



Broadmeadows

SPECIAL DEVELOPMENTAL SCHOOL

Edition 15, Friday 21st August, Term 3 2020

We have been working on adding new content to our Parent Lounge feature on our website, in addition to uploading Term 3 Home Learning content to our Student Learning portal. We would encourage you to take a moment to look at our Parent Lounge, to see the wonderful information and tips that are featured. Many of the articles featured in our newsletter refer to additional or supportive content featured on our Parent Lounge in the Activities at Home folder, to complement the newsletter article and to support you to engage in the activities at home with your child. Please take a moment to look, we are delighted with the content that is being uploaded.

In this newsletter we feature quite a few learn at home activity ideas paired with supporting ALDs that you can use with your child as you engage in the activity. We have received a lot of feedback from families about using ALDs and visual supports at home and we have loved seeing pictures of students using their ALDs at home as they engage in their home learning activities. We are delighted to see how confident our BSDS families have been in using these language supports at home. Should you have any questions about using ALDs please don't hesitate to ask your child's teacher, or visit our Parent Lounge to view some great tools created by our BSDS Speech Pathologists in the Communication folder – the Using Symbols folder has a great article on using ALDs and the Communication at Home folder has simple tips on how to develop communication during mealtimes using ALDs.

Please note that we have had a slight change to our school email address, as featured on the bottom of this newsletter. Our new email address is - Broadmeadows.sds@education.vic.gov.au Should you wish to share your child's home learning achievements with us during Term 3, please use this email address and we will celebrate your child's work with their teacher/s and in our newsletter, like this wonderful photo of Maryam engaging in her snowflake activity from her first activity pack.



Take care and stay safe.

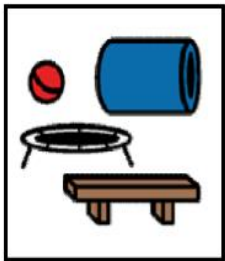
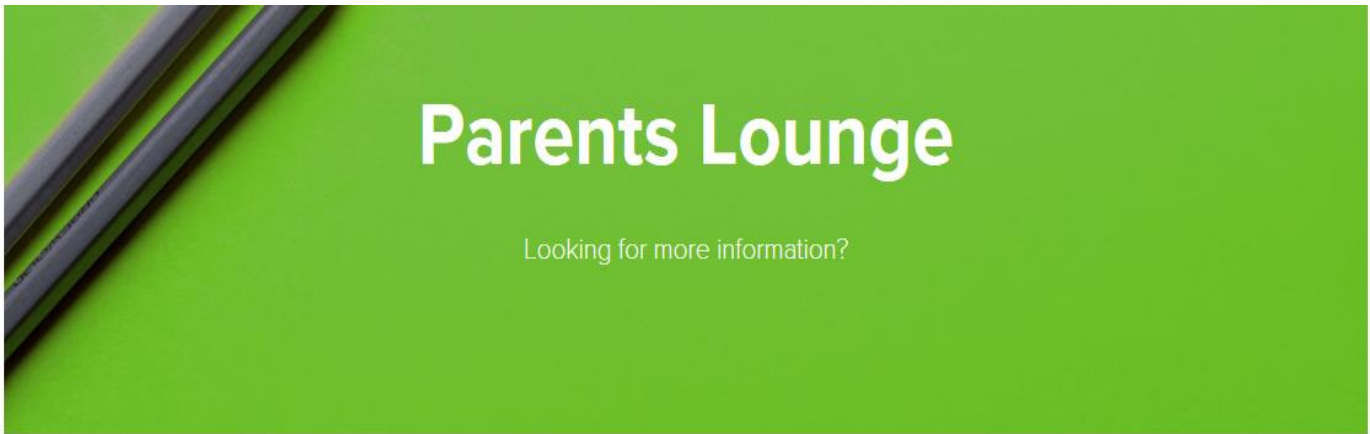
Susi Wirth
Principal

DATES TO REMEMBER TERM 3 2020

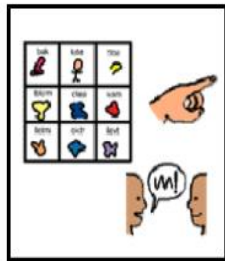
DATE	EVENT TO REMEMBER
Friday 18 th September	Last Day of Term 3

NEW LOOK PARENT LOUNGE

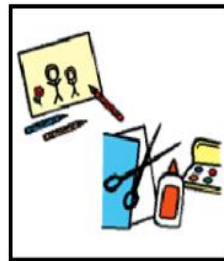
Check out our new look 'Parents Lounge' –



ACTIVE PLAY



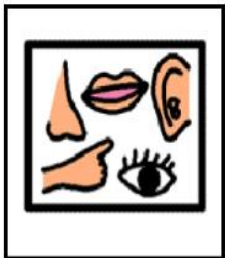
COMMUNICATION



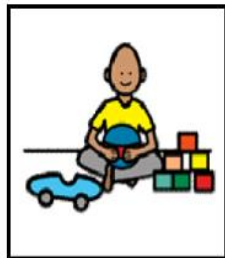
DRAWING AND WRITING



IN OUR BSDS KITCHEN



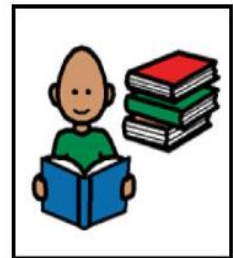
MULTI SENSORY PLAY



PLAY ACTIVITIES



HOME ROUTINES



READING AND STORIES

Go the school website: <https://www.broadmeadowssds.vic.edu.au/>

Click on the 'Parents Lounge'



Learning Beyond Words
TEACHING AND LEARNING AT BSDS

100 DAYS SINCE STARTING SCHOOL!

Our Foundation students have now completed 100 days of schooling. This year has been a particularly challenging start to school life for these students and their families. Nevertheless, they have all accepted these challenges and tackled them with smiles on their faces, and we couldn't be prouder of the resilience they have shown while engaging in on-site schooling and home learning tasks.

This year we have seen teachers and parents working together to support the students to engage in learning tasks. This teamwork is evident in the joy the students continue to show while at school and home.

Congratulations on completing 100 days of school!

Please find activities to engage in to celebrate this milestone on the website in your child's room folder.



