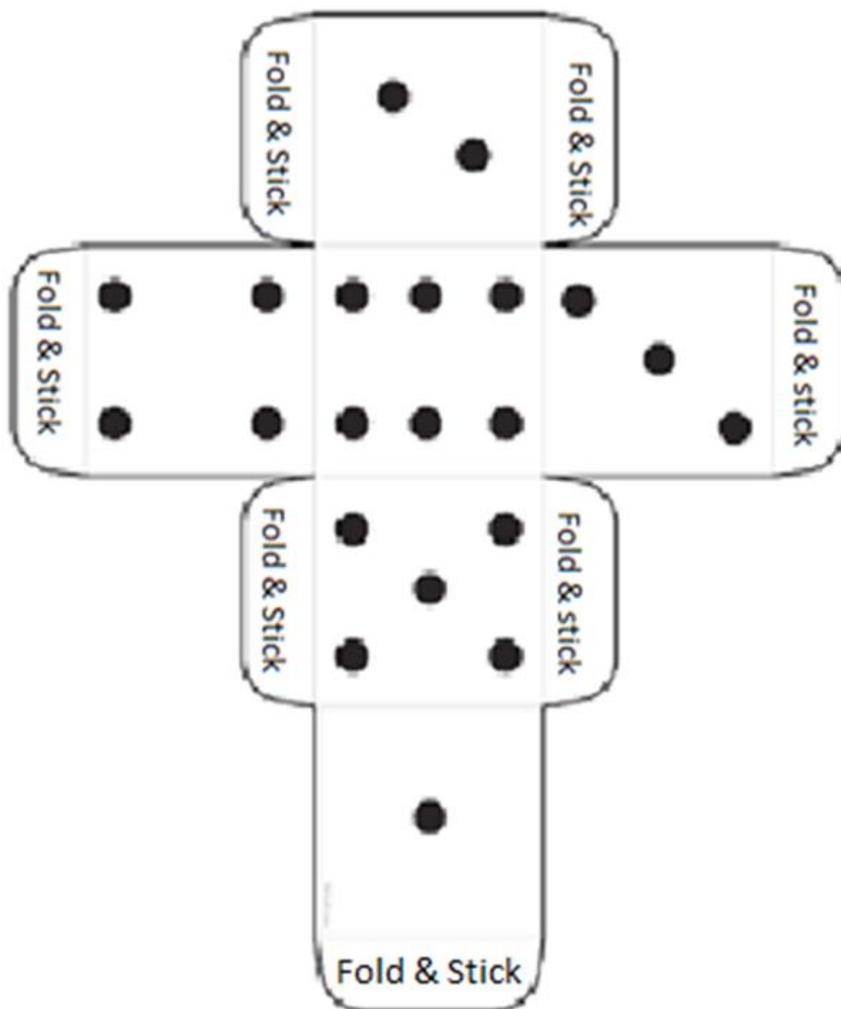
Play and Leisure 'Turn Taking'

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.

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.

Friday PM

Play and Leisure 'Turn Taking'

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Let's.. Take turns

I can take turns playing **Guess Who**.

Rules:

1. The game has 2 players.
2. Each player picks a card from the pack without looking.
3. Using the mats as reference ask each other questions to find out who is on the other players card, marking off the people you exclude with a pencil.



Play and Leisure 'Turn Taking'

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Cut the cards out:



Monday AM & Friday PM

Play and Leisure 'Turn Taking'

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Let's build a tower.

- Can you share the bricks?
- How high can you build?
- What other things can you build?



Or

Let's free play.

- What's your favourite item at home?
- How do you like to play?
- Can you share these items and take turns playing with your family and friends?



Daily AM

Art 'Texture'

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 texture. Pupils are encouraged to experiment with texture and create their own artwork using different techniques.

Monday AM

Let's Paint Stamp

I need:

- Paint
- Paper
- Fruit
- Cutlery
- Sponges
- Leaves
- Or any other items you can think of!

Create you own Stamps using:

- Cut up fruit or vegetables
- Sponges
- Leaves
- Use the back of a folk or spoon



Tuesday AM

Let's Hand Print

Can you hand print a bear?



I need:

- Paint
- Paint brush/Plate
- Paper/ Art work book

Now can you paint trees and grass using your fingers?

Art 'Texture'

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 texture. Pupils are encouraged to experiment with texture and create their own artwork using different techniques.

