

<p><b>My Communication</b></p> <p><b>Communication and Literacy</b></p> <p><i>Poetry – Poems on a Theme – Nature Poems</i></p> <p>Read through different types of nature poems from the book 'Caribbean Dozen', use symbols or communication boards to support you.</p> <ul style="list-style-type: none"> <li>use colourful semantics or a word bank to support sentence building / re-writing poems / describing key events from specific poems</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>Read different types of nature poems with your child, talk about things which happen in the poem (comparing one thing to another, rhyming words). Try to recreate the poem or find other things to compare / rhyme specific things to in the poem</li> <li>Engage in 1:1 reading with your child</li> </ul>	<p><b>My Body</b></p> <p><b>Physical Skills</b></p> <p><i>Fundamentals (striking, dribbling, small playground games)</i></p> <ul style="list-style-type: none"> <li>Engage within striking a ball with a bat and dribbling a ball with your hand / foot, 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> <li>Engage within swimming once a week</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 striking / dribbling 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>Travel – Road Safety – Crossing</i></p> <ul style="list-style-type: none"> <li>Develop an understanding around road safety and how to keep oneself safe</li> <li>Begin to think about road safety and what are the special rules we need to follow to keep ourself and others safe when crossing the road</li> <li>Practice road safety within our local community</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Talk to your child about road safety, what are the rules and what are your own expectations when crossing the road</li> <li>Visit your local community and practices safe crossing at different safe locations – identify what makes somewhere safe to cross</li> </ul>
<p><b>My Community</b></p> <p><b>Personal Development</b></p> <p><i>Changing and Growing – Dealing with Touch</i></p> <ul style="list-style-type: none"> <li>Begin to recognise different types of physical touch, when it is ok to touch someone (asking for consent)</li> <li>Develop an awareness of who you can go to or what you can do if you feel uncomfortable with touch</li> </ul> <p><i>Cultural Development – Disability Awareness and Diversity (including a pride in disability parade)</i></p> <ul style="list-style-type: none"> <li>Begin to recognise that everyone is different and this is ok</li> <li>Develop an awareness for different disabilities and engage within a Pride disability parade to show our support</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Talk to your child about types of physical contact and model asking for consent when engaging in different types of positive physical contacts</li> <li>Talk to your child about who they can talk to if they feel unsafe or uncomfortable at home and at school</li> <li>Talk to your child about their disability and other people who might have disabilities around you, express that we are all different and this is ok</li> </ul>	<p><b>My Cognition</b></p> <p><b>Digital Literacy</b></p> <p><i>Copywrite and Ownership: recognising their name represents them</i></p> <ul style="list-style-type: none"> <li>Begin to develop a basic understanding of what is meant by the term 'copywrite' and 'ownership'</li> <li>Develop a piece of digital work and take ownership for what you have created by assigning your name to it</li> </ul> <p><b>Maths</b></p> <p><i>Money</i></p> <ul style="list-style-type: none"> <li>Begin recognising different types of UK money, identifying their key features, values and experience using it through role play and within the real world</li> </ul> <p><b>Working World</b></p> <p><i>Living Things and Their Habitats</i></p> <ul style="list-style-type: none"> <li>Begin to identify what is meant by 'living and never lived'</li> <li>Explore different types of living things and their habitats</li> </ul> <p><i>Geography – Settlements and Land use / Trade links</i></p> <ul style="list-style-type: none"> <li>Begin to recognise what a settlement is and what makes a good settlement (look at different types of land and identify if this would be a good place to settle)</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Encourage your child to create something digitally and take ownership of what they have created</li> <li>Take your child out into their local community and give them a set amount of money to buy something with, talk to them about the price of what they are buying and what money they will need to do this</li> <li>Talk to your child about what is meant by living / never lived, go out into your local community and identify a range of different living / never lived things, can you find different habitats for the living things?</li> <li>Talk to your child about what makes your settlement area a good settlement, go out and look at some of the things which make your community settleable</li> </ul>	<p><b>My Creativity</b></p> <p><b>Creativity</b></p> <p><i>Music – Singing</i></p> <ul style="list-style-type: none"> <li>Listen to different types of nursery rhymes, practice playing music to the beat and singing along to nursery rhymes</li> <li>Explore different ways to recreate the nursery rhyme, singing it faster / slower</li> <li>Explore how music makes you feel, link music to different types of weather and begin using your body to recreate it (tapping, clapping, stomping)</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Listen to different types of music, identify different musical instruments you can hear and if you like / dislike the music</li> <li>Sing along to yours and your child's favourite songs, encourage them to sing / hum along with you</li> </ul>