Respect

Opportunity

Engagement

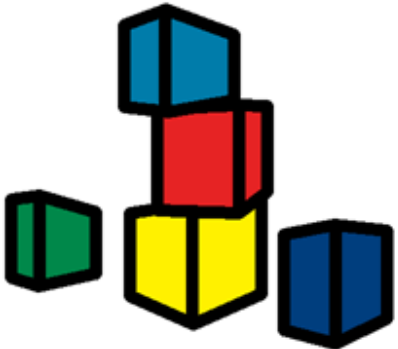
Communication

Support

Learning Beyond Words
TEACHING AND LEARNING AT BSDS

100 DAYS OF SCHOOL BINGO CHALLENGE!


Complete the actions and activities below. Once you have completed all 10, you will have done 100 actions. 1 for each day since being at school!



Build with **10** blocks



Jump **10** times



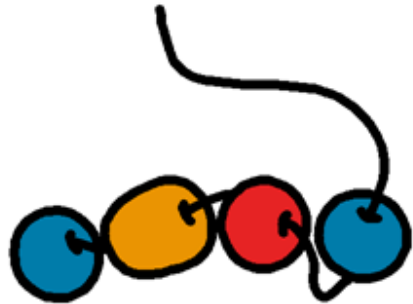
Draw **10** pictures



10 minutes reading together



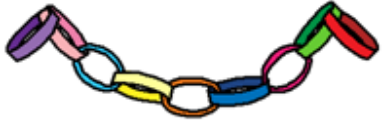
Count to **10** song



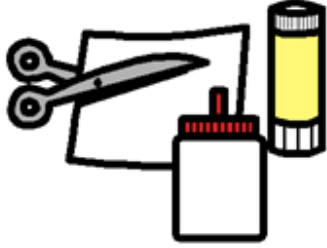
Thread **10** beads



Walk **10** times around the yard / lounge room



Make a paper chain with **10** links



Cut and paste **10** bits of paper to decorate a picture



Give **10** hugs







BINGO
Challenge

Learning Beyond Words
TEACHING AND LEARNING AT BSDS

FROM LITTLE THINGS, BIG THINGS WILL GROW!

 **16**    
Room 16 planted seeds in July



   
We followed the instructions





Watched




Waited

     
Guessed what colour flowers will grow



  
Look! They've grown!

Learning Beyond Words
TEACHING AND LEARNING AT BSDS

A WONDERFUL RETURN TO ONLINE LEARNING FOR THE DIMBOOLA SILVER TEAM

Students from our Dimboola Silver Team have been working very hard at home, achieving a fantastic return to online learning. They have been busy exploring a range of sensory, fine motor, numeracy and literacy based activities. Recently they have especially enjoyed reading the story 'Meerkat Splash'. The story is about Meerkat friends who make one big colourful bath! Within this story, students worked to develop their recognition of colours whilst engaging in water play and had lots of fun experiencing different textures and objects to build understanding. Keep an eye out for next week's story 'From Head to Toe', where we will be exploring all of the wonderful things our body can do. Here are some photos of us at school, using our hands, eyes, ears, nose and feet to do different things!



Learning Beyond Words
TEACHING AND LEARNING AT BSDS

CAREER EDUCATION POST-SECONDARY PROGRAMMING 2020 AND BEYOND

There have been some significant changes and extensions to the Careers Education Program on the Sorrento campus at Broadmeadows SDS.

A suite of new Department of Education (DET) initiatives will ensure families and students:

- Have access to high-quality career education, and
- Make more informed career and pathway decisions to prepare them for life beyond school.

We have introduced career education as per DET policy. We are defining career as a continuation of adult learning in post-secondary life. This can include:

- Community access
- Club membership
- Volunteering
- Supported work experience
- Supported employment
- Opportunities to explore hobbies/interests

Depending on the student all or one or two of these aspects will be appropriate.

There are now two teachers working with me (Andrea Mapalo and Muireann Lambe) to increase work experience/external training programs for our students. This is in addition to all the internal work education programs we have as part of the Senior Curriculum.

We will be looking at including years 10 – 12 in our documentation this year. This will extend further to include year 9 students from next year.

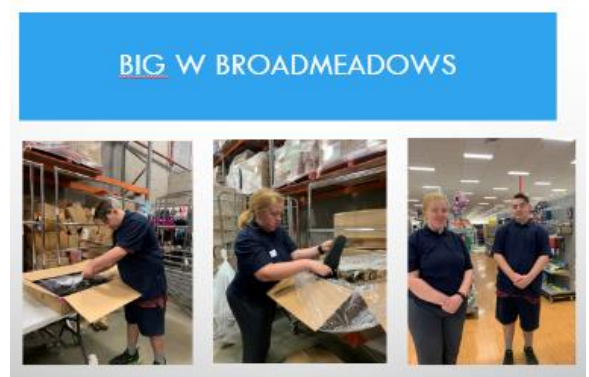
With Andrea and Muireann we will be able to work individually with students and parents to document more information as part of the post-secondary handover.

We can now offer:

- Career portfolio
- Student profiles
- Photo stories
- Career Action Plans
- Video profiles
- Resume

Students who are in year 10 and 11 this year and year 9 next year will be able to prepare more effectively for their post school life. Teachers will be able to pinpoint changes in skill level and capacity which will assist in matching appropriate post-school programs.

If you would like more information on any of these initiatives please don't hesitate to contact me on 93021244/0481224440. Katy Brindle



Year 12

My Career Action Plan

Broadmeadows SDS

Put a photo of yourself here

Name: _____

Learning Beyond Words
TEACHING AND LEARNING AT BSDS

DANCE AND MOVEMENT AT BSDS

We started Term 3 together exploring dance and movement at both Dimboola Road and Sorrento Street. We used a range of props to move with including hoops, ribbons and the parachute.

We watched our friends and staff use these in different ways and tried to copy! At Sorrento Street we began to try some yoga - it was called 'Rachel's Day in the Garden' and it was fun! You can find it on YouTube if you'd like to try it at home - <https://www.youtube.com/watch?v=OP35lIWpm4w>

At Dimboola Road we were following different choreographed dances to practise copying along.

We also listened to some different genres of music as we were moving around our space. We listened to children's reggae songs before moving onto Australian Indigenous songs - we have continued the different genres in some of our home learning videos, so keep looking out for those!



