

Kensington Queensmill School
Curriculum Coverage for Parents/Carers
Cromwell Class Spring Term 2024



Dear Parents and Carers,

Our class topic for the next half term will be Colours. We will continue to adopt a topic-based approach to teaching and learning with this topic inspiring our activities across the curriculum. Over the course of the half term, we will look at all the different colours that we can find around us, (blue for the ocean and sky, green for the plants, colours in our body, such as the colour of our hair and eyes or our skin). We will also use our topic to explore other subjects such as science. We will learn about the primary and secondary colours during art sessions to explore mixing colours with different textures and a variety of art resources such as paint, water paint, shaving foam with food colouring among others.

The curriculum coverage below provides details of the learning we will be working on in class as well as some ideas of how you can help your child extend their learning at home. You may already be doing some of these activities. Please note, the information given below is for the whole class. Your child will follow a differentiated curriculum adapted to their individual needs and interests.

If you would like any assistance or support implementing activities, PECS or visual schedules at home, please do not hesitate to get in touch with us. You may contact us via the home/school diary, by calling the school office or through e-mail:
rebeca.rodriquezlorenzo@thequeensmilltrust.com

Best wishes,

Rebeca, Olivia and the Cromwell class team

Subject	Suggested home activities
<p style="text-align: center;">English</p> <p>Our focus in English this half-term will be continuing to follow the Dandelion readers phonics programme. (Unit 2 n,o,p sounds). Alongside this, exploring our big book 'Mixed' by Arree Chung where we are learning about mixing colours, acceptance and overcoming our differences.</p> <p><u>Activities:</u></p> <p>Speaking - To support pupils with speaking, we will continue to work on the fundamentals of communication through intensive interaction sessions, circle time, joint attention activities, sharing activities, sensory board games, Big book and the use of both PECs and colorful semantics. We also encourage them to communicate though playing, singing songs together and using Makaton to support communication.</p> <p>Listening -We encourage listening across the curriculum by using different techniques, e.g. whispering when we are about to reveal an exciting learning resource, singing transition songs, supporting children in participation in attention autism activities, reading sessions Wherever possible we create opportunities to explore body sounds and sounds in our environment e.g. clapping as we sing a hello song, listening to different</p>	<p>-Read books to your child about colours such as Mixed, Brown Bear, How to catch a rainbow, The colour monster among others, independently or with you. Try to engage the child by making noises, faces, using toys to make the reading a positive and unique experience. You can make a calm space at home where your child can sit and explore books by him/herself.</p> <p>- Create opportunities to explore topic related vocabulary. Going to a walk and explore the colours that are around us, the plants, the cars, the sky, the animals and talk with your child about that modelling his/her language.</p> <p>-Create opportunities for painting, drawing, colouring and mixing colours. You can use different techniques such as foam, finger painting, water painting, food colouring.</p> <p>-Make homemade playdough using</p>



<p>animal sounds. Developing listening through such activities supports development of phonic awareness which underpins the ability to read, spell and speak</p> <p>Reading -We will work on reading skills through; - Phonics sessions where we will explore a 'sound of the week'. Following Dandelion readers phonics programme. This half term we will look at letters n,o,p (unit 2) - Identifying topic-related vocabulary. - In Big book lessons-this term we will read 'Mixed' and 'brown bear' and explore these through a multi-sensory session.</p> <p>Writing - We support pupils with writing skills by providing: - Fine-motor activities to support grip development and prewriting skills e.g. playing with putty or making marks in sensory materials. - Handwriting practice, using tracing sheets, visual aids and a variety of tools on different surfaces. - Forming sentences through colourful semantics and PECs.</p>	<p>different colours and then mix up.</p> <p>-Watch the educational program "Alphablocks" in BBC children where they can start getting familiarized with the phonics.</p> <p>- Write on different textures, colours and on different materials with fingers, or brushes. You can prepare trails with salt, flour or sand so the child can trace using his/her finger or brushes.</p> <p>- Listen songs about colours, and sing together with your child. You can find songs that use also Makaton so you can sing and sign Makaton at the same time and learn together how to sign the colours.</p> <p>-You can visit the local library with your child and explore books in a friendly atmosphere.</p>
<p style="text-align: center;">Maths</p> <p>Our focus in Maths will be following the White Rose Maths curriculum. We are working on Place value (10,20). Students will explore sorting & counting objects, counting objects from a larger group & represent object.</p> <p>We will provide opportunities for the children in a daily basis to explore counting, sorting and addition in a one to one sessions according to every child's need.</p> <p><u>Activities:</u></p> <p>-Relate quantities with numerals using different objects that the children may be interested in such as trains, teddy bears, beans with different colours.</p> <p>-Sequencing and recognising numbers. Providing the children with matching activities according to their likes.</p> <p>- Tracing numbers using mark markers.</p> <p>- Create positive and stimulating sensory activities numbers and shape relate.</p>	<p>- Highlight numbers in the environment to encourage number recognition - e.g. count numbers on houses, check the number of the bus.</p> <p>- Sing songs about numbers like 5 little monkeys, 5 little duck</p> <p>-Reading books about counting as a "The Hungry Caterpillar", "Handa' surprise" or "Ten in the bed"</p> <p>-Use the counting in a daily basis, like snack time, you can count the fruit, the cereals, the food you buy at the supermarket. (Counting with a purpose).</p> <p>- Explore number form by writing numerals in different media, such as foam, sand, salt or flour. They can trace the number using the finger or a brush.</p> <p>- Counting objects into containers that</p>



