

<h2>My Communication</h2>	<h2>My Body</h2>	<h2>My Independence</h2>
<h3>Communication and Literacy</h3>	<h3>Physical Skills</h3>	<h3>Skills for Life</h3>
<p>Spring 1: <u>poetry- traditional rhymes.</u></p> <ul style="list-style-type: none"> Engaging in traditional rhymes. Completing actions or BSL signs in traditional rhymes. To complete the rhymes by identifying key missing words or structuring the rhymes in order. To role play our the rhymes To engage in mark making, creative or sensory adult-led activities around each weeks rhyme focus. Identifying rhyming pairs when completing 'silly soup'. Forming simple shapes and patterns Forming focus letters and CVC words in Phonics sessions. Engaging in weekly 1:1 reading sessions in the library. Forming the letters in my name. <p>Spring 2: <u>Non-Fiction- book 'Wakey, Wakey' by Ruth Mертtens</u></p> <ul style="list-style-type: none"> To explore and engage with animals that hibernate. To engage with key phrases and words in the story. To engage with sensory stories. To engage and participate in key actions and BSL signs. Role play out the story. Explore and enage with captions and labelling. To create a fact file about animals in the story. Explore what happens during seasons through sensory play, stories, books and adult-led activities. Forming simple shapes and patterns Forming focus letters and CVC words in Phonics sessions. Engaging in weekly 1:1 reading sessions in the library. Forming the letters in my name. To use preferred communication aids to make requests using 'I want ____'. 	<p>Spring 1: <u>Dance- following instructions.</u></p> <ul style="list-style-type: none"> Engaging in familiar action songs. Following instructions i.e. key actions and speeds Making shapes with our bodies. Starting and stopping on request. Moving freely to music Moving carefully around objects and people Experimenting with music. Develop gross motor skills through circuits Develop fine motor skills thorough funky fingers and dough disco. <p>Spring 2: <u>Gymnastics - Balance, jumping, rolling.</u></p> <ul style="list-style-type: none"> Engage within different balancing activities, such as walking along a bench or line, standing on one leg, jumping from point A to point B, copy different shapes with your body. Engage within action songs Develop gross motor skills through circuits Develop fine motor skills thorough funky fingers and dough disco. 	<p><u>Spring 1:</u> We will focus on: Grooming, brushing teeth brushing hair, hairstyles, explore what would happen when we visit a Dentist and Hairdresser. 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, books, songs, modelling and answering who/what/where differentiated comprehension tasks.</p> <p><u>Spring 2:</u> <u>Cooking-making a fruit crumble..</u></p> <ul style="list-style-type: none"> We will explore and engage with key ingredients in our fruit crumble recipe. With support we will develop our chopping, peeling and grating skills as we complete our recipe and through a carousel of class based activities to further implement and practice these skills. Develop our fine motor skills using a variety of tools and equipment. To follow simple steps in a recipe. To travel to and from the food tech room and operate safely in a kitchen space. Will develop our life skills in keeping our table spaces clean and tidy, practice good food hygiene and washing our hands and equipment with soap and water.
<h3>Ways you can help your child:</h3>	<h3>Ways you can help your child:</h3>	<h3>Social Development</h3>
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Encourage your child to engage in balancing along a line, bench, visit a park and exploring balancing play apparatus. Encourage your child to create shapes with their body, such as: T shape, star shape, pencil shape, teddy bear shape or roll like a sausage. 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. 	<p><u>Ways you can help your child:</u></p> <ul style="list-style-type: none"> Engage within turn taking games Engage within identiplay to develop functional play skills Participate in parachute group games. Engage within turn taking games. Engage in washing plastic plates, cups or cutlery with soap and water.

<ul style="list-style-type: none"> • Sing and act out traditional rhymes, such as: Two little dickie birds, Teddy bear Teddy bear, Baa baa black sheep, head shoulders knees and toes. • 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. 		<ul style="list-style-type: none"> • To practice their chopping or grating skills in making a cheese sandwich for someone at home or practice chopping using playdough. • Engage or participate in morning routines of brushing hair, brushing teeth or washing face
<p style="text-align: center;">.My Community</p> <p>Personal Development</p> <p>Spring 1:</p> <p><u>-PSHE: Self care, support and safety- To explore people that help us in different parts of our lives.</u></p> <ul style="list-style-type: none"> • To engage with the story Dr Ranj 'A superhero like you' • To engage in a ctivities around exploring people who help us. • Engage in roleplay activities around people who help us, such as: police, dentist, doctors, vets, firefighters. • Engage in small world or adult led activities around people who help us, such as: making medicine, playing 'Miss Polly had a Dolly', attending to our injured animals/ pets etc. • Labelling people who help us and what they do. <p><u>Cultural development: -school values 'care'</u></p> <ul style="list-style-type: none"> - Explore and engage in activities, stories and songs about people that care about us. - Engage with activities around who cares about us at school. - Engage and explore with activities and work tasks around who cares about us at home and in our familys. - To Share photos of people that are special to us. - To make a book all about people we 'Care' about. 	<p style="text-align: center;">My Cognition</p> <p>Spring 1:</p> <p><u>Digital literacy: E-safety and Making Music.</u></p> <p><u>E-Safety - Searching for Information (Navigating Devices)</u></p> <ul style="list-style-type: none"> • Search for information on different devices (iPad & laptop) • Exploring how to create music on apps such as: garage band, paint with music and Chrome music lab website. • To explore with volumes, pace and how different instruments sound separately or together. <p><u>Maths: Measure</u></p> <ul style="list-style-type: none"> • To engage with size language such as: big, small, long, tall, short etc. • To engage with measuring using Non-standard and standard units of measuring such as measuring in hands, with cubes or blocks and using rulers. • Explore with numbers on measuring equipment. • Explore with capacity; such as full, empty and half-full. • Investigate capacity, such as how many objects we can hold in different containers. • Explore and investigate light and heavy using bucket scales. <p>Working World:</p> <p><u>-Science-Plants</u></p>	<p style="text-align: center;">My Creativity</p> <p>Creativity</p> <p>Spring 1:</p> <p><u>Art: Printing</u></p> <ul style="list-style-type: none"> • To explore how to make a print • To explore artists that print in their work • To design, make and use our own stamp • To explore with mono printing. • To make clear prints using a range of tools and resources. • To take time and care over our art tasks. • To share resources and painting tools. • To communicate colours and what they need using communication aids. <p><u>Music -Composition</u></p> <ul style="list-style-type: none"> • Engage and explore different types of instruments • To identify different types of music • To participate in different songs and activities around creating composition with our instruments. • Turn taking with instruments. • Showing preferences to musical instruments.

