

My Communication

Communication and Literacy

Summer 1: Mad about minibeasts

- Engaging in stories on a theme. Such as 'The ery hungry caterpillar' by Eric Carle and 'Tadpoles promise'
- Completing actions or BSL signs in topic stories.
- To complete labelling tasks and their captions around key animals and features in the story, and labelling a range of familiar minibeasts.
- To role play with food making picnics and acting out the story. .
- To engage in mark making, creative activities or sensory adult-led activities around each week's topic focus food or minibeast.
- Identifying Key words and objects linked to Mad about minibeasts, such as: legs, wings, eyes, antennas.
- Forming simple shapes, letters and patterns
- Forming focus letters and CVC words in Phonics sessions.
- Engaging in weekly 1:1 reading sessions in the library.
- Forming letters in my name and upper case letters.
- Creating sentences using colourful semantics.

Summer 2: Pirates and Mermaids.

- To explore and engage with texts linked to focus, such as: Sea shanties 'over the deep blue sea'.
- To make, structure and write simple poems/sea shantie rhymes.
- To make rhyming pairs or rhyming strings
- To engage and participate in sea shanties and familiar rhymes about pirates and mermaids.
- To engage with key focus objects and identify what they are and assign labels.
- To engage with sensory stories or sacks and learn sea shanties.
- To engage and participate in key actions and BSL signs.
- Role play familiar familiar rhymes about mermaids and pirates.
- Forming simple shapes and patterns
- Forming focus letters and CVC words in Phonics sessions.
- Engaging in weekly 1:1 reading sessions in the library.

My Body

Physical Skills

Summer 1: Team games

- Engaging in familiar action songs.
- Following instructions i.e. key movements, steps and rules
- Responding to my name in PE tasks in the gym.
- Starting and stopping on request.
- Moving and completing movements on and off location spots i.e. playing duck duck goose or bean game, pass items in turn taking games.
- Moving carefully around objects and people
- Developing my gross motor skills.
- Developing my coordination games as I pass, throw and catch large objects in games such as bean bags and foam balls.
- Develop fine motor skills thorough fine motor activities, challenges and dough disco.

Summer 2: Athletics

- Engage in familiar games: relay races, Boccia
- Follow instructions such as starting and stopping on request.
- Moving freely to music in starter and cool down activities..
- Copying movements or actions in games.
- Engage within familiar action songs during warm up activities.
- Develop gross motor skills through circuit activities.
- Develop fine motor skills thorough funky fingers and dough disco.

Ways you can help your child:

- Encourage your child to engage in balancing along a line, bench, visit a park and exploring balancing play apparatus. .
- Encourage your child to engage in action songs and copy the actions with them
- Encourage your child to engage in some rolling and moulding activities with dough (1 cup of flour and $\frac{1}{2}$ cup of water).
- To work on our 'Percy parrot' (pincer grip) in picking up cereal and putting them into cups or fastening buttons on clothes.
- To create marks in flour/sand or on paper making circles and lines.

My Independence

Skills for Life

Summer 1: We will focus on: investigating our local library and how to borrow books, use a library book and enjoy books. We will be exploring these areas through Attention Autism (Bucket), followed by exploring and engaging with each weeks theme through a carousel of adult-led activities, books, songs, modelling and answering who/what/where differentiated comprehension tasks.

Summer 2: We will focus on dressing and grooming including brushing teeth and wearing clothes appropriate to different weather. In Food technology we will be following recipes that involve us 'mixing/stirring' and 'crushing/mashing' such as making a smoothie, sorbets and ice-creams and developing our fine motor. We will be exploring these areas through Attention Autism (Bucket), followed by exploring and engaging with each weeks theme through a carousel of adult-led activities, books, songs, modelling and answering who/what/where differentiated comprehension tasks.

Social Development

- Engage within turn taking games with an adult or peer.
- Using communication aids: boards, books and PEC's to communicate and complete structured games.
- Engage within 1:1 identiplay to develop functional play skills
- Participate in parachute group games.

