

Assembly and Circle Time



Blended Learning Activities

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<p>Assembly Concept and Theme: Me Start with the learner’s immediate needs and the environment. Present, discuss and highlight the importance of the family, the home, friendship, care, love, warmth and kindness to others, personal likes and dislikes in food, clothes and events.</p>		
<p>ICT Online DARE site projected onto a screen or interactive whiteboard. Use of DARE transparency images with OHP.</p>	<p>Links and Relationship Circle time, PSE, Citizenship, Health Education. Early Years Curriculum.</p>	<p>Key Words me, brother, sister, mum, dad, friend, care, kind, love, like, do not like</p>
<p>Activity Learning Objectives</p> <p>Vision To respond to visual/ auditory/ tactile stimuli by eye/movement or vocalisation. To focus/eye point visual stimuli To focus on the video, big book, adult, photographs.</p> <p>Taste and Smell To respond to tastes and smells by eye/movement or vocalisation.</p> <p>Touch To respond to tactile stimuli by eye/movement or vocalisation. To reach for tactile stimuli. To mouth and explore by hand tactile stimuli.</p> <p>Kinesthetic To be able to join in songs and rhymes. To join in actions/ PCS symbols. To listen and join in the activities. To follow instructions To eye point/point or vocalise family members. To be able to act out stories with puppets or role- play. To be aware of ‘me’ through feelings, emotions and reactions to events with parents, friends, class mates, favourite toys. To be able to point to and/ or name body parts.</p>		<p>Resources and Development Use structured activities from the communications, literacy, topic, art, music & movement lessons to provide familiar and practise skills to develop a better understanding of themselves, their body, their actions and emotions.</p> <p>Develop concept of ‘Me’: my family, my friends, and my class. Who I am? Where I live.</p> <p>Present a selection of choices such as food, clothes, toys, etc. compile an inventory of likes and dislikes.</p> <p>Progress the theme by using images, symbols and text of the above, sort into sets.</p> <p>Articulate a range of emotions: happiness, sadness, pain, feeling good, and likes/dislikes, through reading and role- playing stories.</p>

<p>Assembly Concept and Theme: Food The learner is presented and participates in a range of multi-sensory experiences based on food. These may be come from the school, home or be ethnic. The food theme may be directly related to religious festivals and other celebrations.</p>		
<p>ICT Use food mixers and bread makers controlled by special access switches. Learner’s communication aides.</p>	<p>Links and Relationship Play, Food Technology, Science, RE, Art, Literacy, Numeracy,</p>	<p>Key Words Tasting, smelling, touching, feeling, hot, cold, mix, stir, Easter, Christmas, choose, Sharing, giving.</p>
<p>Activity Learning Objectives</p> <p>Vision To respond to visual stimuli by eye/body movement or focalisation. To respond visual stimuli by mouthing or exploring by hand/foot.</p> <p>Taste and Smell To respond taste and smell by showinglikes/dislikes To make choices based on the above</p> <p>Touch To respond to the touch of different materials. To reach out to explore different materials with one or both hands. To activate a switch with or without support.</p> <p>Kinesthetic To cooperate with activity. To focus on the activity. To make choices. To work independently using own and others ideas. To actively prepare the food e.g. cutting, washing, spreading, presenting food.</p>		<p>Resources and Development</p> <p>After introduction and development of contrasting multi-sensory food experiences – indicates choice of likes/dislikes for contrasting foods.</p> <p>Following an earlier food technology, PE, health education or science lesson give the learner the opportunity and time for tasting, smelling, touching, and seeing a variety of food in the assembly.</p> <p>In the assembly, the learner takes part using fine manipulative skills and helps in a simple repetitive food preparation task for a specific celebration and festival.</p> <p>Develop skills in sharing and thinking of others at meal times. Introduce good manners. Compile & discuss list. Collate images. Role plays and sing food songs.</p>

