





St Mary's Primary School

ASD Resource-Tay Class

Learning Leaflet Term 1

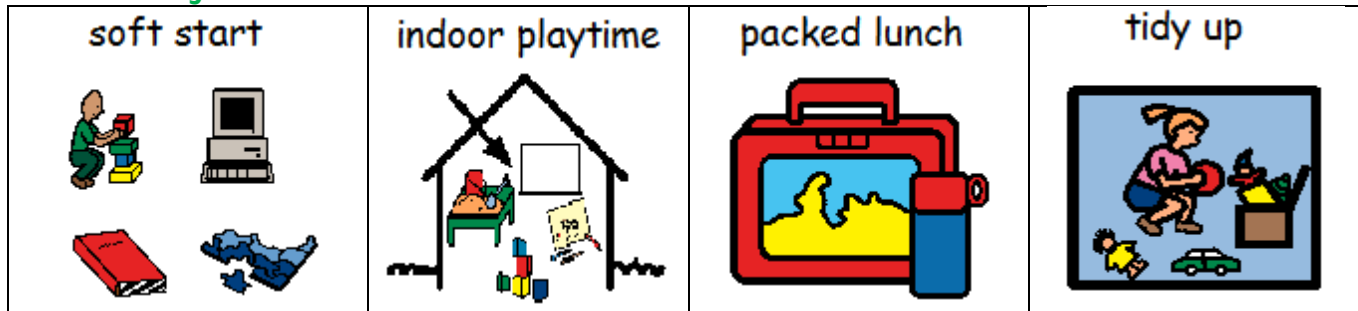


Health and Wellbeing

<p>wash hands</p> 	<p>toilet</p> 	<p>playtime</p> 	<p>health and wellbeing</p> 
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Mrs. Eileen Donnelly will be working with Advanced Pupil Support Workers (APSWs) Mrs. Sandra Hannah and Mrs. Frances Stewart. We have a new adult working with Tay Class this term, Miss Michelle Allan. We extend a big Tay Class welcome to her and she already loves working with our children. We are all getting used to an enhanced hand hygiene regime. Over the coming term, our Tay Class Team will support or supervise handwashing habits (for 20 seconds) with warm water and soap, then drying hands carefully. This will take place on arrival in the classroom, before and after eating, after toileting and at regular intervals throughout the day e.g. after coming inside from playing outdoors. We will also spend time on encouraging children to wipe and blow noses with tissues if they are sneezing, or have an itchy nose, and will also model and praise cough hygiene practices e.g. coughing into elbows.

Transitioning from home to school routines

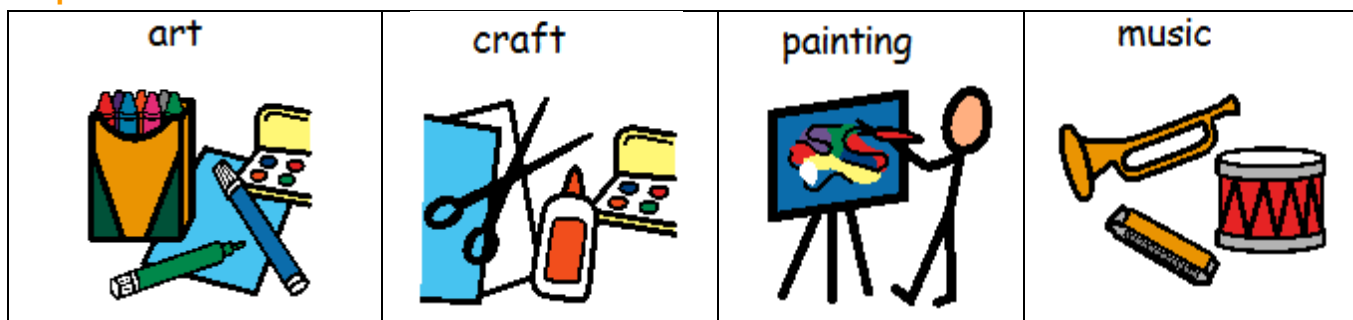


Our aim is to ensure that practical support is given to each child in order for them to be able to:

- take an adult's hand to and from school transport and move safely around the school building
- be able to identify their coat hook and shoe box in the cloakroom
- remove or put on own jacket and hang on the correct hook
- participate in Morning Group and routines
- indicate appropriate choices during play sessions, whether using symbols or verbal communication
- help adults and peers tidy resources at the end of an activity
- eat lunch in a calm, classroom environment
- open lunch boxes and drink from water bottles/ plastic cups, with physical assistance from staff, if necessary.