Respect

Opportunity

Engagement

Communication

Support

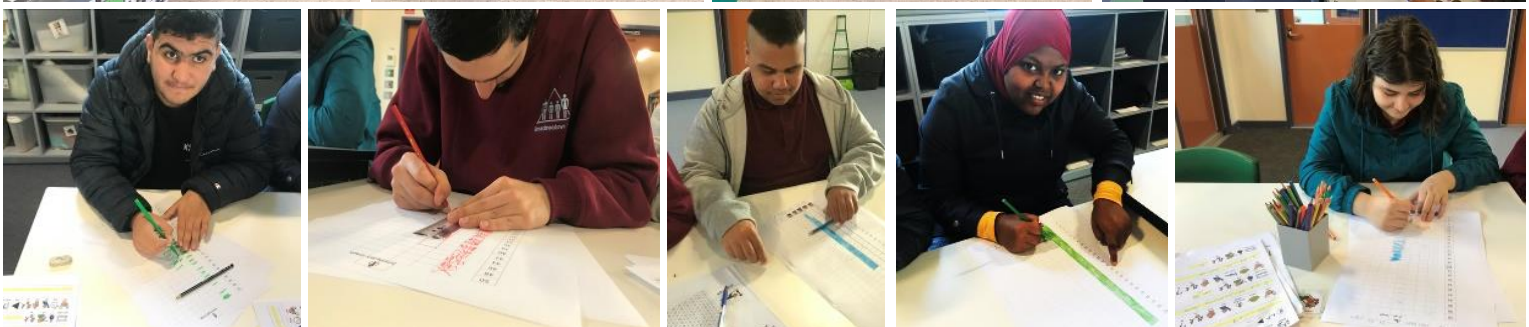
Learning Beyond Words
TEACHING AND LEARNING AT BSDS

BROADMEADOWS NINJA WARRIOR

In Room 16S this term, we have been doing our own take on the TV show Ninja Warrior. Each week students do different strength and fitness exercises in our PE session, competing against themselves and each other to get the best times/reps of the exercises. In the follow up session, the students write personal goals for themselves for each exercise, and use the skills they have learnt in maths sessions to make graphs of the number or reps or times for each student for each exercise. The students have begun to develop their own introduction video, with their backstory and goals for the term. A session enjoyed by all!



This program saw our students doing the plank, wall sit, long jump, reach test, finding out results and graphing the data!



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Learning Beyond Words
TEACHING AND LEARNING AT BSDS

PICNIC EVENT

Sorrento Room 5 students have been doing some event planning for a special picnic. Students gathered their ideas (brainstormed) to create a list of foods, snacks, games and resources they would need for the picnic. The following week they voted on their options, tallied their votes and came out with a plan to make sandwiches, veggies and some chips along with plans for games and music for their picnic.

They submitted a shopping list to Leadership of the items they would need from Coles based on their choices and results from their votes. On picnic day each student was responsible for making their own sandwich based on the order form they had created and each student was given a job. They decided to have the picnic indoors as it was a sunny day outside but the weather was chilly so they set up and ran their picnic in Room 10 by:

- Packing the basket
- Setting up the picnic – blankets, pillows
- Trying new foods- capsicum, onion and beetroot! Yum
- Organising games
- Serving the food
- Playing the music
- HAVING FUN!



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Learning Beyond Words
TEACHING AND LEARNING AT BSDS

WOMBAT STEW

In Middle Years, students loved reading the book 'Wombat Stew' during Week 5 of online learning! Students watched an online video of their teacher reading and acting out the story. They read along with the story at home, using a copy of the book and an ALD provided in the learning pack. They then completed some work about 'Wombat Stew' from their packs, including sequencing images from the book, counting out animals and handwriting activities. Well done, Middle Years!



Cut the **4** pictures and paste them in order



The Stew

Count the pictures and write down the answers in the circles.

Counting activity with animal illustrations and empty circles for answers:

- 5 kangaroos
- 7 koalas
- 10 wombats
- 8 possums
- 4 emus
- 10 birds

The Stew - Pencil Control

Pencil control activity with dashed lines for tracing:

- 5 large dashed circles
- 3 small dashed circles
- 10 dotted circles

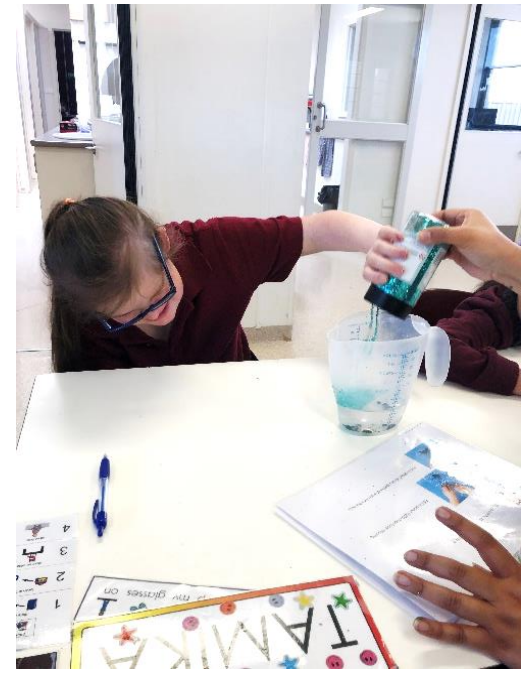
Learning Beyond Words
TEACHING AND LEARNING AT BSDS

SENSORY CREATIONS IN ROOM 6

Room 6 students have been working together to create sensory oil bags as part of the Sensory Creations program. We collect orders and create a variety of sensory oil bags using baby oil, glitter, water and food colouring. We have enjoyed experimenting with different colours to see what works well together and are very proud of our finished products.

Do you want to make these gorgeous bags at home too? Follow this YouTube link for a simple follow along recipe.

<https://www.youtube.com/watch?v=uMHNOhHWE6A>



Respect

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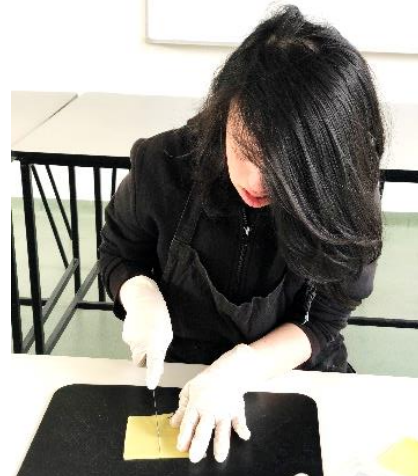
Communication

Support

Learning Beyond Words
TEACHING AND LEARNING AT BSDS

BREAKFAST BAKERY

Room 17S work hard in this Internal Work Experience program to prepare morning tea and coffees for teachers to buy. In the Breakfast Bakery program students use an order form to take orders. They then bring these order forms back to the classroom and work through to identify how many coffees and how many croissants they need to make. In the kitchen they use the order forms to make a variety of croissants and in the Pop-Up Shop they make the coffees.