Wednesday AM

Let's Mix Textures

I need:

- Salt, flour, oats or any other ingredient I can think of
- Paint
- A tray
- Paint Brush
- Paper/ Art Work Book



Step 1: Collect into some bowls salt, flour, oats or anything else you can think of



Step 2: Into a tray pour some normal paints in bright colour.



Step 3: Mix in large handfuls or scoopfuls of each material & stir them through with paint brushes



Step 4: On the paper use the different paints to create different textures!

Art 'Texture'

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Thursday AM

Let's Paint & Draw

I need:

- A canvas or other heavy fabric
- Paint
- Extra fabric and materials
- Everyday objects to paint with instead of a paintbrush such as toy car, a leaf, a spatula, a washing up brush
- Glue



Step 1: Stick your fabrics onto your canvas (or the surface you're painting on) to make some interesting textured layers. You can just stick these on randomly. Try using fabrics with lots of different textures.

Step 2: Start painting!

What kind of marks can you make with the paint?

Can you get inspiration from around you in your house, or in the garden or in your street?

How does it feel to go over the fabric? Is it easy or hard to paint on?



Step 3: Ta-dah! Your try-out is completed! If it's a bit messy, that's OK! Art is all about experimenting and being inspired.



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Friday AM

Let's Collage

I need:

- Tissue paper or cotton balls or anything else I can think of
- Broken twigs
- Leaves
- Scissors
- Glue
- Paper/ Art Work book



Can you create your own winter scene using different materials?

Use your project book to show us your amazing artwork!

Tuesday AM

Music 'Describing 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 and by describing these sounds.

Let's create sounds

Can you make your musical instrument?



Try creating shakers by using pasta and rice in empty bottles or drums by using wooden spoons and pans.



Can you think any other items to create sound?

Tuesday AM

Music 'Describing 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 and describing different tones and rhythms with instruments and everyday objects.

Let's describe sounds



Please follow the link:

<http://www.melland.manchester.sch.uk/a2-lessons-and-activities/>

Once you are done, complete the following activity.

High and Low Sounds

Listen to the following six sounds. If the image represents a **high sound** colour it in blue. If the image represents a **low sound** colour it in red.



Can you find things that sound loud/high?
Do you like these sounds or not?

Friday PM

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.

Let's go on a bear hunt dance!

Watch the video with the "Bear hunt dance".

<https://www.youtube.com/watch?v=U6JzyvHao-c>



Can you follow the dance routine?

Which is your favourite movement?

Remember to take your pictures/ video and send them to me to see your lovely dancing.

Wednesday PM

Drama 'Role play'

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: "We're going on a bear hunt" and creating our own activities and role play scenarios that promote an "Let's..." attitude.

Let's... Go on a bear hunt!

Can you re-act the story?

You can listen to the story here:

<https://www.youtube.com/watch?v=0gyI6ykDwds>

Here are some Ideas:

- Can you pretend to walk through long, wavy grass?
- Can you pretend to walk through thick, oozy mud?
- Go outside and collect some grass or broken twigs to create your forest.
- Get a blanket to make a cave. You might need a teddy bear too.

