

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: exploring our community in Linton, looking at and creating simple maps, visiting churches, parks, library and shops. We will also be developing our social skills, fine motor and making shopping lists. 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, community visits, books, songs, modelling and answering who/what/where differentiated comprehension tasks.

Summer 2: We will focus on visiting our local library where we'll us a library card, choosing a book, returning books. 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, community visits, books, songs, modelling and answering who/what/where differentiated comprehension tasks.

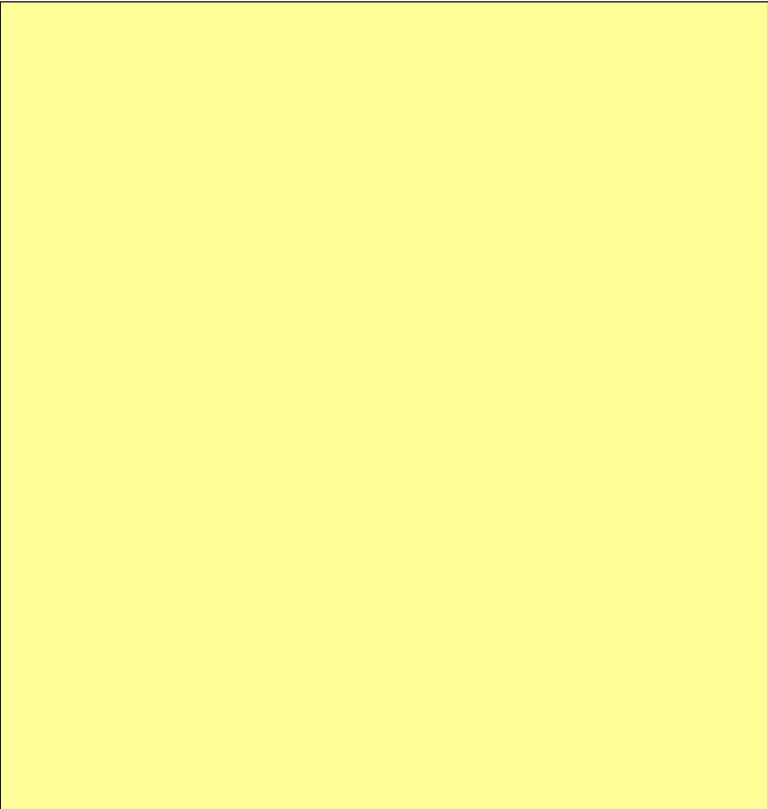
Social Development

- 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.

- 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.



- To visit places in their community and work on road safety.
- To help with shopping and putting shopping away at home.
- 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 through 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.