

<p><b>My Communication</b></p> <p><b>Communication and Literacy</b></p> <p><i>Non-fiction Information Texts: Questions and Answers about food</i></p> <p>Read through different types of non-fiction texts and discuss them using symbols or communication boards to support you.</p> <ul style="list-style-type: none"> <li>Identify / match food from the book</li> <li>use colourful semantics or a word bank to support sentence building / writing key facts from the book</li> <li>1:1 reading with an adult</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Look at and read through different types of non-fiction food books to your child, ask them to identify what foods they can see, taste different foods from the books, identify if they like / dislike the foods</li> <li>Follow a simple recipe and bake a yummy snack</li> </ul>	<p><b>My Body</b></p> <p><b>Physical Skills</b></p> <p><i>Net Games (racquet and net), Net / Wall Festival</i></p> <ul style="list-style-type: none"> <li>Engage within tennis and volleyball skills, working towards playing a game within a small group / pair</li> <li>Engage with playground equipment (balancing on scooter, balancing on trike / bike, balancing on beam, balancing on climbing frame)</li> <li>Develop gross motor skills through sensory circuits</li> <li>Develop fine motor skills thorough funky fingers and cutting skills</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Encourage your child to engage in some net / racquet games at home, model how to do this safely and support them in copying the actions</li> <li>Encourage your child to engage with playground equipment, model how to use specific items within a playground and ask them to copy you</li> <li>Encourage your child to engage in some funky finger songs on YouTube</li> </ul>	<p><b>My Independence</b></p> <p><b>Skills for Life</b></p> <p><i>Health and Safety – personal safety / stranger danger / saying no</i></p> <ul style="list-style-type: none"> <li>Develop an understanding around personal safety and how to keep oneself safe</li> <li>Begin to think about stranger danger, what this means and what you should do if a stranger approach you</li> <li>Become aware of safe strangers and people you can talk to if you feel unsafe, practice saying no to people if you do not want to do something</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Talk to your child about stranger danger and safe strangers around them</li> <li>Visit your local community and identify safe strangers who can help when needed</li> </ul>
<p><b>My Community</b></p> <p><b>Personal Development</b></p> <p><i>World I Live in – Rules and Laws</i></p> <ul style="list-style-type: none"> <li>Begin to recognise rules and laws we follow each day to keep us safe, develop an awareness of why they are important</li> <li>Engage within activities which encourage you to follow instructions, rules and laws – practice keeping yourself and others safe</li> </ul> <p><i>Cultural Development – RE – Islam (Eid) / Buddhism (Weask)</i></p> <ul style="list-style-type: none"> <li>Develop an awareness of different religions, begin to recognise similarities and differences within these religions and why these are important to people</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Talk to your child about rules you have at home, why they are important and how they keep everyone safe</li> <li>Encourage your child to follow simple instructions at home and within their local community, talk to your child about why this is important and how it keeps them safe</li> <li>Talk to your child about your religion, why it is important to you and what this means. Explain that people believe in different things and this is ok.</li> </ul>	<p><b>My Cognition</b></p> <p><b>Digital Literacy</b></p> <p><i>Beginning to Paint</i></p> <ul style="list-style-type: none"> <li>Develop digital painting skills</li> <li>Develop an awareness of how to safely access things online or on an iPad</li> </ul> <p><b>Maths</b></p> <p><i>Number: Comparing and Ordering</i></p> <ul style="list-style-type: none"> <li>Compare groups of things thinking about “more / less”, “bigger / smaller”, “greatest / least)</li> <li>Order numbers or groups of object by a specific theme</li> </ul> <p><b>Working World</b></p> <p><i>Science – Parts of flowering plants, requirements of plants for life and growth</i></p> <ul style="list-style-type: none"> <li>Begin to explore different types of flowering plants, think about what they need for life and growth and engage within physical experiments to test different theories</li> </ul> <p><i>History – Changes in transport overtime</i></p> <ul style="list-style-type: none"> <li>Begin to recognise different types of transport at different periods of time, being to sort types of transport by past and present transport</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Show your child how they can search safely and practice engaging in some digital painting activities</li> <li>Engage in grouping activities and encourage your child to order things within the groups</li> <li>Visit garden centres and look at different types of flowering plants, engage in some gardening activities at home and talk to your child about what the flowering plants need to survive and grow</li> <li>Talk to your child about different types of transport, identify different types of transport in your local community and identify if they are past / present transport</li> </ul>	<p><b>My Creativity</b></p> <p><b>Creativity</b></p> <p><i>Design, make and evaluate a moving vehicle</i></p> <ul style="list-style-type: none"> <li>Look at and identify different types of transport, think about key physical features (colours, how many wheels, windows, doors other features they have)</li> <li>Plan, make and evaluate a moving vehicle using junk modelling</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Look at different types of vehicles and identify their physical features, talk about vehicles you like / dislike and why, encourage your child to do the same</li> <li>Engage in a junk modelling activity where you encourage your child to create their favourite mobbing vehicle – support them doing this and discuss the key features as you do</li> </ul>