<p>Assembly Concept and Theme: Light Present a range and variety of lights. Consider how, when and where they are used. Demonstrate/illustrate where lights are used. Carry out simple science experiments to show characteristics of light.</p>		
<p>ICT Activates stage lights and other light sources with special access technology switches.</p>	<p>Links and Relationship Science, Technology, RE,</p>	<p>Key Words light, darkness, feelings, on, off, the sun, stars, street lights, Christmas tree lights, candles, church</p>
<p>Vision To respond to light or dark by moving body parts/ eye movement/ vocalisation. To locate, fixate and follow light sources in all directions. To react to changes from light to dark by moving body parts/ eye movement/ vocalisation. To react to changes from light to dark by moving body parts/ eye movement/ vocalisation.</p> <p>Taste and Smell To respond to the smell of candles</p> <p>Touch To respond to tactile objects by moving body parts/ eyemovement/ vocalisation</p> <p>Kinesthetic To point to named light sources. To identify light sources. To locate light sources. To point to where the light is coming from. To be able to point to the sun/moon. To name the sun/moon. To dress appropriately in day/night clothes. To be able to point to their shadow. To be able the stand on their friend’s shadow. To find the shadow of objects.</p>		<p>Resources and Development</p> <p>Start with a simple science experiment to show and demonstrate types of light.</p> <p>Develop and consider the stars, the universe and the sun.</p> <p>Plan and consider how, when and where lights are used. Use stories about lights. Show survey result on the range/use of lights in the local community: traffic lights, lighthouses, street lights, room lights.</p> <p>In response to films, images and stories, develop the concept of emotions and feelings towards light and darkness.</p> <p>In response to the ‘Lights’ assembly or circle time, encourage the learner expresses feelings and emotions.</p>

<p>Assembly Concept and Theme: Friends Discuss and show the qualities of friendship. Encourage the learner to participate in a variety of social and interpersonal transactions that communicate and express the qualities of friendship.</p>		
<p>ICT Project images from the DARE 'Friends' topic. Learners' presenting OHP transparencies. Collate web images.</p>	<p>Links and Relationship PSE, RE, Literacy, Art, PE, Drama</p>	<p>Key Words Hello, thank you, friends, kindness, thinking of others, caring, problem,</p>
<p>Activity Learning Objectives</p> <p>Vision To focus on pictures of friends. To make choices of friends by looking at them and asserting preference. To indicate likes and dislikes by facial expression, body movement or vocalisation.</p> <p>Taste and Smell To smell different perfumes, soaps or deodorants friends may use.</p> <p>Touch To imitate the actions of greeting friends in the Assembly or Circle Time by shaking hands and embracing appropriately for the context of the social interaction.</p> <p>Kinesthetic Responds to theme music/songs with rehearsed actions and movement. Cooperates positively in play/movement activities with friends. Moves part of the body in response to assembly role play and props to demonstrate friendship e.g. shakes hands, has eye contact, smiles.</p>		<p>Resources and Development In the assembly, structure to allow the learner to acts & role plays and use the above characteristics.</p> <p>Illustrate how the learner may communicate and express friendship. Emphasize and use a kinesthetic and tactile approach for pupils to communicate or interact. Contrast with hostile/bad acts.</p> <p>Shake hands, looks at and has eye contact when saying 'hello', 'good bye' 'thank you'.</p> <p>Discuss and show qualities of friendship: embrace, speaking kindly, saying nice things, looking after, thinking of others.</p> <p>Consider and review how and where do we make friends? – Class, school, family, brownies, cubs, youth club, community, cousins, relations. Show pictures. Present a picture collection of friends.</p>

<p>Assembly Concept and Theme: Feelings Use signs, symbols, images, role play and drama to develop personal feelings: happy, sad, angry, tiredness, laughing and crying. Develop learner’s sensitivity to see, hear, feel and perceive the emotions and feelings of others. Use question and answers.</p>		
<p>ICT Present signs, symbols and images. Learners controlling sequences.</p>	<p>Links and Relationship Stories, Art, Drama, Movement, PSE</p>	<p>Key Words Happy, sad, others, feelings, why</p>
<p>Activity Learning Objectives</p> <p>Vision Use puppets in role-play to demonstrate hurting other people. Consider/discuss feelings. Contrast with actions and behaviour to make other feel good all the time. Enable the learner to act out their feelings and responses to a range of events and situations.</p> <p>Use images, facial expressions and masks to illustrate feelings.</p> <p>Taste and Smell Explore how learners feel and react to a range of taste and smells – garlic, curry paste, onions, sugar, swede, chocolate, coca cola, etc. Indicate feelings through vocalization, choice of images and showing their response.</p> <p>Touch Through dance, drama and movement physically touch and feel a range of feelings and emotions in others: happy, sad, and angry.</p> <p>Kinesthetic Act out, and role plays a scene about not sharing or hurting others. Contrast by showing how friends get on together– role-play</p>		<p>Resources and Development</p> <p>In the assembly look and hear a contrasting range of actions and feelings illustrated from literacy, stories, drama, movement, rhymes, video, films, television and computer games.</p> <p>Develop the learner’s awareness/sensitivity of other people feelings and emotions.</p> <p>Using props and face paints, to show a range of faces illustrating different emotions and feelings.</p> <p>Encourage the learner to demonstrate his or her own personal response and feeling in response to these.</p> <p>Allow the learner to responds and show awareness to different and unfamiliar feelings to real life contexts.</p>