Do you want to make a toasted croissant at home? Visit the Parent Lounge and go to the In Our BSDS Kitchen folder to watch the Cheese and Tomato Croissant recipe we used to celebrate Mother's Day. The follow along video also features matching Key Word Sign you can use too!

Respect

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Support

MOVING, POSITIONING AND LEARNING

At school, our two Physiotherapists, Laina and Lucy, support students in the classroom with positioning and movement programs. One of the areas of focus is on strengthening core muscles. These are the deep muscles of our tummy, back and pelvis that support our posture. These muscles work when we sit, walk, run, jump, write and draw. When they are weak or tired, it is hard to sit up straight and do tasks such as writing or eating.

At school movement “breaks” are encouraged, with frequent changes of position such as getting down on the floor, standing or stretching. There are also regular opportunities for active play including doing obstacle courses, swinging, jumping, bike-riding, shooting basketballs, doing animal walks and dancing. These activities are great for improving core strength, feeling good and staying fit. At home, here are some ideas to move and strengthen our muscles and bones:

- Get down on the floor (especially on the tummy or all fours) to draw, move cars, build or read
- Stand up for cooking activities, painting or drawing on an easel
- Bring a football or soccer ball out with you for your daily exercise
- Bike riding
- Jumping or hopping games, star jumps, rocket jumps
- Build an indoor obstacle course – e.g. - walk over ice cream tubs, crawl under tables, walk on pillows/blankets
- Online dancing:
 - Go Noodle (YouTube) e.g. - Trolls: Can't Stop the Feeling, I Got A Feeling
 - Just Dance (YouTube) e.g. - Workout 1, Just Dance Kids 2
- Big ball activities: throw, roll, sit, bounce, Superman
- Yoga cards or yoga online: [Cosmickids.com/category/watch/](https://www.cosmickids.com/category/watch/) (go on Yoga Adventures)

For more ideas, visit the Broadmeadows SDS website: [Parent Lounge: Active Play](#), or speak to your child's teacher to get 'Tip Sheets' on different exercises you can do at home.



Leon – on the mini trampoline with stability bar. Building balance skills and core strength.



Eve – bike riding builds general fitness, core muscle strength, balance and coordination skills.



Yusrah – crawling through play tunnel. Strengthens the core, shoulders, hips and more.

Bonita – sitting on an exercise ball builds core strength, balance and coordination skills.



Lachlan - using a scooter board for fitness, balance, and strength in core, legs and arms.

Learning Beyond Words
BSDS OCCUPATIONAL THERAPY TIPS

FINE MOTOR AND PENCIL GRIP DEVELOPMENT AT HOME

The development of pencil grip relies on a number of key skill components across the body, including:

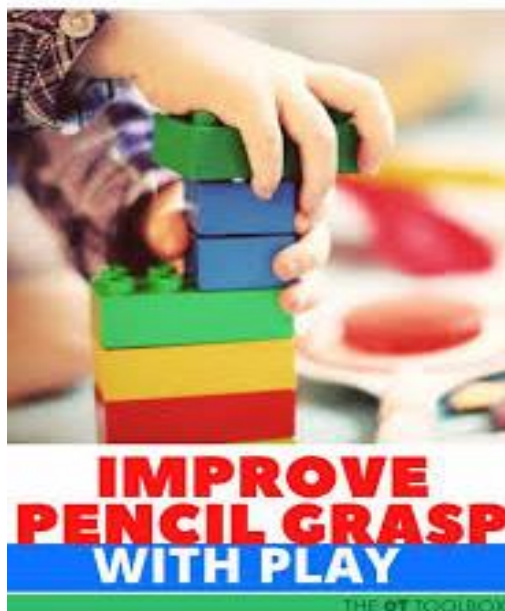
- **Postural control and core strength** - Ability to hold a base of support from which the arms and legs can move with precision and control.
- **Shoulder stability** - Strength and control in the shoulder.
- **Crossing the midline** - Ability to use one side of the body on the opposite side of the body. Reaching **ACROSS** the centre of the body.
- **Hand strength** - Strength and control in the small muscles in the hand and fingers.
- **Finger isolation and in hand manipulation** - Ability to move fingers individually or move small items within the hand.



These skills help to develop and strengthen the muscles which are used during the complex and precise tasks of drawing and writing.

Activities you can complete at home to help develop these skills include:

- Animal walks or yoga.
- Sitting on a gym ball or peanut ball for drawing or writing tasks.
- Playdough (rolling, squeezing, poking, pinching, using cutters and tools e.g. - cookie cutters, plastic knife, scissors, hiding small objects and pulling them out).
- Using tongs to pick up items hidden in sensory rice or playdough.
- Picking up items hidden in sensory rice or playdough, focusing on using the thumb and first finger.
- Using pegs e.g. - hanging washing on a line or small items like tea towels or face washers on a string hung inside.
- Threading items (e.g. - beads, cereal, dried pasta) onto string, pipe cleaners etc.
- Writing in different positions.
- Writing upright on the wall or an easel.
- Using shaving cream, white board markers or window chalk on the windows. Then use a spray bottle and sponge to clean off the mess.
- Using chalk on the ground.
- Laying on tummy to draw or write.



Respect

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ACTION ABC'S

Article content courtesy of: <https://becomingtomorrow.com/5-easy-ways-to-teach-your-toddler-the-alphabet/>

Get a little creative at home whilst supporting your child to learn and remember letters and sounds by adding in a little action! Run through these Action ABC's with your child and you'll both have a great time learning and playing and moving together!

Action ABC's

A	Crawl like an Ant	Sniff with your Nose	N
B	Bounce like a Ball or Buzz like a Bee	Hoot like an Owl	O
C	Stretch like a Cat	Be a Pig rolling in a Puddle	P
D	Dance like a Dog or Duck	Be Quiet "shhh" the Queen is sleeping	Q
E	Swing your trunk like an Elephant	Run like a Rabbit	R
F	Hop like a Frog or Swim like a Fish	Stomp in your Shoes	S
G	Gallop like a Goat or Honk like a Goose	Tickle your Toes	T
H	Hop like a Hippo	Get Up on your Unicorn	U
I	Itch your ears	Play your Violin	V
J	Jump with a Jump rope	Wave like Whales	W
K	Fly like a Kite	Play your Xylophone	X
L	Leap like a Lion	Yawn	Y
M	Move like a Monkey or Mouse	Zip your Zipper	Z

Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING THROUGH STORIES AND CRAFT

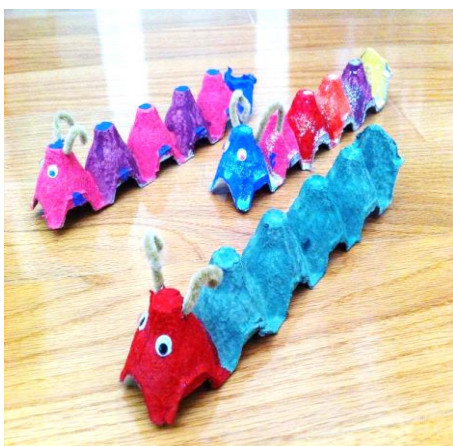
Article content courtesy of: <https://www.theinspirationedit.com/25-fun-hungry-caterpillar-activities/>

Having fun and using stories as a basis for learning can help children to develop their imagination and creative sides. There is so much you can teach a child through interest based play – using a child’s interests to extend learning is a great way to scaffold and support a child’s learning.