<p>Spring 2: <u>PSHE - managing feelings</u></p> <ul style="list-style-type: none"> Exploring feelings through the 'Color Monster' story. Engaging with colours and linking them to emotions Linking bodily sensations to feelings Exploring what makes us feel: happy, sad, angry, scared, calm and love. Sharing what makes us feel: happy, sad, angry, scared, calm and love. Exploring what helps us when we feel sad, angry or scared. Engaging with different music and sharing what emotion we link it to. Communicating our feelings during group circle. <p><u>Religious Education - Islam.</u></p> <ul style="list-style-type: none"> Develop an awareness for different religions Become aware of the religion Islam and what they believe in, engage in some activities around this such as: Ramadan. Explore with other festivals and celebrations such as: Holi and Easter. <p>Ways you can help your child:</p> <ul style="list-style-type: none"> Explore and listen to stories or watch cartoons around people who help us i.e. Fireman same, Paw patrol, Dr Ranj etc. Look for people that help us when out in the community. To explore emotions and look at the color monster story- it is available on youtube. Talk to your child about Religions, celebrations or festivals during January, February and March, explain that some people have different religions and that is ok - talk about your religion if you have one. 	<ul style="list-style-type: none"> To explore different times of plants and observe how they change as they grow To engage and plant different plants, such as: beans, flowers and other vegetables. To label parts of plants To explore through sensory activities about plants To explore books around plants, such as: Jaspers beanstalk, Jack and the bean stalk, Oliver's vegetables and rhymes and songs about plants. <p><u>-Geography-Geographical features.</u></p> <ul style="list-style-type: none"> To explore geographical features. Label geographical features that are familiar to us. To create models and pictures of familiar geographical features. <p>Spring 2: Digital literacy: Using simple programs.</p> <ul style="list-style-type: none"> To operate simple programs To complete game objectives in supporting characters to move across the screen To instruct characters such as Daisy dinosaur to complete specific actions i.e. grow, shrink, move, jump. <p>Maths: Number</p> <ul style="list-style-type: none"> To explore what number represents To explore addition To engage with number bonds of 10. <p>Working World: <u>-Science: every day materials and their uses.</u></p> <ul style="list-style-type: none"> To explore and investigate everyday materials such as: plastic, paper, stone, wood, glass. To create homes and investigate which is strongest. To investigate which material keeps the doll or animals dry. Explore and engage with materials. To describe how materials feel. Engage with materials and their uses To label objects and what they are made from. <p><u>-Geography- Our local area.</u></p> <ul style="list-style-type: none"> Engage and explore Linton 	<ul style="list-style-type: none"> Discuss likes / dislikes <p>Spring 2: <u>Art: Junk modelling</u></p> <ul style="list-style-type: none"> To create mothers day gifts, celebrations and festival crafts To design our mothers day gift To design and create a junk model of a house or vehicle. To take time and care over our projects. To explore and use a range of tools and resources. <p>Music: composition/following instructions.</p> <ul style="list-style-type: none"> To engage and participate in following instructions to start, stop, slow and fast with our musical instruments when completing games. Engage and explore different types of instruments Turn taking with instruments. Showing preferences to musical instruments. Discuss likes / dislikes <p>Ways you can help your child:</p> <ul style="list-style-type: none"> Can explore and listen to favoured songs and music. Can create our own instruments at home using recycling Can create sounds using pots and pans. Can print with toys or tools. Can explore with junk modelling to make our own house, vehicle, instrument at home.
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- To explore wat we have in Linton
- To engage with what we see in and around our local area.

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.
- Does your local area have any special buildings?
- Explore what you need to wear for different weather i.e. rain.
- Engage and explore with plants in the garden near our homes.
- To plant and watch something grow at home.