<p>Assembly Concept and Theme: Kindness Introduce and develop how people are kind. Collate and review a list of the features of kindness: being thoughtful, polite, considerate, warm, caring, looking after, giving presents and helping in time of need. Present a diary; collect signs and images showing kindness.</p>		
<p>ICT Present the DARE kindness topic on an interactive whiteboard. Support with OHPs and communications aides.</p>	<p>Links and Relationship RE, PSE, Literacy, Art, Movement - Drama</p>	<p>Key Words Good, bad, smile, giving presents, thoughtful, considering – thinking of other’s needs.</p>
<p>Activity Learning Objectives</p> <p>Vision Visually explore what is meant by kindness. Contrast good and bad through the good and bad sights- beautiful flowers and a pile of litter etc. To respond to auditory / visual stimuli by eye /body movement/ vocalisation.</p> <p>Taste and Smell Touch From the kindness theme/strand become aware and experience a range of physical contact in movement/dance-drama to illustrate kindness, good and bad.</p> <p>Kinesthetic Explore the concept of kindness, good and bad through stories and act out a scene. Use action songs to demonstrate kindness. Allow the learner to respond to auditory/ visual stimuli by eye/body movement or vocalisation e.g. tambourine, music. To anticipate auditory / visual stimuli by moving at the appropriate time, e.g. music.</p>		<p>Resources and Development</p> <p>Contrast, compare, kindness with evil & badness, look at pictures and listen to music to evoke responses.</p> <p>In the assembly use and arrange symbolic play, activities and learner experiences that promote the concepts and skills of ‘Kindness.’</p> <p>Arrange a role for the learner that demonstrates a response to an act of kindness.</p> <p>Use songs and actions to demonstrate kind deeds.</p> <p>Allow the learner to participate in actions songs that express kindness.</p>

<p>Assembly Concept and Theme: My World Develop an awareness and understanding of the wider world. Look at the learner’s own family history. Include significant people, events and use appropriate objects of reference. Focus on the home, school and local community. Compare with other people, different places and other cultures. Discusses with prompts and support, holiday destinations and travelling. Uses resources and artefacts from these to help develop the ‘My World’ theme by listening and responding to music, dances and traditions from other cultures.</p>		
<p>ICT Start with the DARE online site on a large interactive white board, touch screen or 32” flat screen televisions.</p>	<p>Links and Relationship History, Geography, RE, PSE, PE, Literacy, Citizenship</p>	<p>Key Words Family, home, community, people, countries, dress, music, art, dance</p>
<p>Activity Learning Objectives</p> <p>Vision Look at people who help us in the community. Use Big book pictures, dressing up, range of hats, to identify policeman, doctor, nurse, fireman. Use speakers/presenter known to the learner – nurse, community policeman/women, etc. Follow up a visit to a Fire Station Listen to different sirens linked to emergency services.</p> <p>Taste and Smell Present with a sample of foods from holiday locations, family over seas, place in the news.</p> <p>Touch Feel and touch clothes, food and artefacts from contrasting places.</p> <p>Kinesthetic Present and structure role play scene (s) in a doctors surgery, a police officer or fireman. Movement and action songs Ethnic dance production.</p>		<p>Resources and Development</p> <p>Consider how other people dance, sing, act or dress. Develop the assembly by looking at and participating in other cultural or ethnic customs.</p> <p>Review dress, art, food and cultural icons using structured multi-sensory, hands-on approach.</p> <p>Use simple dance-drama, action- movement songs.</p> <p>Use the assembly to promote awareness and an understanding of the environment and some aspects of the wider world that they may experience.</p> <p>As an outcome, the learner positively contributes to the assembly performance.</p>

<p>Assembly Concept and Theme: Birthdays What is a birthday? How do we celebrate? Present and discuss the concept. Collate & list class family birthdays. Research & review famous birthdays. Plan a party. What feelings and emotions do we experience? List, discuss, compile picture library of emotions: happiness, joy, feeling, and good. Integrate into songs, stories, dance, movement and drama. Use a variety of multi-sensory activities and experiences. List qualities - thinking and caring for others.</p>		
<p>ICT Activates switches, control and I.T. to communicate a message or to cause an action: use a communication aide; turn on lights, VCR, OHP, sound system.</p>	<p>Links and Relationship RE, Art, movement, drama, history, PSE</p>	<p>Key Words Birth, birthday, celebrations, Christmas, Happy,</p>
<p>Activity Learning Objectives</p> <p>Vision To look and review a series of birthday images, photographs and objects of reference. To indicate a preference and make a preferred choice in presents, food.</p> <p>Taste and Smell From a selection of birthday food, mix, prepare and taste. Give a clear indication of favourite.</p> <p>Touch Following the taste+ smell, touch a range of contrasting birthday objects of reference and develop what their use is. Use feely bags.</p> <p>Kinesthetic In the assembly or circle time, structure and present scenes from a birthday party with a song, dance and social interactions. Focus and highlight key events. The learner is to initiate, participate, have eye contact and be actively involved.</p>		<p>Resources and Development</p> <p>Integrate the assembly birthday theme into songs, stories, dance, movement and drama.</p> <p>With support and prompts, structure to enable the learner to play games, participate in a dance-movement routine, action songs and joins in spontaneous fun activities.</p> <p>Emphasize making a choice with a prompt at a birthday party. Choose, buy and prepare food for the party.</p> <p>Are aware of their own emotions, feelings and responses to birthday parties.</p> <p>Have a party, lots of fun and laughter.</p> <p>Consider other important birthdays in the school calendar.</p>

