

## My Communication

## Communication and Language and Literacy

- Engaging in stories on a theme such as: Love makes family by Sophie Beer and The Family book by Todd Parr
- Completing actions or BSL signs in topic stories.
- To complete labelling tasks about themselves, their family and their peers and adults in Racoon class.  
To complete labelling tasks focusing on 'Who' is in the picture when focusing on key texts.
- To role play with food making tea party and acting out family roles.
- Vocab focuses: 'who' and 'what doing'.
- Engaging and participating in sensory stories- such as 'going on a bear hunt' sensory story.
- Completing individual reading tasks.
- To engage in mark making, creative activities or sensory adult-led activities around each week's topic focus around members of the family, playdough challenges of making their features or someone else's.
- Identifying key words and objects linked to family such as: facial features, body parts, mummy, Daddy, siblings, grandparents etc.
- Sensory literacy and communication and language scripts.
- Sound switches.
- Forming pre-writing shapes and/or letters.
- Forming focus letters in our names and focus letter sound of the week in phonics sessions.
- Phonics sessions: s,a,t,p,i,n
- Massage stories
- Individual scripted activities
- Pre-phonics sessions: home environmental sounds.
- Engaging in weekly 1:1 reading sessions.
- Forming letters in my name.
- Identifying 'who' using colourful semantics.
- Completing and building upon individual communication and language focuses linked PLG's.
- Attention Autism (Bucket) sessions.
- Using communication aids: boards, symbols, switches, books and PEC's to communicate our wants/needs and to comment on play and activities.

## My Body

## Physical Development:

PE, Swimming, Fine motor skills, individual Physical development targets, music and movement.

## Dance

- Engaging in familiar action songs.
- Following instructions i.e. key movements, steps and rules
- Responding to my name in PE tasks in the gym.
- Starting and stopping on request and following and coping movements in music and movement sessions and Dance sessions.
- Moving and completing movements on and off location spots.
- Moving carefully around objects and people
- Developing my gross motor skills.
- Participating and becoming familiar with our TAC PAC story/songs in sessions
- Participating and becoming familiar in story massage at the end of our PE sessions.
- Developing my coordination in games as I jump, hop, and crawl.
- Develop fine motor skills through fine motor activities and challenges: building houses with duplo, fastening and dressing, opening containers, nuts and bolts, developing my pincer grip (Percy parrot pose), cutting and sticking tasks, sorting stations and dough disco.
- Developing and working on my individual Physical development PLG's/targets or Physio programs.

## Swimming:

- building up confidence in water
- following adult instructions to be safe in water.
- To become more familiar with the swimming session routine in completing the carousel of activities i.e. Monkey, Monkey (crawling along the edge of the pool), twinkle twinkle little star (on our back), 5 little men in a flying saucer (throwing object and swimming towards it) fun exploration and finish with our ending song.
- Participate in undressing and dressing skills.

## Ways you can help your child:

## My Independence

## Fun with food and play skills.

We will focus on:

- We will also be developing our social skills and building relationships with adults and children and working on turn taking skills.
- Developing our self help and dressing skills.
- Community experiences:** hosting a 'in-school' family afternoon to show and present all our hard work that we have created around our topic 'family'
- Cooking:**
- building up our skills and confidence in transitioning to different places around the school and traveling to and from the Food Technology room safely.
- Developing our washing up skills.
- Following familiar steps in our recipe/focus session as we develop skills in crushing, folding, mixing and chopping-focus around deserts.
- Exploring our senses with family:**, hair brushing, washing, bathing dollys/babies and completing dressing skills, hair styling, shampoo's.
- Massage story:** my body.
- Continuous provision:**  
-Incorporating the individual child's interests, schemas ad outcomes in enriching and engaging play scenes in our areas of learning and Tuff trays.-changed daily.  
**Enhanced provision:** specific learning through play, specific adult activities, creative activities linked to specific lessons throughout the day.
- Play skills:**
- Role playing based around homes  
-making meals, teas, looking after babies, making drinks, washing up, talking on the phone, taking food orders, roleplaying with food, setting table with plates/cups/cutlery.