We are excited to share some great at home craft ideas based on the book, “The Very Hungry Caterpillar”. Art and crafts can be a great way to help children develop a number of skills including:

- Fine motor skills
- Literacy development
- Language and speech
- Social development and engagement

A simple weekend activity could include watching a read aloud version of The Very Hungry Caterpillar story at <https://www.youtube.com/watch?v=75NOK-Sm1YY> and then setting up an engaging craft activity at home to interest your child. We’ve given some ideas below, all using household items you are sure to have stored away and have also included a related ALD and KWS to use to support the activity at home.



Respect

Opportunity

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Learning Beyond Words
LEARNING AT HOME IDEAS

**LEARNING THROUGH STORIES AND CRAFT – THE VERY HUNGRY CATERPILLAR
ALD**

Visit our Parent Lounge in the Activities at Home folder for some wonderful videos one of our BSDS Speech Pathologists has made to go along with this ALD.

 finish	 more	 who	 what
 help	 we	 you	 I
 good	 roll	 cut	 make
 Yayi	 pinch	 stick	 want
 Oh no!	 green	 red	 hungry
 something different	 play dough	 paper	 caterpillar

Respect

Opportunity

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LEARNING THROUGH STORIES AND CRAFT – THE VERY HUNGRY CATERPILLAR
KWS


Hungry caterpillar

What




Point dominant index finger, palm away from body, at mid chest height. Mouth formation: vertical from chin to lips, open.

Who



Point dominant index finger, palm facing body. Mouth open in great 'S' mouth gesture.

More



Open dominant hand, fingers spread and little fingers on outside. Mouth: Mouth hand forward.

Finished



Extend dominant thumb, fingers closed. Neck hand formation from side to side several times.

We



Point to left using extended dominant index finger and move the same finger in a sweeping motion to indicate the other. Pronoun gesture: "They" with two hands.

Make



Move dominant hand in small circles towards body. Making swiss on non-dominant leg.

Cut (scissors)



Move dominant index and middle fingers, in a cutting action, while moving hand forward. "X" shape cutting with cut signs.

Playdough



Roll open dominant hand in ball of open non-dominant hand. Same gesture, eyes looking away from body. Alternative: move hands backwards and forwards while in contact, clockwise.

Good



Extend dominant thumb, clear rest of fingers from leg. Thumb pointing up, mouth forms with open, pleasant gesture.

Want



Move heel of open dominant hand down front of chest and then to palm down.

Paste



Push both hands, back of dominant hand against back of non-dominant hand. Push back against fingertips once and separate palm. Lift and separate dominant hand from non-dominant.

Hungry



Place extended dominant hand above or side of neck. Move two fingers backwards with thumb. (L, S, W, NT, T)

Red



Place extended dominant index finger on chin. Move in a small circle. (L, S, W, NT, T)

Green



Place back of open dominant hand on wrist of non-dominant arm. Move formation up to elbow. (L, S, W, NT, T)

Paper



Knock fists together, palms facing, twice.

Different



Point index fingers of both hands, palm down. Place edges of index fingers together. While moving hands, apart turn to palms up.

WAYS TO SUPPORT WRITING AT HOME

Article content courtesy of <https://www.naeyc.org/our-work/families/support-writing-home>

Writing is a skill that all children need more practise with. The more you write, the more successful you are with it. One thing that parents can do to help support a child's writing is to create a home environment that encourages writing. Children like to scribble, make marks that look like letters, and play with writing.

Chances are, your child will experiment with writing long before he or she learns to read. Written language needs to be purposeful and meaningful to your child. Here are some ways to help your child learn about and practise writing at home.



Display children's writing in a special place. Hang your child's work on the refrigerator, a bedroom door, or a cork board; tape it to a bathroom mirror or tile. Or, scan the writing and send it to their grandparents. You will be telling your child that their writing is important and worthy of being shared.

Write in front of your child and talk about it. Whether writing a shopping list, thank you note, or e-mail; completing an application; or ordering from a catalogue, explain what you are doing. Ask your child what to add to the list or what to say in the thank you note or e-mail.

Invite your child to dictate stories. While playing together, encourage your child to tell you a story about where the cars and trucks are going or who lives in the Lego house. Write down exactly what they say. Read it aloud afterward. Suggest that your child draw some pictures to illustrate their story.

Create greeting cards for special occasions. Provide paper and crayons or markers so children can make cards and then "sign" their names when finished. Show them old cards with phrases like "Happy Birthday," "I Love You," and "Season's Greetings" to copy on their cards.

Create real opportunities for your child to write, such as letters, posters or invitations.

Make a Menu. Let your child design and write the menu for a family dinner while you do the cooking. Write difficult words for them to copy, or let them look up words in a dictionary. This activity can be done on art paper with gel pens, or on a word processing program.

Create an "office" for your child. Gather different kinds of paper, envelopes, pencils and pens, crayons, stickers, and labels. Place them on a shelf near a desk or table or in a basket your child can carry to a comfortable place for writing. Add interesting and exciting items like address and date books, calendars, or an old computer keyboard.

Involve your child in writing while running errands. Offer a pad and pencil and suggest your child make a "reverse shopping list"—a list of things you've already bought. These tasks let children write and keep them busy as they learn new skills! Fill a backpack with writing tools and paper to take in the car or while doing errands.

Put writing materials in several places around the house. Provide pencils, crayons, or markers in coffee cans or baskets, along with a basket of small unlined pads, notebooks, or clipboards with paper. Place these collections in the bathroom, kitchen, or living room.

Take it outside! Let your child write or draw with chalk or old paintbrushes and water on sidewalks and fences.

Work with them to put labels on special things – like the door to their room or their toy box.



The important thing is that your child has fun writing at home and is making an effort. Encourage all writing efforts. Make writing an everyday part of your child's life at home!