A focus will be listening to songs about self-care activities; to introduce or maintain the language needed for learning. At all times, as children acclimatise to a different version of school life and new routines, it is likely that simple steps may take longer to be followed. We are comfortable with this and know that pressure to rush through this stage would not be beneficial to the needs of individual pupils or the class group. The pace of classroom activities will be tailored to be inclusive of all learners' needs by the level of appropriate supports given.

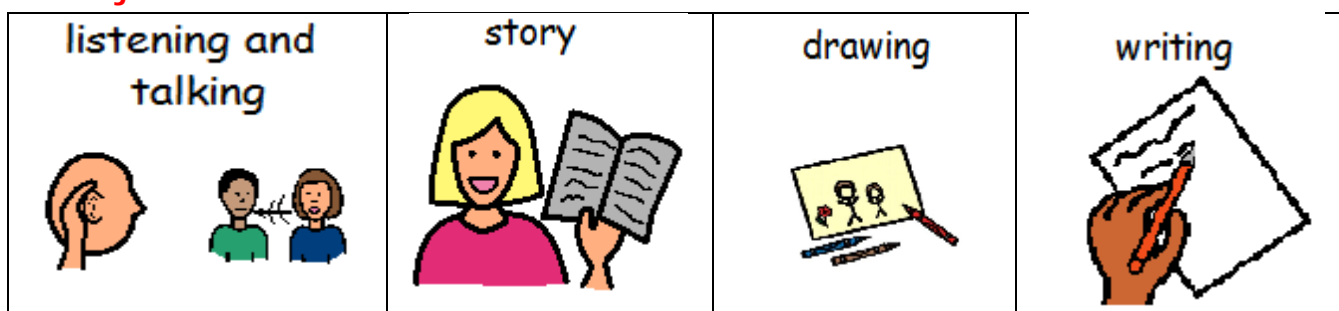
Expressive Arts



We will create a range of visual information using a variety of art materials safely. We will explore observational drawings/ paintings of faces and bodies using mirrors, then create collages of our ourselves and family members. We will make a range of 3D structures in technology tasks. Mrs. Smith will also supplement, on a weekly basis, learning and teaching to develop skills and techniques both in the classroom and outdoors. We will use simple musical instruments to play along to songs. We will learn some actions to accompany Nursery rhymes.

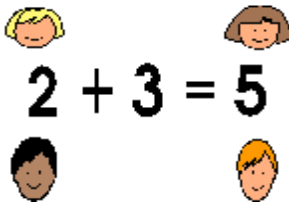

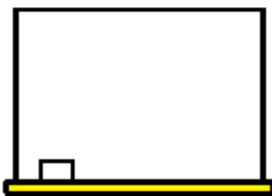

In the initial recovery phase, Literacy and Numeracy, in addition to Health and Wellbeing are to be prioritised.

Literacy and Communication







Many of our activities this term will help the children to become familiar with peers and encourage them to interact through play and socialisation. We will encourage development of fine motor and pre- and writing skills using a multi-sensory approach. We enable pupils to access support in using visual prompts, sign and gesture as well as spoken language. We will begin to match lowercase to capital letters and we will encourage use of pure sounds, not only letter names. We will practise holding a pencil and other media in mark-making. We will begin to recognise, trace, copy or write our own names. We will be shown how to form letters correctly. Some children will continue to access books from the Oxford Reading Tree scheme. Ideally, a short daily session where an adult reads aloud story books, nursery rhymes or information texts etc. is the aim but we find it is better to match sharing books to interest, engagement or energy levels. We will read aloud short sections of a book and return later, over several sessions.

