

My Communication

Communication and Literacy

Autumn 1: Traditional Tales: Homes and Houses

- Listen to stories of 'The Three Billy Goats Gruff', 'The Three Little Pigs and Goldilocks.
- Explore different building materials and communicate how they feel using words or symbols
- Completing actions or BSL signs in topic stories.
- Sequence and retell stories.
- Create masks to roleplay and retell stories.
- Using communication boards and symbols to express our thoughts and feelings.
- To engage in mark making, creative or sensory adult-led activities around each weeks topic focus.
- Forming simple shapes and patterns
- Engaging in weekly 1:1 reading sessions in the library.
- Forming letters in my name.
- Creating sentences using colourful semantics

Autumn 2: Traditional Poems: Homes and Houses

- Listening to traditional such as 'Arabian Nights', A sailor went to sea.
- To engage in mark making, creative or sensory adult-led activities around each weeks rhyme focus.
- Identifying rhyming pairs in activities such as 'silly soup'.
- Completing actions or BSL signs in topic stories.
- Complete sequencing activities to retell different poems.
- Using communication boards and symbols to express our thoughts and feelings.
- To engage in mark making, creative or sensory adult-led activities around each weeks topic focus.
- Forming simple shapes and patterns
- Engaging in weekly 1:1 reading sessions in the library.
- Forming letters in my name.
- Creating sentences using colourful semantics

My Body

Physical Skills

Autumn 1: Fundamental movement skills

- Engaging in familiar action songs.
- Following instructions i.e. key actions and speeds
- Starting and stopping on request.
- Moving safely and carefully around objects and people being safe in a space.
- Develop gross motor skills through songs and exploring equipment e.g., balls, tunnels, benches.
- Develop fine motor skills thorough funky fingers, dough disco, building blocks, cutting with scissors etc
- Swimming - building confidence in a swimming pool.

Autumn 2: Multi skills - focusing on bat and ball skills

- Following instructions i.e., key actions and speeds
- Starting and stopping on request.
- Moving safely and carefully around objects and people being safe in a space.
- Using equipment safely around other people.
- Balancing and striking a ball with a bat/racket.
- Develop gross motor skills through songs and exploring equipment e.g., balls, tunnels, benches.
- Develop fine motor skills thorough funky fingers, dough disco, building blocks, cutting with scissors etc
- Swimming - building confidence in a swimming pool.

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 play chase or tag in the park, running safely in space.
- 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.

My Independence

Skills for Life

Autumn 1: Dressing and grooming

- Learning about different items of clothes are worn on different parts of the body.
- Dressing up - putting on and taking off different items of clothes.
- Learning about different items of clothes are worn for different weathers/seasons.
- Learning to push buttons through holes to develop our skill of doing buttons up.
- Learning how to brush/comb hair

Social Development - Play skills

- Engage within turn taking games and activities.
- Engage within TACPAC/identiplay to develop functional play skills
- Engage in activities where we need to share resources.
- Participate in parachute group games.

Autumn 2: Cooking: kneading and shaping/cutting dough

- Learning how to be safe in a kitchen environment.
- Following simple recipes
- Measuring, mixing, kneading and shaping dough.

Social Development - Play skills

- Engage within turn taking games and activities.
- Engage within TACPAC/identiplay to develop functional play skills
- Engage in activities where we need to share resources.
- Participate in parachute group games.

Ways you can help your child:

<p>Ways you can help your child:</p> <ul style="list-style-type: none"> • Share some of your favourite traditional tales/peoms with your child. • Encourage your child to identify what they can see or point to things that you can see in books you look at. • Go to the library and enjoy different books in a different location. • Explore with mark making simple patterns and shapes. • To explore the letters in their name. • Listen to rhyming words and songs 	<ul style="list-style-type: none"> • To create marks in flour/sand or on paper making circles and lines. • Take your child to a swimming pool and allow them to float and move in the water. 	<ul style="list-style-type: none"> • Encourage your child to help cook fun things at home. • Support them mixing and kneading. • Talk about/show children how to be safe in the kitchen and around the home. • Involve your child in tidying and clearing up after cooking e.g. wiping the surfaces down, washing plastic cups, wooden spoons or children safe cutlery with soapy water. • Engage within turn taking games. • Engage in activities that involve sharing with others. • Engage or participate in morning and evening routines of brushing hair, brushing teeth or washing face • Encourage your child to help get clothes ready for the day. • Encourage them to help putting their own clothes on/take them off.
<p style="text-align: center;">My Community</p> <p>Personal Development</p> <p>Autumn 1: PSHE:</p> <ul style="list-style-type: none"> • To engage in stories such as "The growing story", "I used to be a baby" • Exploring the changes growing from a baby to an adult. • Comparing pictures and sorting them between babies and adults. • Sequencing the different steps of growth from baby to adult. • To sort activities/objects that babies have or can do compared to adults. <p><u>Cultural development: Mental health and wellbeing</u></p> <ul style="list-style-type: none"> • Develop an awareness of different emotions such as happy and sad. • To be able to communicate things that make us happy, sad, angry • Take part in 'World Mental health Day' 	<p style="text-align: center;">My Cognition</p> <p>Autumn 1:</p> <p><u>Digital literacy: E-safety and Photography</u></p> <ul style="list-style-type: none"> • How to use the camera app on an iPad pressing the button accurately to take a picture. • To explore different apps e.g. Photo Booth, that can apply filters to alter photos that we have taken. • To learn how to use an iPad and apps safely. • To communicate if something on the iPad makes us feel sad. <p><u>Maths: Number</u></p> <ul style="list-style-type: none"> • To learn that number represents 'How many'. • To start learning how to count accurately with an object meaning one. • Associating how many objects that we have to a number name and to start linking that number name to a written numeral. • To learn about the concept of more and fewer. • Simple additions and subtractions. <p><u>Working World: Uses of everyday materials</u></p>	<p style="text-align: center;">My Creativity</p> <p>Creativity</p> <p>Autumn 1:</p> <p><u>Art: build and evaluate your ideal home.</u></p> <ul style="list-style-type: none"> • To explore how to build and evaluate something we have designed/made. • To explore different houses and their shapes. • To create pictures of houses using different equipment. • 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. <p>Autumn 2:</p> <p><u>Music - Music throughout the ages</u></p> <ul style="list-style-type: none"> • Engage and explore different types of instruments from different times.

Autumn 2: PSHE: healthy lifestyles – Healthy eating

- Thinking about why we need to eat and drink.
- Communicate foods that we like and dislike to eat.
- To identify different times of the day that we may eat.
- To think about how we feel when we get close to lunch time or dinner time.
- Learn about different types of food and what groups they belong to.

Religious Education: Christianity; Stories Jesus told

- To engage in Christian stories linked to Jesus.
- To learn about who Jesus is and why Christmas is a significant time.
- To take part in activities that are linked to the stories. Specifically, Christmas stories such as the Nativity.

Ways you can help your child:

- Look at photos of when your child was a baby and how they look now. Talk about the differences in the things they did when they were babies and what they can do now.
- Do things that your child enjoys and talk about how it makes them happy.
- Tell your child when you are happy and show them what it looks like.
- Tell your child the feeling they may be experiencing if they are sad.
- Let your child help prepare/explore food that they may enjoy or you want them to try.
- Talk to your child about how they maybe feeling just before lunch or dinner to help them communicate hungry.
- Talk to your child about Religions, celebrations or festivals during October, November and December, explain that some people have different religions and that is ok - talk about your religion if you have one.

- To explore different types of materials and how they feel.
- To think about the properties of different materials e.g. hard/soft, bend/cannot bend/ waterproof/not waterproof.
- To use different materials to make things and communicate whether they were good to use or not.

Autumn 2:Digital literacy: Programming: Planning a sequence

- Learn how to create a programme (a set of instructions) by selecting different symbols.
- Learn how to input commands into a device e.g. Beebot
- To learn the effect those symbols and what they make the device do.
- To create and input their own sequence to make the device move

Maths: Shape

- To learn what different shapes are called.
- To identify the sides and corners of different shapes.
- To be able to count the sides and corners of shapes to start identifying the shapes properties.
- To use shapes to create pictures and patterns.

Working World: Sound and hearing

- To identify which part of the body that we use to hear sounds.
- To use our ears to identify sounds and link them to the objects that made them.
- To think about how different sounds make us feel.

Ways you can help your child:

- Practice using apps on a device such as tablet, phone, laptop.
- Use the photo app to take different photos.
- Create and follow an instruction with your child e.g. stamp, stamp, clap, clap.
- Sing counting songs or count objects.
- Compare groups thinking about which has more or fewer.
- Look for different shapes around your home or outside.

- To listen to music from different time periods and communicate if they like it or not.
- To make different musical instruments to join in with music we listen to.
- Turn taking with instruments.
- Showing preferences to musical instruments.
- Discuss likes / dislikes

Ways you can help your child:

- Look at different houses when you are out for a walk.
- Practise using glue, scissors and paint safely.
- Can explore and listen to favoured songs and music.
- Can create sounds using pots and pans.

Autumn Term

Autumn term 1 topic: Homes **Autumn term 2** topic: Let's make music

Learning Letter – Puffin Class