LANGUAGE STRATEGIES – NAMING

Article content courtesy of: <http://www.talk.ku.edu/wp-content/uploads/2014/09/PC-Manual-web-site-and-distrib-9-26-141.pdf>

What is naming?

- Describing the actions in which your child is involved.
- Naming or describing the toys or materials your child is playing with.
- Talking or signing about activities or objects in which your child has shown interest.
- Talking or signing about activities in which you and your child are doing together.
- Describing what you are already doing with your child during care routines.

Why is naming important?

- When you comment and label, you give children opportunities to hear how we talk or see how we sign about our surroundings and our actions, and you teach the correct names/labels for the actions and objects a child sees or plays with.
- When children hear more words, hear how words are used, and see how people communicate their needs and wants, they will be more likely to use gestures, vocalise, and use words to communicate their needs and wants.
- As children explore their world, they need new words to talk about all they see, touch, taste, smell, and hear. Naming provides children with new words to describe their experiences.

NAMING

WHAT TO DO:
Name/label the things that the child is playing with, looking at, doing, eating, etc.

WHY DO WE DO IT?
Children need to learn the names for things they see/do every day as they do not automatically know them.

WHEN TO DO IT?

- Play**
Name what the child is doing and playing with.
E.g. “pushing” or “doll”
- Snack**
Name what the child is eating or drinking.
E.g. “apple” or “milk” etc.
- Clothes**
When getting dressed, name what clothes the child is putting on.
E.g. “shoes” or “hat”

LANGUAGE STRATEGIES

Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING THROUGH PLAY – BIG CONSTRUCTION PLAY

Learning:

There are lots of learning opportunities through engaging in construction play:

- Hand-eye coordination
- Heavy work
- Planning and coordination
- Gross motor development
- Concept development (up/down, in/out)
- Numeracy development (size, weight, measurement, shapes)
- Anticipation- “Ready, set... go!” knock the tower down!

Resources:

- Blankets
- Cushions
- Sheets
- Chairs
- Big Boxes
- Yoga Mats
- Gym Balls
- Buckets

Process:

- Collect your building materials from around the house.
- Build up together, see how high you can build - get creative.
- Have fun- knock down your tower.
- Build a fort or a tent, hide underneath.
- Be silly and have fun.
- Pack away (even more heavy work!).



Respect

Opportunity

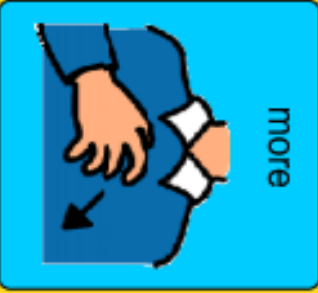

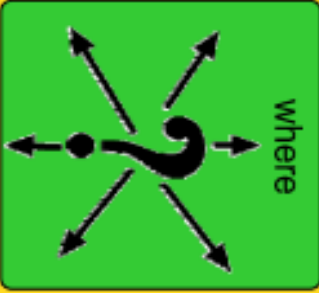

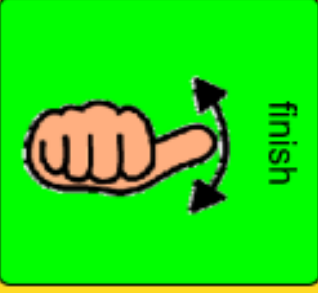


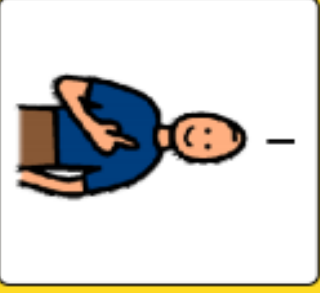
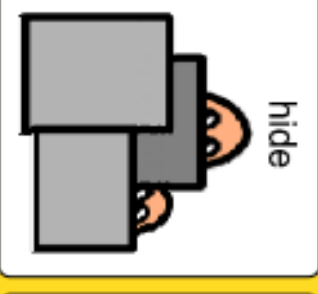



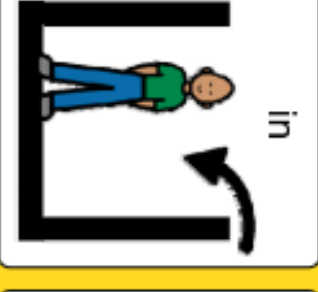
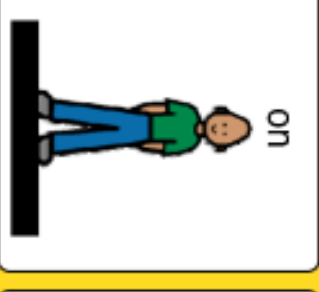
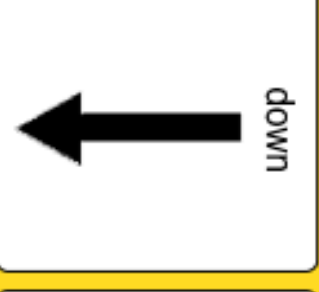
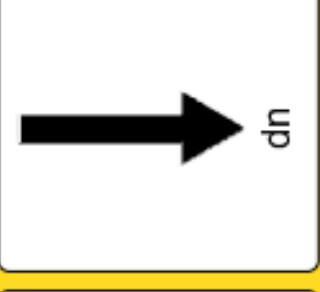
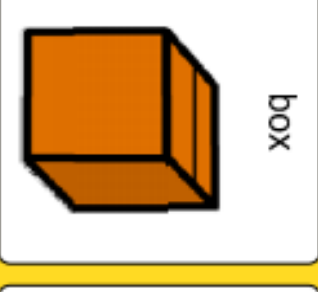
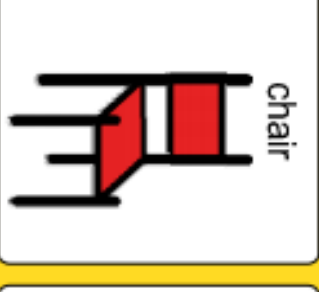
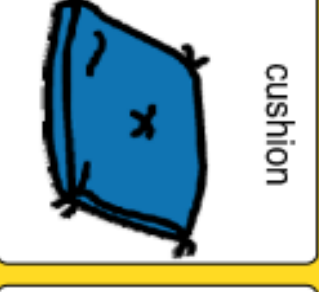
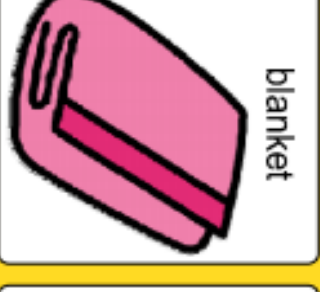