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| <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>• Share some of your favourite stories with your child.</li> <li>• Encourage your child to identify, point, engage in what they can see and what has happened, can they predict what will happen next with support of closed questions</li> <li>• Sing and act out familiar nursery rhymes; such as:<br/>-wheels on the bus, miss polly had a dolly, finger family and head shoulders knees and toes.</li> <li>• Find things that make sounds in the home and go on a match that sound game i.e. Vacuum, toaster, pots and pans, pouring cereal.</li> <li>• Explore with mark making simple patterns and shapes.</li> <li>• To explore the letters in their name.</li> </ul>                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Encourage your child to engage in balancing along a line, bench, visit a park and exploring balancing play apparatus. .</li> <li>• Encourage your child to engage in action songs and copy the actions with them</li> <li>• Encourage your child to engage in some rolling and moulding activities with dough (1 cup of flour and <math>\frac{1}{2}</math> cup of water).</li> <li>• To work on our 'Percy parrot' (pincer grip) in picking up cereal and putting them into cups or fastening buttons on clothes.</li> <li>• To create marks in flour/sand or on paper making circles and lines.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Parachute games-turn taking and working together to move the parachute in completing a familiar songs in our parachute script.</li> <li>• Engage within turn taking games with an adult or peer.</li> <li>• Intensive interaction.</li> <li>• Participate in parachute group games.</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>• Engage within turn taking games.</li> <li>• Engage in and participate in washing grooming tasks of brushing hair, washing faces and hands.</li> <li>• To visit places in their community</li> <li>• To help with shopping and putting shopping away at home.</li> <li>• Engage or participate in morning and evening routines of brushing hair, brushing teeth or washing face</li> </ul>                                                                    |
| <p><b>.My Community</b></p> <p><b>Personal, social and emotional development</b></p> <ul style="list-style-type: none"> <li>• To explore and participate in 'All about me' TACPAC (<i>Touch And Communicate Package-combines therapeutic touch with specifically composed music</i>).</li> <li>• Building up their emotional literacy: sharing their emotions using symbols and/or switches.</li> <li>• To build and form trusting relationships with adults and peers.</li> <li>• Identify and explore what you may see in particular rooms in a house and share what they have in their home.</li> <li>• Exploring objects and equipment they have at home.</li> <li>• Building social skills, sharing, turn taking, intensive interaction.</li> <li>• Parachute games.</li> <li>• Self help skills, washing hands, following and participating in toileting schedules.</li> <li>• Following individual schedules (Now and Next)</li> <li>• Focusing on class relationships: relationships with adult, intensive interaction, joining in on their play, introducing</li> </ul> | <p><b>My Cognition</b></p> <p><b>Mathematical development and Understanding the world.</b></p> <p><b>Technology: Exploring cause and effect toys and digital painting.</b></p> <ul style="list-style-type: none"> <li>• search for cause and effect games: finger paint app, fireworks app, remote control cars switch toy-bubble machine on different devices (iPad, switch toys)</li> <li>• Exploring how to make things happen and explore using switches, cause and effect games, light panels, musical piano floor mat.</li> <li>• To explore with how I can make marks on different apps as I create music or drawing challenges on 'finger paint'.<br/>-making dots, lines, circles and faces.</li> <li>• To make different paintings and work on selecting different colours, forming shapes and assigning meanings to our markings.- purple mash.</li> </ul> <p><b>Maths: number including 1:1 correspondents and/or subitising.</b></p> <ul style="list-style-type: none"> <li>• To engage with number language 0-5 and/or 1-10, and what these numbers represent.</li> <li>• Attention Autism (bucket) sessions - incorporating number language</li> <li>• To engage with sequencing numbers.</li> </ul> | <p><b>My Creativity</b></p> <p><b>Expressive arts and design</b></p> <p><b>Art: painting and art tools</b></p> <ul style="list-style-type: none"> <li>• To explore how to make marks and patterns on paper.</li> <li>• To make art work that includes: main features on a face or body.</li> <li>• Making family portraits and self portraits.</li> <li>• To make clear prints using a range of tools and resources.</li> <li>• To assign meaning to their markings</li> <li>• To take time and care over our art projects.</li> <li>• To share resources and painting tools.</li> <li>• To communicate colours and what they need using communication aids.</li> </ul> <p><b>Music-instruments</b></p> <ul style="list-style-type: none"> <li>• Engage and explore different objects in the home that make different sounds.</li> <li>• Creating music with house hold items.</li> </ul> |