<p>Assembly Concept and Theme: Celebrations Present a range of emotional experiences from a variety of celebrations. Use role play and drama for a baptism, wedding, funeral, party, engagement, dinner party, picnic birthday, and new job. Include a range of sensory activities. Show appropriate personal and emotional responses to these 'Celebration' events. Enable the learner to acknowledge, perceive and responds to the different emotions or feelings during the 'Celebration' or afestival.</p>		
<p>ICT Set up and use switches to orchestrate the lighting effects, sounds and projected images onto whiteboard screens and from OHPs.</p>	<p>Links and Relationship RE, PSE, Citizenship, Literacy Stories, Food Technology</p>	<p>Key Words Party, Christmas, Easter, wedding, christening, feelings, happiness, sad, enjoy, like</p>
<p>Activity Learning Objectives</p> <p>Vision Present sensory props and 'Celebrations' slide show, DARE online site, media kiosks and OHPs activated by the learner using switches.</p> <p>Taste and Smell Consider and sample foods and objects. Use items from religious themes.</p> <p>Touch Introduce a range of tactile experiences based on objects of reference from the 'Celebrations' theme: touch and feel.</p> <p>Kinesthetic Makes a card for a special celebration and occasion. Using fine motor, manipulative, art and ICT skills/activities make celebration cards for Mother and Father's Day, a baptism, wedding, funeral, a party, engagement, dinner party, picnic, birthday, new job. Act out, use role play and drama for a baptism, wedding, funeral, party, engagement, dinner party, picnic birthday, new job. Develop song and dance for the event(s).</p>		<p>Resources and Development</p> <p>Present and structure to enable the learner to engage and respond to verbal and no verbal - communications during the 'Celebration.' Prompt and uses simple social skills for a specific celebration or festival through structured role play.</p> <p>Teach and prompt interaction and use of eye contact, smiles and body language to communicate appropriately in the celebration.</p> <p>Produce and lead the assembly to enable the learner to show interest and then physically initiate interactions and social transactions on prompts.</p>

<p>Assembly Concept and Theme: Living Things Respects and considers issues of other living things in the assembly or circle time. Why we treat living things with respect. Demonstrates an understanding of the care and warmth needed for all living things. Use the family and school pets as examples. Follow up a visit to a farm, zoo or aquarium. Encourage a hands-on approach to how the animals and pets feel, smell and weigh. Collate and present adisplay.</p>		
<p>ICT Use to present images, sounds and lighting effects. Project onto a large screen of flat screen televisions.</p>	<p>Links and Relationship Play, movement and music, RE, PSE, Science, Literacy stories.</p>	<p>Key Words Animals, pets, life, need, food, water, light, care, feel, touch, smell</p>
<p>Activity Learning Objectives</p> <p>Vision The learner on prompts indicates/names parts of their body: head, mouth, eyes, toes, knee, etc. Look at images, photos and videos of others. Develop by looking at plants and animals form the local environment. What do they need? Leading questions. Support with props.</p> <p>Taste and Smell From Health Education program, e.g. Dental Health, Food Hygiene sample/review tastes and smells. Contrast with animals, plants, flowers</p> <p>Touch Use cats, dogs, lambs and other animals. Support with objects of reference that may support these e.g. hay, food, etc.</p> <p>Kinesthetic Use songs to reinforce body parts. Copy and follow actions of others. In dance drama, contact dance, present a scene from an animal story.</p>		<p>Resources and Development Through observation, discussion and problem solving consider what is needed for the care of living things. Generalise and apply to people and the learner.</p> <p>Develop a resource bank of as many objects of reference related to ‘Living Things’ as possible. Emphasize not only the visual aspects of the artefacts but also how they feel, smell and weigh.</p> <p>From seeing, feeling and practical experiences with animals and pets develop concepts of kindness, respect and empathy. Discusses, problem solves and communicates how to look after and how to care for living things.</p>