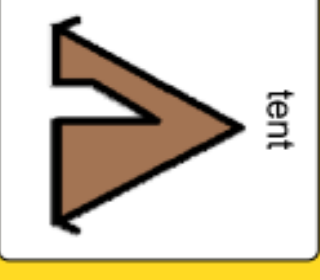
Engagement

Communication

Support


Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING THROUGH PLAY – BIG CONSTRUCTION PLAY ALD

 <p>more</p>	 <p>help</p>	 <p>where</p>	 <p>what</p>
 <p>finish</p>	 <p>build</p>	 <p>you</p>	 <p>I</p>
 <p>hide</p>	 <p>climb</p>	 <p>put</p>	 <p>push</p>
 <p>in</p>	 <p>on</p>	 <p>down</p>	 <p>up</p>
 <p>box</p>	 <p>chair</p>	 <p>cushion</p>	 <p>blanket</p>
 <p>yay!</p>	 <p>uh oh!</p>	 <p>tower</p>	 <p>tent</p>

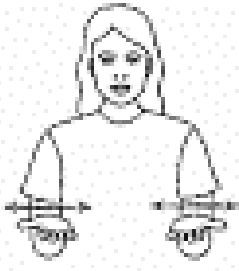
LEARNING THROUGH PLAY – BIG CONSTRUCTION PLAY KWS

Visit our Parent Lounge in the Activities at Home folder for some wonderful videos one of our BSDS Speech Pathologists has made to go along with these Key Word Signs and the matching ALD.




What

Point dominant index finger, palm away from body, at mid chest height. Move formation at wrist from side to side, twice.




Where

Open both hands, palms up. Simultaneously move each hand from side to side, in opposite directions, twice.




Push

Place both open hands at shoulder height, palms facing away from body. Simultaneously push both hands forward. (Natural gesture – mime the action).




Up

Point extended dominant index finger up. Move formation up. (Natural gesture).



In

Place both open hands in front of body, palms down. Push dominant hand under non-dominant hand as dominant hand/move forward. (Sign may be varied to other different objects in a tool, a box, a structure).



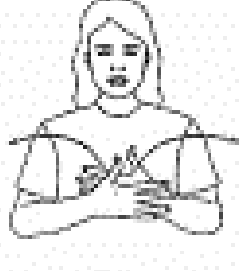
Box

Open both hands, in front of body, palms facing. Turn hands to palms facing body, one in front of the other.



Fun

Extend and crook index finger of dominant hand, palm facing away from body. Tap index finger against cheek, twice.



Big

Place both open hands, palms facing each other, fingers spread in front of body, one hand in front of the other. Move hands out to other side in an arc. (Natural gesture – mime the action).

Learning Beyond Words
LEARNING AT HOME IDEAS


LEARNING THROUGH PLAY – BIG CONSTRUCTION PLAY KWS

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Climb

Move open cupped hands to mimic action of climbing. *Sign may be varied for ladder, tree, etc.




Put

Place dominant fist/palm in ball of thumb, palm-down, move toward opening hand and fingers. (Natural gesture - mimic the action). *Note directionality, placement and shape.




Down

Point extended dominant index finger down. Move formation down. (Natural gesture).




On

Palms up, place back of open dominant hand firmly on palm of non-dominant hand.



Chair

Place fingertips of open dominant hand, hand of the fist usually, into palm of open non-dominant hand. Move formation downwards slightly, in front of body.



Make

Move dominant fist in small circles towards body, hitting twice on non-dominant fist.

LEARN FROM HOME

BookTrust is packed with children's classic stories, to listen, read or sing along to.



Head to www.booktrust.org.uk to check out the many interactive resources available free to use, including number games, puzzles, colouring and the Shape Game.

[Storytime playlist](#) is also available on their YouTube channel.