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| <p>different ways of playing with favoured objects and turn taking.</p> <ul style="list-style-type: none"> <li>• Focusing on peer relationships.</li> <li>• Engage in role play activities around families.</li> </ul> <p><b><u>Cultural development: make your mark (international Dot day) .</u></b></p> <p><b><u>Black history</u></b></p> <ul style="list-style-type: none"> <li>• Explore and engage in activities, stories including : The Dot, Miffy and the artisits.</li> <li>• To explore a variety of creative and play activities and adult lead tasks.</li> <li>• Engage with activities of these focuses.</li> </ul> <p><b><u>Ways you can help your child:</u></b></p> <ul style="list-style-type: none"> <li>• Explore how everyone can be an artist-draw with your child on paper, in flour, sand, mud etc.</li> <li>• Visit museums-such as Fitzwilliam museum.</li> <li>• Make models (art) out of play dough, junk modelling, salt dough, vegetable printing, collage.</li> <li>• Explore and engage in books around emotions</li> <li>• Sharing emotions on what makes them feel happy? What they don't like.</li> <li>• Books: colour monster, pip and posy's big book on feelings, feelings-a lift the flap book, the rainbow fish, making faces, the feelings book etc.</li> <li>• Programs on Cbeebies: Love monster, the feeling song, Hey duggee: the feelings badge.</li> </ul> | <ul style="list-style-type: none"> <li>• Engaging and investigating number: how to represent numbers, matching numerals to amounts, playing 'don't count say the amount' (building up subitising skills), singing number songs, 1:1 matching activities.</li> <li>• Completing individual maths scripts or sensory maths scripts.</li> <li>• Posting, stacking, building and focusing preposition language of 'on'.</li> <li>• Explore and use language of: 1-10, how many?,</li> </ul> <p><b>People and communities: Me and my family and The world: My community</b></p> <ul style="list-style-type: none"> <li>• Exploring, learning, my family, families and similarities and differences.</li> <li>• Family and/household routines</li> <li>• All about me and my family: likes, dislikes what I like to do with my family, where I like to go.</li> <li>• Exploring and engaging in festivals, faiths and celebrations through songs, stories, activities and work tasks.</li> </ul> <p><b><u>Ways you can help your child:</u></b></p> <ul style="list-style-type: none"> <li>• Practice searching for favourite programmes on the iPad/phone/TV</li> <li>• Explore your local area, what do we see or what can you do.</li> <li>• To watch and explore nature/season programs or cartoons that include seasonal changes and light and dark.</li> <li>• To explore what things turn on and off at home.</li> <li>• To go on a walk and explore what shapes they see, what animals they find in fields, what changes can they see in their environment as the season develops.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify that sound to object bingo games.</li> <li>• To participate in different songs and activities with our instruments.</li> <li>• Turn taking with instruments/ house hold objects.</li> <li>• Showing preferences to musical instruments.</li> <li>• Discuss likes / dislikes</li> <li>• Following instructions of stop and go.</li> </ul> <p><b><u>Ways you can help your child:</u></b></p> <ul style="list-style-type: none"> <li>• Can explore and listen to favoured songs and music.</li> <li>• Can create sounds using pots and pans.</li> <li>• Can print with toys or tools.</li> <li>• Can make patterns in flour such as lines, dots and triangles.</li> </ul> |
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