Ways you can help your child:

- Engage within turn taking games.
- Engage in and participate in washing grooming tasks of brushing hair, teeth and washing faces and hands.
- To visit places in their community and work on road safety.

- Forming the letters in my name. and upper case letters and lower case letters in labelling or topic word writing.
- To use preferred communication aids to make requests using 'I want ____'.
- Creating colourful semantic sentences about a sea adventure

Ways you can help your child:

- Share some of your favourite stories with your child.
- Encourage your child to identify what they can see and what has happened, they be able to predict what will happen next with support of closed questions
- Sing and act out familiar rhymes.
- Explore stories about sea, pirates, mermaids and minibeasts, such as 'The very busy spider' by Eric Carle which can be found on Youtube.
- To explore, read or watch stories about pirates and mermaids- BBC iplayer 'Swashbuckle', little mermaid, super simple song: Over the deep blue sea
- Find things that rhyme (sound the same) at home such as toys or objects i.e. sock and rock.
- Explore with mark making simple patterns and shapes.
- To explore the letters in their name.

- Engage or participate in morning and evening routines of brushing hair, brushing teeth or washing face

.My Community

Personal Development

Summer 1:

-PSHE: My own wellbeing: colour monster.

To explore and participate in the story 'Color Monster'

Identify and explore our emotions and what makes use feel a particular way.

To explore and share what we enjoy doing and what makes us feel 'happy' or 'sad'.

To complete labelling and answer Who/What and where questions relating to each focus emotion each lesson.

To engage in activities around the different colours associated with each emotion: these may involve smells and textures.

My Cognition

Summer 1:

Digital literacy: E-safety and making things happen

E-Safety - Searching for Information (Navigating Devices),

- search for information on different devices (iPad & desktop)
- Exploring how to make things happen and explore using switches, target games and cause and effect games.
- To explore with how I can make marks on different apps and online activities.
- To make different paintings and work on selecting different colours shapes, forming shapes and assigning meanings to our markings.
- Typing skills.

Maths: Measure

- To engage with number language 0-20 and what these numbers represent.
- To engage with sequencing numbers.

My Creativity

Creativity

Summer 1: minibeast art

Art:

- To explore how to make marks and patterns on materials.
- To make art work that includes: legs, antennas, eyes, wings, stripes and spots
- To design my own clay spider
- To help and participate in making a large 3D minibeast
- To explore what key shapes, letters or colours they want on their art work.
- To make clear prints using a range of tools and resources.
- To take time and care over our art projects.
- To share resources and painting tools.

- Engage in role play activities around colour monsters and using the objects in the story sack to help the mixed up colour monster sort their emotions into each colour.

RE: Eid

- Explore and engage in activities, stories and songs about special Eid and places that are special to us.
- To explore and engage with the story about 'Rosie' and finding her in each special place.
- To share what places are special to us.
- To explore places of worship.
- To explore Eid throw a variety of creative and play activities and adult lead tasks.
- Engage with activities these focuses.
- Engage and explore with activities and work tasks around celebrations and special occasions.

Summer 2:PSHE: World I live in-Belonging to a community.

- Explore and share about the different groups they belong to
- about the different roles and responsibilities people have in their community
- to recognise the ways they are the same as, and different to, other people
- engage and participate in the story 'Giraffes can't dance'
- explore similarities and differences
- visit and meet people in our community such as visiting the bakery or library.
- To explore, engage and participate in books and role play about People in our community, such as: hair dressers, dentists, shop assistants, café owners, librarians, teachers.

Cultural development: Refugee Day

- To explore, engage and participate in stories or songs about refugee's

- Engaging and investigating measure: capacity, length and weight.
- Explore and use language of full, heavy, empty, light, long and short.
- Explore with sequencing from any given number.