Choose your favourite
or a new story



Play games

Jungle picture maker

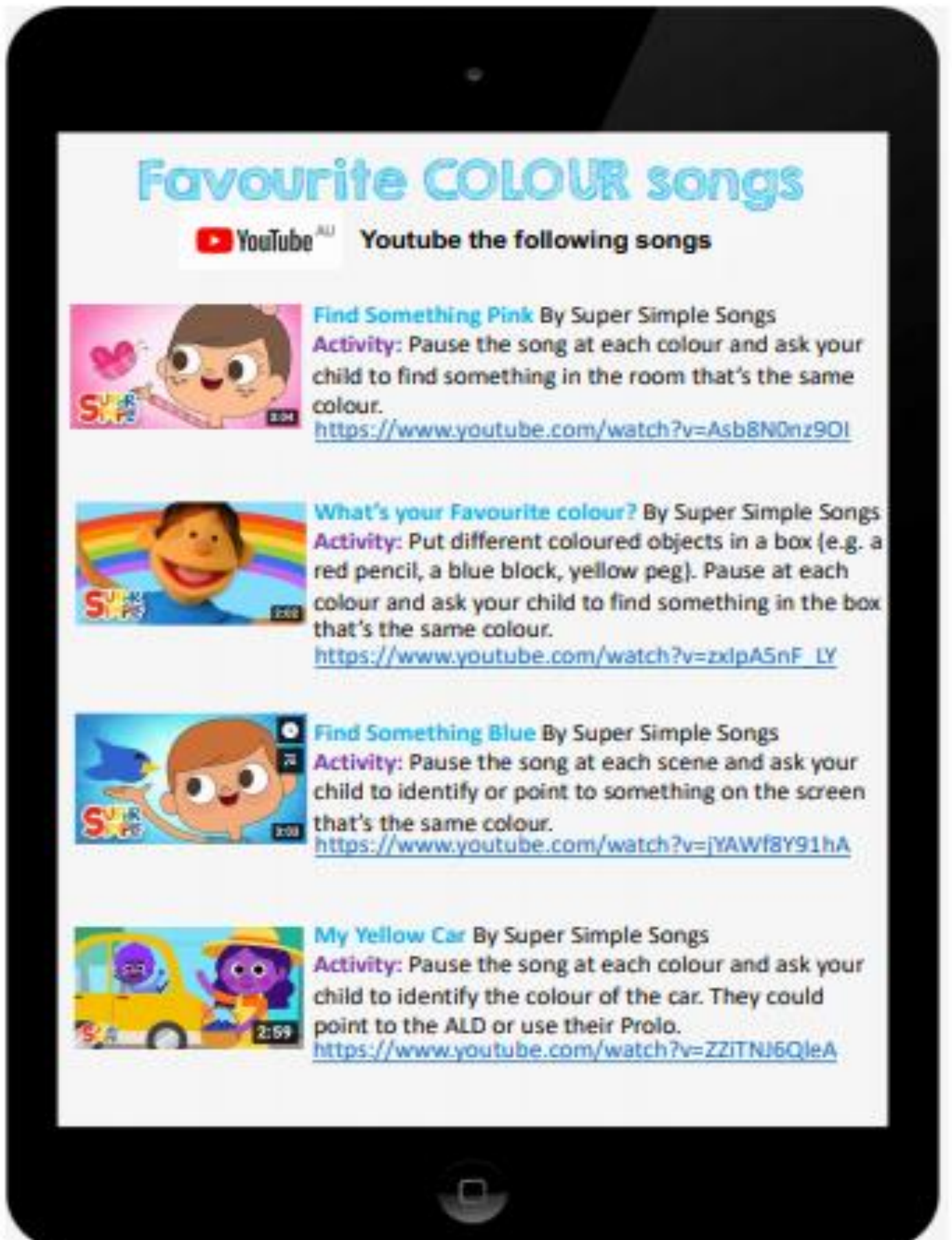
Listen to stories

Flap your wings and you can fly, higher and higher, up, up in the sky.

happy reading

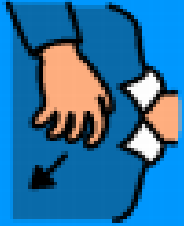
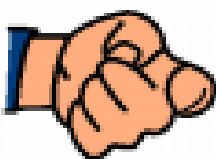
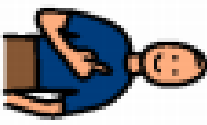


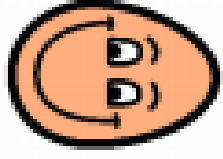
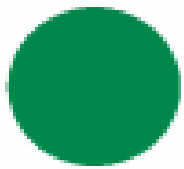
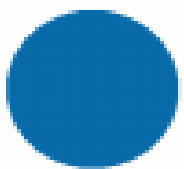
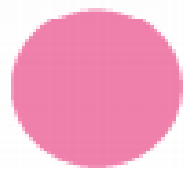
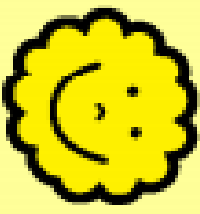
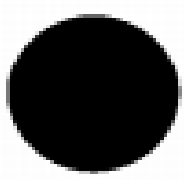
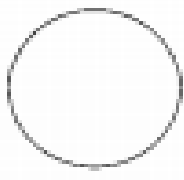
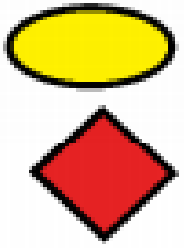
FREE ONLINE RESOURCES

Visit the links below for some great free learning activities and use the attached ALD to support your child's language as you engage together!



Learning Beyond Words
LEARNING AT HOME IDEAS

FREE ONLINE RESOURCES - COLOUR ALD

 <p>finish</p>	 <p>more</p>	 <p>you/your</p>	 <p>I/me/my</p>
 <p>help</p>	 <p>want</p>	 <p>not/don't</p>	 <p>like</p>
 <p>green</p>	 <p>blue</p>	 <p>turn</p>	 <p>see/look</p>
 <p>brown</p>	 <p>orange</p>	 <p>pink</p>	 <p>yellow</p>
 <p>yes</p>	 <p>black</p>	 <p>white</p>	 <p>purple</p>
 <p>no</p>	 <p>something different</p>	 <p>uh oh!</p>	 <p>yeah!</p>

BSDS DIGITAL NEWSLETTER

Would you like to receive a digital copy of each edition of our BSDS Newsletter? Each fortnight, a pdf copy of our newsletter can be emailed to you so that you don't miss out on any of our important news and updates by reading the newsletter at a time that suits you!

An extra bonus of receiving a digital copy of the newsletter is that you can then forward it on to family and friends to share the wonderful programs that your child is engaging in as part of their learning at BSDS.

Please note, that we only feature photos of students in our newsletter who have been given appropriate levels of permission as part of our Consent Form documentation.

Paper copies will still be sent home with each child, as we know that our students love looking at the photos in the newsletter and it is particularly special when they can share a photo of themselves in the newsletter or celebrate a mention of their great work with their family at home.

Alternatively you can log on to the school website and go to the Newsletters section to download copies of current newsletters.

In order to receive a digital copy of the school newsletter please subscribe to the school newsletter emailing list by filling out your details below and returning this form to your child's teacher. Please note that your email will only be used for this purpose and all email addresses included in the newsletter distribution list will be kept private using a 'blind cc' list so that no names or addresses are shared.

We hope that you take up this fantastic opportunity to read our newsletter each fortnight. Thank you.

Child's name and classroom:

Your name:

Email address to submit to the BSDS Newsletter distribution list:



ITEM	COLOUR	PRICE	SIZE 4	SIZE 6	SIZE 8	SIZE 10	SIZE 12	SIZE 14	SIZE 16	TOTAL
Polo Shirt Short Sleeve	Maroon	\$18.00								
Polo Shirt Long Sleeve	Maroon	\$21.00								
Bomber Jacket	Navy/sky	\$36.00								
Windcheater	Maroon	\$25.00								
Polo Collar Windcheater	Navy	\$24.00								
Polo Fleeced Vest	Navy	\$23.00								
Skort	Navy	\$18.00								
Shorts Rugby	Navy	\$12.00								
Trackpants Reinforced	Navy	\$18.00								
Summer Dress	Navy	\$33.00								
Winter Tunic	Navy	\$47.00								
Parka Lightweight	Navy	\$30.00								
Hat – Bucket style	Navy	8.00								
ITEM	COLOUR	PRICE	SIZE 18	SIZE 20	SIZE 22	SIZE 24				TOTAL
Polo Shirt Short Sleeve	Maroon	\$22.00								
Polo Shirt Long Sleeve	Maroon	\$25.00								
Skort	Navy	24.00								
Windcheater	Maroon	\$28.00								
Winter Tunic	Navy	\$47.00								
Summer Dress	Navy	\$33.00								
Shorts Rugby	Navy	\$22.00								
Trackpants Reinforced	Navy	\$27.00								
Hat – Bucket style	Navy	8.00								
Bomber Jacket	Navy	43.00								
TOTAL										

Name of student: _____

Class: _____

Date of order: _____

Payment Method: Cash Card

Credit Card Details: _____

Expiry Date: _____