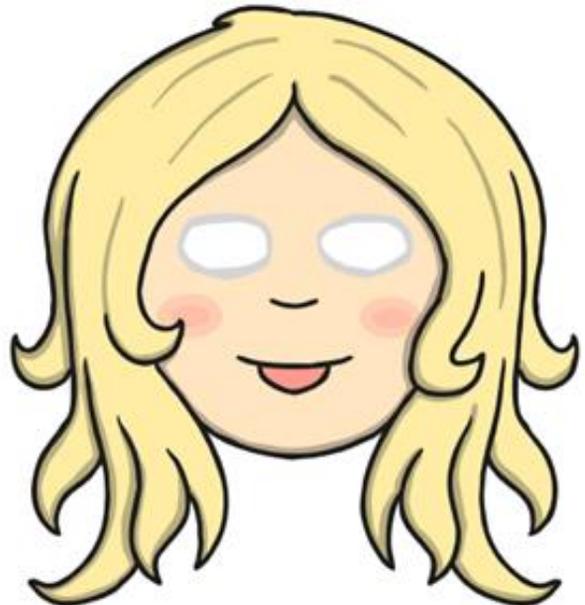
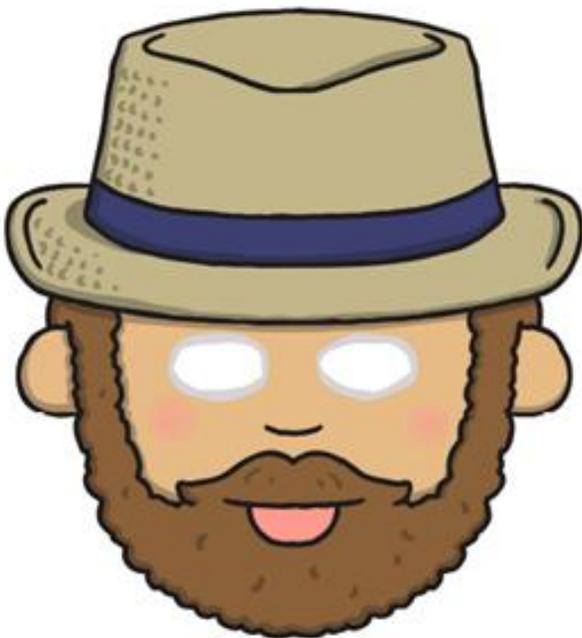
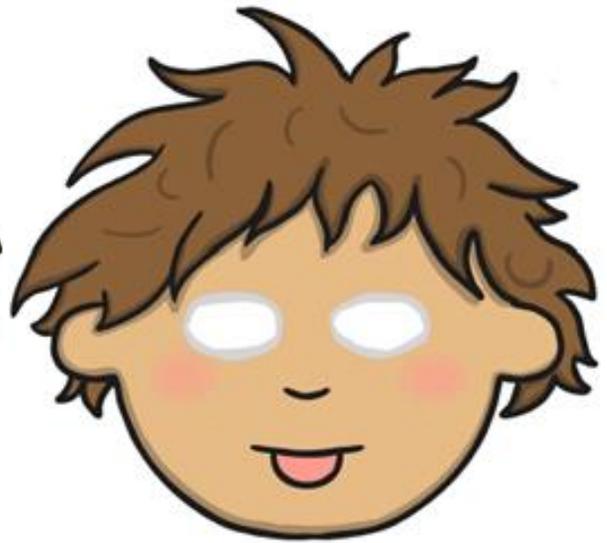


Wednesday PM

Drama 'Role play'

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: "We're going on a bear hunt" and creating our own activities and role play scenarios that promote an "Let's..." attitude.

Let's cut out the characters' masks for our role play



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.

Let's go on a walk safely.

Let's look the environment around us.
What can you see?

Remember the rules when crossing:



Let's listen to the song:

<https://www.youtube.com/watch?v=ffxaO8xJ7yw>

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.

Let's draw a picture or colour the following.

**STOP, LOOK, LISTEN AND THINK
BEFORE CROSSING THE ROAD**



Monday PM/Friday AM

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 cheese and vegetables to show our safe utensil usage in preparation to create a sandwich.

Let's Make a sandwich

1 **WASH AND DRY HANDS** 

2 **WEAR APRON** 

3 **TIE UP HAIR** 

4 **WASH WORK SURFACES** 

 **You**  **will**  **need:**

 **knife,**  **butter,**  **bread,**  **cheese,**  **tomato,**  **plates**

 **Get** **2**  **slices of bread.**

 **Put** **the**  **bread** **to**  **plate.**

 **Spread** **the**  **butter**  **onto** **the**  **bread.**

Use **a**  **knife** **to**  **cut** **a**  **slice of cheese.**

Use **a**  **knife** **to**  **cut** **a**  **slice of tomato.**

 **Put** **the**  **cheese** **and**  **tomato**  **onto** **the**  **bread.**

 **Put** **one**  **slice** **of** **the**  **bread**  **on** **top** **of** **the** **other.**

 **Enjoy** **your**  **sandwich!**

Remember to:

WASH DISHES 

Daily AM

Physical Wellbeing 'Routines'

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

Let's... wake and shake!

Follow the link on YouTube:

https://www.youtube.com/watch?v=AKlid_e-loE



Can you follow the Dance Routine?

Or

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



Remember to ask from someone in your home to record you so we can all watch our progress when back in school!

Tuesday PM

Physical Wellbeing 'Movement'

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

Let's walk like animals

BEAR WALK



- Bend over, place hands on the floor
- Keep arms and legs straight and back flat
- Move right hand/foot at the same time
- Move left hand/foot at the same time
- Keep head down

BIRD WALK



- Stand on tip-toes
- Wave arms slowly up and down
- As wings move faster, run on tippy-toes faster
- As flapping slows, the bird comes to a stop
- Adult or leader can set the pace in a group

CAT WALK



- Bend over and place hands on the floor.
- Keep arms and legs straight
- Arch your back to get your belly button far away from the ground
- Move sides of body together (i.e., right hand/foot)

SNAKE WALK



- Sit up on your knees
- Raise both arms above your head to be the snakes body and head
- Sway your arms and body together as one, side to side

Can you stomp like an elephant?
Can you think of any other animal to walk like?