Working World:-Science-living things: their life cycles and habitats

- Explore key features of animals and plants and where they need to live.
- Compare 2 contrasting environments.
- Explore living and non-living
- Explore life cycles.
- Explore and look at simple food chains.

- Participate in recording the answers
- To answer who/what/where questions.
- To explore their local environment and go on a minibeast hunt.

-Geography-animals and their habitats

- To explore woodland animals and their habitats
- To look at minibeasts and where they live and what they need to live.
- Explore the animals and their key features.
- To make our own minibeast hotel.
- To create simple fact files around focus animals/minibeasts and what they look like, need, what they eat and where they live.
- To explore and investigate different environments to go on our own 'bug' hunts and record or identify what see? Or feel?
- To create models of minibeasts.

Summer 2:**Digital literacy: Making Music**

- To operate simple programs and complete typing and letter formation/ letter or word dragging activities.
- To complete CVC word building/typing on purple mash
- To type letters and words on Purple mash to develop my typing skills.
- To complete letter pop or simple typing activities.
- To complete game objectives.

- To communicate colours and what they need using communication aids.

Music -flight of the bumble bee

- Engage and explore different types of instruments and their sounds.
- To identify and explore the piece of music and how it makes you feel.
- To participate in different songs and activities with our instruments.
- Turn taking with instruments.
- Showing preferences to musical instruments.
- Discuss likes / dislikes
- Following instructions to play fast and slow

Summer 2: Art: clay mermaid tails

- To create mermaid themed artwork.
- To design and create our own mermaid tails
- To take time and care over our projects.
- To explore and use a range of tools and resources.
- To explore what key shapes, letters or colours they want on their art work and projects.
- To make clear prints using a range of tools and resources.
- To take time and care over our art projects.
- To share resources and painting tools.
- To communicate colours and what they need using communication aids.

Music: Music -following instructions.

- Engage and explore different types of instruments and their sounds.
- To identify different types of familiar instruments
- To participate in different songs and activities with our instruments.
- Turn taking with instruments.
- Showing preferences to musical instruments.
- Discuss likes / dislikes
- Following instructions to play quiet and loud.

- To engage and participate in activities led by adults.
- To engage and participate in similarities and differences in schools, homes and games.
- To explore and learn what is a refugee as we explore what items they make pack with them when they leave one home to find a new home.
- To share what things are important to them i.e. blanket, toy etc.

Ways you can help your child:

- Explore and listen to stories or watch cartoons around people in their community
- Look jobs when out in the community.
- To look at how to keep ourselves safe.
- Talk to your child about Religions, celebrations or festivals during June and July, explain that some people have different religions and that is ok - talk about your religion if you have one.

Maths: Number

- To explore what number represents and match the correct correspondence to numerals.
- To explore different types of measurement.
- To explore with language of heavy and light using bucket scales.
- To explore with how numbers represent how heavy or light objects are.
- To investigate how heavy objects are in my environment.

Working World:

-Science: States of matter (solids, liquids and gases)

- To explore and investigate things that change state i.e. ice to water
- To investigate how we can melt ice and what can make it melt faster or slower.
- Explore how liquids move, what materials stay wet, and what materials stay dry.
- Investigate how water can make objects or resources change state.
- As we complete our investigations we will explore, become familiar and use the following vocabulary: hard, wet, liquid, water, gas, melting, freezing.

-History- sea vessels

- *Explore past and present sea vessels*
- *Explore how and what they are used for.*
- *To create and build our own sea vessel.*
- *To label vessels and what they are for.*

Ways you can help your child:

- Practice searching for favourite programmes on the iPad and / or laptop
- Explore your local area, what do we see or what can you do.
- To watch and explore nature/season programs or cartoons that include seasonal changes and light and dark.
- To explore what things turn on and off at home.

Ways you can help your child:

- Can explore and listen to favoured songs and music.
- Can create sounds using pots and pans.
- Can print with toys or tools.
- Can make patterns in flour such as lines, dots and triangles.