

Home Learning

In the event of a class closing, Home Learning materials will be emailed to you from our new homelearning@greenmead.wandsworth.sch.uk mailbox.

You will receive the class curriculum map for the half term in an initial email. Later that day you may receive a second email regarding ongoing Homelearning if the class is potentially to continue to be closed. Please respond to this email with your choice from our Home Learning Offer.

On day 2 of a class closure a 'Home Learning Grid' will be provided as part of our universal offer. This will consist of activities for you to choose from linked to our half termly topic 'Lights, Camera, Action'.

Please choose one or two activities a day to focus on and we would love to hear or see photos.



Instagram

Follow us at
[@greenmeadschool](https://www.instagram.com/greenmeadschool)



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Curriculum Pathway Links

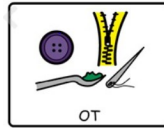
For some children in the sensory pathway classes there will be identified areas of the curriculum where they will access semi-formal or formal learning. Your child's class teacher will discuss this directly with you, if this applies to your child.

Integrated Therapy (includes Physical Development)

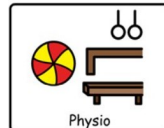
Pupils each have a positional plan based around the physio and occupational therapy goals. These positions are carefully selected to best match whichever activity/session a pupil is participating in to ensure maximum **integration** of therapeutic and curriculum delivery. These are reviewed half termly.

This half term we have a focus on **SEMH**. Our focus will be specifically on **Expressive Arts and Design**

Therapy team



OT



Physio



Speech Therapy

Barbara is the school's Clinical Lead.

Therapists are allocated to classes and individual children and you will be contacted to let you know who they are.

Useful info

There are 8 children in your child's class.

Class lead: Denise Hunt

Support staff: Chloe, Marisha, Vicky



CURRICULUM MAP

Autumn 2 2021

Lights, Camera, Action



Mercury Class



EYFS Curriculum - Areas of learning covered include:

Communication, Language and Literacy

Personal, Social and Emotional Development (PSED)

Physical Development

Expressive, Art and Design

Understanding the World

Maths

Integrated Therapy (includes weekly positional plans and integrated therapy goals)

Communication, Language and Literacy

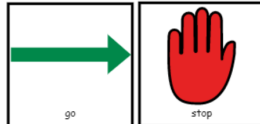
We will have daily communication sessions which will focus on our Pathway Core Vocab— **More, finished, Yes, No and Me.**

Most communication sessions are also topic based.

This half term our focus choice making and likes/dislikes.

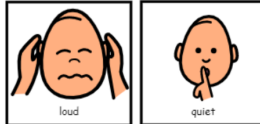
Our focus vocab is:

Ready, steady, go



Go/Stop

Loud/Quiet



We will also be working on the whole school focus. Our vocab for this will be **Writing for a Purpose**

This may look like, delivering letters or making invitations.

Maths and Cognition

As with communication, our weekly cognition activities will have a topic focus and well as a specific cognition focus. The areas focused upon are as follows; **Exploring, Upper Limb Manipulation, Object Permanence (when something is hidden from view), Visual and Auditory skills and Cause and Effect**

This half term our focus will be on **Object Permanence and Visual/Auditory skills.**

Topics links:

Week 1 and 2: Future— Avatar

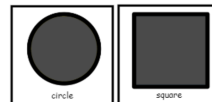
Week 3 and 4: Present— Wicked

Week 5 and 6: Past— Mary Poppins

Week 7: Christmas

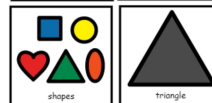
We will also be working on the whole school Maths concept of shape. Our vocab for this will be:

Circle



Square

Triangle



Personal, Social and Emotional Development (PSED)

SEMH and PSED are at the heart of everything we do in the sensory pathway throughout your child's school day.

This half term our focus is **Expressive Arts.** This will be covered by an additional **music session** each week as well as through our project with **Oily Cart 'The Cart'**

See Oilycart.org.uk for more information .

The project we are working on is their new show which will be running next year.

Attention and Focus

This half term we will be focusing on pupils **self-occupancy skills.** This may mean working with favoured activities which we will work towards the pupils taking part in with as little adult support as possible.

As it is not always possible to be with pupils the entire time they are at school, it is an important part of their learning to begin to occupy themselves from time to time. This is an important element which can contribute to the development of independence