Maths and Numeracy

<p>maths and numeracy group</p>  <p>$2 + 3 = 5$</p>	<p>games</p> 	<p>smartboard</p> 	<p>technology</p> 
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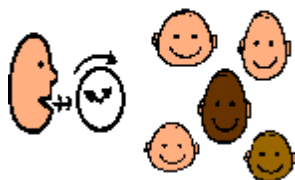


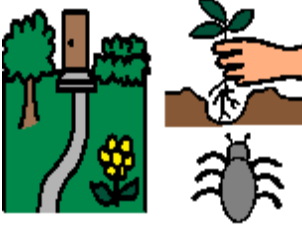
Activities will be accompanied by online learning games about numbers within 10, 20 or even beyond 100 for some. Maths topics will build on their existing knowledge by giving them 'concrete' or physical experiences. We will sort numbers up to 10, 20 or 100 as patterns with and without counting e.g. dot patterns, playing with a dice, matching dominoes and manipulating Cuisenaire rods. We will explore and create patterns with common 2D and 3D shapes.

Interdisciplinary Learning (IDL)

<p>RME</p> 	<p>science</p> 	<p>construction</p> 	<p>topic</p> 
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This term we will cover a range of mini-topics that will provide opportunities for children to learn as they play. Starting School activities will lead into 'All about Me and My Family' where we will look at personal history and how much they have grown and changed. Photographs from parents will be requested to share, observe, discuss and display. Seasonal Celebrations will be covered throughout the term. We will explore the wellbeing indicators and school values in the context of their impact on our experiences in playground games with our peers. We will have access to the school garden, Trim Trail and Sensory Room so that we can have fun being active.

Wider Achievements

<p>newstime</p> 	<p>show and tell</p> 	<p>imaginative play</p> 	<p>outdoor learning</p> 
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Any contact about what your child does at home is always exciting as it helps us feel connected with them and become more aware of their interests outside school. You are very welcome to send in photographs of their achievements at home to share with their peers.

The following are the ways you can keep in touch:

School E-mail: wlstmaryspol-ps@westlothian.org.uk

School Website: <https://stmarysprimarypolbeth.westlothian.org.uk/>

School Blog: <https://blogs.glowscotland.org.uk/wl/stmaryspolbeth/>

Remember the School App for Parents; reminders will come directly to your mobile:

Primary School App Search PSA in Apple or Google Play App stores: **Username: stmps PIN: 1967**

Parent Club: top Tips for Supporting children with Additional Support Needs

Tip 1 Talk to them

If your child is already settled in school, you can talk about the things that might be different because of safety precautions, reassuring your child that these are being put in place to keep everyone as safe as possible. Things like more frequent cleaning, regular hand washing before and after any activity, such as meal, snack and break times are just some of the measures schools are taking. There will be limited opportunities to move around the school or work in different areas, as each class will remain in its own space. If your child has just started school, talk them through all the differences between going to Nursery and school; you've no idea how much getting on the 'big, white bus' is envied by those who 'only' get taxis!

Tip 2 Keep a routine

Now that they're back at school, try to keep their bedtime and morning routines consistent, so that the return to school, especially after weekends and holidays, comes as less of a shock to the system – for them and for you! Sleep is really important for children, so it helps to have a nice, calming bedtime routine each evening, with time to read and chat together.

Tip 3 Be excited

Get your child used to the idea of going to school every day by getting out their favourite toys and playing schools together. You can do things like helping them check their toys in to class, reading stories, counting things together, and perhaps practise colouring-in. This is also a good game to play once your child is back at school, as it might bring to light any worries they have and help them work through them.

Many children don't like change, or are afraid of things they don't understand or don't know about. Letting them know more about what will happen once they go, or go back, to school will help calm any worries. Try not to spring any surprises on them!

Tip 4 Be positive

All staff in the ASD Resource totally understand this has been a difficult time for all of us, especially for children, so adults will make sure they help your child feel settled in to support their learning, whatever their age and stage. We are taking a play-based approach to reintroducing schoolwork, only moving on to formal tasks as each child is ready. We are focusing on the physical, mental and emotional wellbeing of the children as being fundamental to ensuring that children can re-connect with learning to once more engage effectively, not just catching up on what they might have missed.