Thursday PM

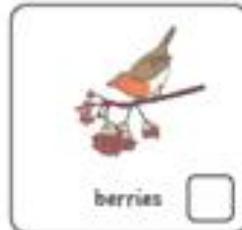
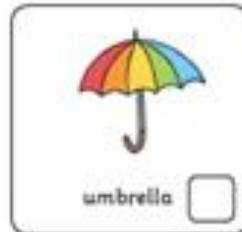
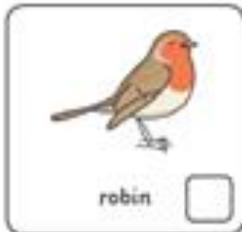
The World Around Me 'Seasons'

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

Let's Go for a winter hunt!

Can you find any of the following?

Winter Hunt List



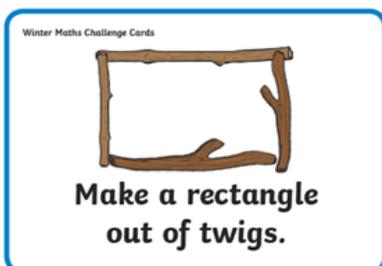
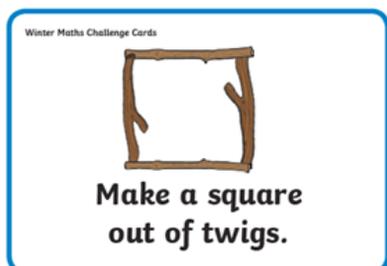
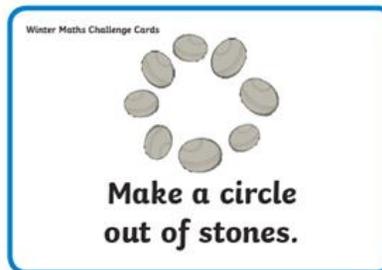
Thursday PM

The World About Me 'Seasons'

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

Let's make different shapes.

Can you collect some leaves and stones and make the following shapes?



Thursday PM

The World About Me 'Seasons'

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

Design Your Own Winter Clothes

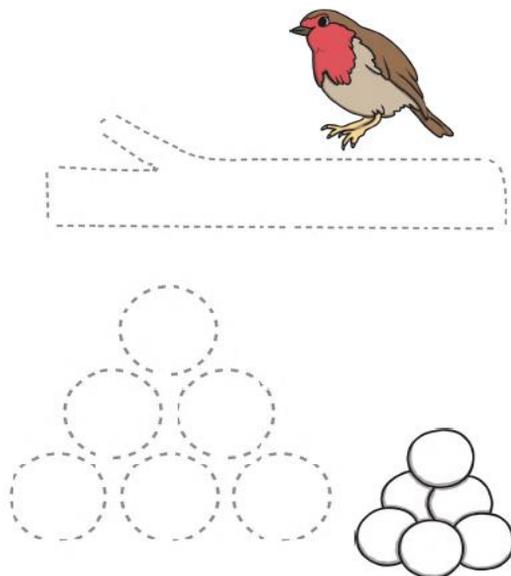
Can you design some colourful winter clothes that match?



Or

Pencil Control Worksheet

Trace the dotted lines as neatly as you can.



Thursday AM

Sensory Exploration 'Fine Motor Skills'

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.
Let's scoop, fill and pour.**

Edible sensory mud

I need:

- Bowl
- Icing sugar
- Flour
- Cocoa powder
- Water
- Scoops

1. Pour icing sugar and cocoa into a bowl
2. Add water until a thick consistency
3. Stir in a little flour at a time until dough like consistency
4. Add utensils for scooping and pouring
5. Enjoy!

Extra tip: Add extra water to make you mud 'runny'.



Sensory Forest

I need:

- Bowl
- Scoops
- Oats
- Leaves, twigs and peddles

1. Pour oats into a bowl
2. Go outside and collect broken twigs, leaves, peddles and anything you can think of
3. Mix these with the oats in the bowl
4. Add utensils for scooping and pouring
5. Enjoy!

