



2024 Learning Letter – Fitzebra

This half term our topic is: Fairy Tales and Folklore

<p>MY COMMUNICATION</p> <ul style="list-style-type: none"> Individual communication scripts including as appropriate ongoing work on turn taking, switches, symbols and signing Group music therapy sessions Texts we will be covering include: Goldilocks and Just 1 Bear Story telling: Alternative version of Red Riding Hood <p>Ways you can help your child:</p> <ul style="list-style-type: none"> Read, watch or listen to the texts being covered. Watch videos on Granta You Tube channel Fitzebra Home Learning Playlist Provide lots of opportunities for your child to make choices and express preferences Do not always pre-empt what they want – provide opportunities for children to choose, communicate no or 'ask' for things in their own way Utilise symbols / communication aides /signing or communication strategies in use in class to help pupils generalise skills (if you require resources, support or advice on this please let us know) 	<p>MY COGNITION and MY CREATIVITY</p> <ul style="list-style-type: none"> Art: Making choices in mark making to respond to assorted fairy and folk tales Music: Resonance board ASMR activities around "Billy Goats Gruff" story Festivals and special events explored this half term include: Eid, Cinco de Mayo, Endangered Species Day Cause and effect skills will be worked on each term though using iPads, computers, switch toys, switches, magic carpet, soundbeam etc Topic: Activities focusing on the alternate versions of: Red riding hood, The gingerbread Man, Jack and the Beanstalk and the Ugly Duckling Sensory cooking: Red Riding Hood's Muffins <p>Ways you can help your child:</p> <ul style="list-style-type: none"> Look out for activities on Granta You Tube channel Fitzebra Home Learning Playlist Make some gingerbread men Explore building house models from different materials Plant seeds and see how tall you can grow a plant Make porridge and exploring filling different sized containers Make up own endings of different fairy tales 	<p>MY INDEPENDENCE</p> <ul style="list-style-type: none"> Ongoing work on doing as much as we can for ourselves through care routines, lunch / snack times, play times etc Regular 'pampering' sessions to enable us to become comfortable with a range of self -care tasks. 'Lunch social' including helping to prepare the table for lunch, clearing up after lunch and passing things to peers Relationship building through intensive interaction, care routines, music and movement and play times. 'Time to Talk' time for pupils to spend time and interact with one another in own ways <p>Ways you can help your child:</p> <ul style="list-style-type: none"> Involve your child as much as possible in care routines. Encourage active participation in whatever way is possible e.g. reaching for brush, leaning forward to put coat on Take part in intensive interaction Take part in turn taking activities (my turn your turn) 	<p>MY BODY</p> <ul style="list-style-type: none"> Ongoing work on body awareness through massage and music and movement sessions. Regular work in swimming, therapy swing and physio / therapy programmes will be carried out each term as appropriate We will work on refining the use of our senses in script work. Fine motor and manipulation skills will be worked on through regular exploration and engagement activities taking things from bags and boxes and fairy tale setting messy play Massage story Goldilocks and Just 1 Bear Outdoor learning: We will be looking at different activities in the park/forest school/courtyard looking at a different tale each week. <p>Ways you can help your child:</p> <ul style="list-style-type: none"> Provide messy play and exploration activities where they can work on skills such as reaching, grasping, using 2 hands, scanning or using tools
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