

My Communication Communication and Literacy <i>Fiction Settings – Funny Stories</i> Discuss a story using symbols or communication boards to support you expressing what you can see, identifying rhyming words, begin to build sentences and describe - Identify rhyming words - Use colourful semantics to identify 'who', 'where' and 'what like' Ways you can help your child: - read different types of funny stories to your child, ask them to identify 'who', 'where' and 'what like' within the story and begin to compare - read stories with rhymes, identify the rhyming words in the story - begin to write and build sentences about a funny story, describe 'who', 'where' and 'what like'	My Body Physical Skills <i>Gymnastics</i> - Engage within activities which encourage moving your body, creating shapes with your body, balancing and sequencing steps together - Engage within climbing skills to further develop balancing skills - Develop gross motor skills through sensory circuits - Develop fine motor skills thorough funky fingers Ways you can help your child: - Encourage your child to engage in yoga and action songs - Encourage your child to create different shapes with their body and sequence shapes together to create a simple sequence - Encourage your child to engage in a range of balancing activities - Encourage your child to engage in some funky finger songs on YouTube	My Independence Skills for Life <i>Household Chores – Tidying and Cleaning</i> - Identify different types of household chores, begin to practice skills to support completing them - Develop a basic understanding around recycling and begin to do this <i>Social Development</i> - Engage within turn taking games Ways you can help your child: - Encourage your child to tidy / clean around the house, talk through what you are doing when you tidy / clean - Talk to your child about recycling and encourage them to recycle themselves - Engage within turn taking games
My Community Personal Development <i>PSHE – The World I Live in – Rules and Laws</i> - Begin to identify kind / unkind, safe / unsafe behaviours and things we can / cannot do at school or home - Begin to think about how different behaviours make us feel and what we can do instead – class rules - Begin to think about rules / laws in the community, how they keep us safe and who enforce them <i>Cultural Development – Make Your Mark – International Dot Day</i> - Begin to identify things which make us worried / scared and things we can do to help us be brave - Engage within purposeful mark making Ways you can help your child: - Talk to your child about rules / laws at home, school and in the community – talk about why the rules are important and what your expectations are around them - Model following the rules and laws, talk about how this helps keep us safe - Model expressing how different behaviours make you feel, and what can be done instead if it was an unkind behaviour - Talk to your child about things that make you feel worried or scared and things you do to help you - Engage in purposeful mark making with your child	My Cognition Digital Literacy <i>Using Purple Mash (keyboard skills) and Privacy and Security</i> - Engage within Purple Mash activities, logging in on your own - Develop an understanding of personal information, keeping things private and who can help us Maths <i>Number and Place Value</i> - Sort and count objects, identify numerals and words, sequence numbers, identify numbers 1 more / 1 less than, begin to complete timetables for 2s, 5s and 10s Working World <i>Science – Forces and Magnets</i> - Begin to recognise different forces and different ways you can make an object move - Explore magnets, begin to identify that magnets pull objects towards them or push objects away – begin to sort objects into magnetic and not magnetic <i>Geography – Field of Study – Settlements and Land Use</i> - Begin to identify what a settlement is and what it needs to survive - Begin to identify different types of settlements and land use locally Ways you can help your child: - Engage within Purple Mash activities on the phone / iPad, encourage your child to log in on their own and find a favourite activity to engage in - Talk to your child about personal information, what we do / do not share with others and who can help us if we feel unsafe - Encourage your child to sort objects into groups, count how many in each group and identify the number for how many counted - Explore different forces, begin to explore magnets and identify this which are magnetic - Take a walk around your community, identify key features of your settlements and land	My Creativity Creativity <i>DT - Fairground</i> - Look at fairgrounds and the different types of rides at a fairground – begin to identify key features of a ride (what does it look like, does it spin or stay still) - Plan, design and evaluate a simple fairground ride Ways you can help your child: - Take your child to a fairground or watch videos on YouTube, look at different types of rides and talk about what you can see - Make simple fairground rides at home, use recycling or household objects to recreate favourite rides

