

<p style="text-align: center;"><b>My Communication</b></p> <p><b>Communication and Literacy</b>  <i>Fiction Settings – Family Stories</i>                  Discuss a story using symbols or communication boards to support you expressing what you can see / what they are used for, begin to build sentences and retell a story</p> <ul style="list-style-type: none"> <li>Identify characters from the story</li> <li>Sequence events within a story</li> <li>use colourful semantics or a word bank to support sentence building / retelling a story</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>read different types of family stories to your child, ask them to identify characters within the story and ask them simple comprehension questions about what has happened</li> <li>model writing a simple sentence about a favourite scene from a family story identifying 'who', 'what doing', 'what' and 'where'</li> </ul>	<p style="text-align: center;"><b>My Body</b></p> <p><b>Physical Skills</b>  <i>Invasion Games (ball on the ground) Festival Games</i></p> <ul style="list-style-type: none"> <li>Engage within activities which encourage target practice, ball control and pass and move</li> <li>Engage within small playground games on a repeated basis with symbols to support what doing</li> <li>Develop gross motor skills through sensory circuits</li> <li>Develop fine motor skills thorough funky fingers</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 ball games which include target practice, ball control (stopping ball with foot, dribbling ball through cones) and pass and move (passing the ball to and from while moving around)</li> <li>Encourage your child to engage in small playground activities, such as tag, what's the time Mr. Wolf and duck, duck, goose</li> <li>Encourage your child to engage in some funky finger songs on YouTube</li> </ul>	<p style="text-align: center;"><b>My Independence</b></p> <p><b>Skills for Life</b>  <i>Looking after my belongings and my environment</i></p> <ul style="list-style-type: none"> <li>Identify where belongings go within the classroom, practicing tidying away and looking after belongings safely</li> <li>Locating familiar places around school</li> </ul> <p><i>Social Development</i></p> <ul style="list-style-type: none"> <li>Engage within turn taking games</li> <li>Engage within identiplay to develop functional play skills</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Encourage your child to look after their belongings, show them where to keep their things safe and encourage them to tidy away after themselves</li> <li>Engage within turn taking games</li> </ul>
<p style="text-align: center;"><b>My Community</b></p> <p><b>Personal Development</b>  <i>PSHE – Self-Awareness – Kind and Unkind Behaviours</i></p> <ul style="list-style-type: none"> <li>Begin to identify emotions linking to kind / unkind behaviours</li> <li>Begin to identify actions linking to kind / unkind</li> <li>Begin to recognise kind / unkind words</li> <li>Begin to recognise that bullying is purposeful and how to respond to this</li> </ul> <p><i>Cultural Development – Mental Health and Wellbeing</i></p> <ul style="list-style-type: none"> <li>Begin to identify different emotions we may experience, identify that it is ok to not feel ok</li> <li>Identify strategies to support you calming when you experience a strong feeling</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Verbally label when you or your child has shown a kind / unkind behaviour, identify how this has made you feel</li> <li>Talk to your child about bullying and how this is not ok, tell your child who their safe adults are if they need to talk to someone about something which has happened to them</li> <li>Engage with some calming activities with your child, create a calming toolkit of things you can engage in when you are feeling a strong feeling</li> <li>Model calming strategies when you feel upset / sad or angry, tell them how this is making you feel</li> </ul>	<p style="text-align: center;"><b>My Cognition</b></p> <p><b>Digital Literacy</b>  <i>Devices – using / accessing / operating simple hardware and software (input, output)</i></p> <ul style="list-style-type: none"> <li>Engage within Purple Mash and Clicker activities</li> <li>Engage within different input / output activities such as recording, digital painting and coding beebots</li> </ul> <p><b>Maths</b>  <i>Number – Quantity and number representation</i></p> <ul style="list-style-type: none"> <li>Sort objects into specific groups</li> <li>Match numbers to their number representation using numicon or towers</li> </ul> <p><b>Working World</b>  <i>Science – Light 1 – Light to see, dark, reflection off surfaces, sun safety, shadows, time of day</i></p> <ul style="list-style-type: none"> <li>Begin to identify things you do at specific times of the day, and sequence events within that time of day</li> <li>Begin to identify different light sources, explore creating shadows and reflections within different environments (when does it work best, in a light / dark room?)</li> </ul> <p><i>Geography – Weather and climate</i></p> <ul style="list-style-type: none"> <li>Identify different types of weather / climates, and begin to understand clothing needed for each</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Engage within input / output activities, encourage your child to take pictures, record videos / audios, digital painting and cause and effect toys</li> <li>Sort objects into specific groups, encourage your child to count how many within a specific group and represent this number with dots or towers</li> <li>Identify different tasks you do during the day / night, sequence events within a familiar routine</li> <li>Each day, identify the weather and ask your child what they think they might need for it</li> </ul>	<p style="text-align: center;"><b>My Creativity</b></p> <p><b>Creativity</b>  <i>Painting and Colour Mixing – Artist Focus: Henri Matisse</i></p> <ul style="list-style-type: none"> <li>Look the work of Henri Matisse, identify if you like / dislike the work, how it makes you feel and what colours you can see</li> <li>Engage within colour mixing experiments and creating a colour wheel</li> <li>Recreate some of Henri Matisse's art work</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Engage within some colour mixing activities at home with paint, food colouring and water or pens / pencils – can you encourage your child to predict what colour they think it will make and then see if they are right?</li> <li>Create some paintings / pictures using lots of shapes and colours – send them in and we can show them to the class</li> </ul>