<ul style="list-style-type: none"> - Grouping items by a specific characteristic e.g by shape, colour. - Writing digits. - Reading number names (where appropriate) - Place value- developing an understanding of more and less 	<p>make fun sounds</p> <ul style="list-style-type: none"> -Make a sensory trail, with water, sand, flour or any other thing the child may like and introduce objects with different shapes. - Sort house hold objects in to groups (by colour, size or item).
<p style="text-align: center;">Science</p> <p>Students will explore science actively participating in some sciences experiments. We will continue to work on pupil's self-care; toiling, dressing & undressing & toothbrushing.</p> <p>Pupils will take part in colour experiments and mixing colours, making prediction on change and what might happen.</p> <p>Activities:</p> <ul style="list-style-type: none"> -Science experiments for the children to explore science. - Understand and label the weather. -Activities around self-care daily. - Colour mixing experiments. 	<ul style="list-style-type: none"> - Singing and labelling the face and body parts - Go outside and talk about the weather with your child - Doing some form of exercise daily together -Trying different forms of exercise like dancing, yoga -Explore colour mixing with paint, food colouring. -Continue to work on self-care and independence skills with your child at home and encourage them to 'have a go'.
<p>Personal, Social, Health, Economic Education (PSHE)</p> <p>Our focus in PSHE this half term is to continue support pupils to identify their emotions and learn how to manage these emotions through the framework of the zones of regulation.</p> <p>Social skills: We will engage in group games and choosing activities to teach turn taking, sharing, appropriate touch and waiting.</p> <p>Personal skills: When discussing rooms, we will talk about public and private spaces, to start developing pupils' understanding of where it is safe to change.</p> <p>Activities:</p> <ul style="list-style-type: none"> - Role play -Express and recognize emotions - Dice emotion game. -Choose supports to help manage mood e.g. modelling having a 'break' or helping them to explore a relaxing 	<ul style="list-style-type: none"> - Help your child to identify their emotions by labelling when you or they are happy/sad and model what they can do. E.g. I am happy, I am smiling and my body feels good, I can laugh and jump. I am sad, my body is tense, I want to squeeze my soft toy. -Look at pictures of people's faces or look in the mirror and talk about how the people might be feeling. -When playing practise taking turns with toys- Count down at the end of each person's turn and then say 'Xs turn'. This also helps children with developing their play skills as you can model new ways to play with toys. - Always encourage your child to change



<p>sensory motivator when overstimulated</p> <ul style="list-style-type: none"> -Learn strategies to take turns and tolerate preferred activities finishing -Attention autism with sensory stories. - Intensive interaction to support communication. -Tac Pac to support children's regulation. -PE to support their gross motor skills, take turns, following instructions and regulation areas using the big trampoline. 	<p>in a private space to develop understanding of where it is safe to be naked/changing.</p>
<p style="text-align: center;">Other curriculum subjects</p> <p>Other curriculum subjects we will explore this term include Art and Cooking and music.</p> <p>ART: We will run weekly art sessions in class & with the art teacher during which pupils will creatively explore our topic through a range of sensory and creative activities.</p> <p>Art sessions will also provide fantastic communication opportunities as pupils will be encouraged to follow a mini-schedule to instruct them through the steps of creating a piece of art and to use PECS boards to request the materials they need.</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Across the session's pupils will be supported to: - Explore shape, texture and colour through a wide variety of different materials - Experiment with a wide range of tools to develop an awareness of how pictures, carry meaning by linking art to our topic - Introduce colour mixing <p>Cooking: We will have weekly cooking sessions, which aim to develop personal care skills and core motor skills such as cutting and mixing. As our topic this term is transport, we will make our receipts topic related.</p> <p>Through these sessions we will encourage healthy eating choices as well as encouraging touching, smelling and tasting new foods.</p> <p>Music: We will encourage children to explore musical instruments, songs and communication though the music.</p>	<p>Encourage independence, creative expression and the development of fine-motor skills by providing opportunities to:</p> <ul style="list-style-type: none"> -Draw, colour and paint using a variety of tools on different textures and materials - Investigate colour mixing - Practice cutting and sticking e.g. cutting up strips of old cards -Use recycle materials for your child to explore in his/her own pace. <p>Practice key cooking skills such as cutting or spreading by making simple things like fruit salad or jam sandwiches together</p> <ul style="list-style-type: none"> -Role play cooking to model techniques and vocabulary <p>-If your child has food rigidities or is wary of new foods, you could undertake projects that do not require them to eat the food. For example, making houses out of food or playing with foods:</p> <ul style="list-style-type: none"> -Sing together with your child, explore any musical instrument you may have at home. You can make easy shakers with empty bottles full of rice, beans or pasta and shake them.