



Dear Parents and Carers,

Our class topic for the next half term will be Animals. 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 also look at life skills. This will provide great opportunities to extended their self-care independence by encouraging them to dress and undress as well as opportunities to brush their own teeth. We will also explore science themes such as learning about different types of animals and their different characteristics and what habitats each of these animals live in.

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 have any questions, or if you would like any assistance implementing activities 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:

Carolina.barco@thqueensmilltrust.com

Best wishes,

Carolina Barco and Team

Subject	Suggested home activities
<p style="text-align: center;">English</p> <p>Our focus in English this half term is Phonics. Students will be following the Dandelion Synthetic Phonics Reading Scheme, which supports progression with letter sounds, reading and comprehension. We will focus on 'the sound of the week' as well as handwriting through a range of activities such as pen/pencil co-ordination activities, sensory writing, fine motor skills activities, reading activities. Pupils also will take part in 'Big Book' and Library sessions, either in 1:1 or in small groups, in order to develop their reading skills. We will also work to support our pupils in order to develop and/or enhance their attention and communication skills by using PECS, visuals, communication boards and spoken language (to expand their vocabulary).</p> <p>➤ <u>Activities:</u></p> <ul style="list-style-type: none"> - phonics learning to spell CVC words - Writing (Handwriting, tracing letters, sensory writing) - Reading – Big Book, Dandelion Phonics Book, Personal Interests books - Introduction of colorful semantics and learning to form simple 3-part sentences (Who is doing what) - Use of communication boards to expand vocabulary and teach appropriate ways of communication 	<ul style="list-style-type: none"> ➤ Reading books and commenting on what is happening in the story ➤ Pointing at characters and asking 'who, what where' questions were possible. ➤ Practise pronunciation (handwriting, sensory writing). We can inform you about the sound of the week, so we will be in the same pace supporting your child ➤ Have fun making marks in different sensory materials with fingers e.g. sand ➤ Practice writing (handwriting, sensory writing) ➤ Local library visits
<p style="text-align: center;">Maths</p> <p>Our focus in Maths this half term is Addition and Subtraction (10 - 20). Students will be following the White Rose Maths Programme, which will be tailored to meet pupils' different abilities and individual needs. We will focus on addition to 10, subtraction to 10.</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> ➤ Fact families ➤ Part wholes ➤ Number bonds within 10 ➤ Writing number sentence ➤ Solving addition word problems ➤ Subtraction within 10 activities 	<ul style="list-style-type: none"> ➤ Playing number games ➤ Addition and subtraction games ➤ Maths bingo ➤ Using food to partition quantities ➤ Shopping activities where the children can help you paying and develop an understanding of money <p>Key questions</p> <ul style="list-style-type: none"> • What can you see? • Have you still got 5? • What do you notice about the whole and the parts? • What happens when you put the parts back together? • How many different ways can you split the whole



	into two parts
<p style="text-align: center;">Science</p> <p>Our focus in Science this half term is Animals. In this small step, children are introduced to the word "mammal" for the first time. Children learn that a mammal is an animal that has fur or hair on its body. They will build on this understanding and look at other characteristics of mammals, such as being warm-blooded and giving birth to live young, in later year groups. The main focus of this step is to look at the difference between mammals that can be kept as pets and mammals that live in the wild. Classifying humans as mammals and identifying sea mammals will be explored. Children should be able to name a variety of common mammals and should recognise that they all have fur or hair on their body.</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> ➤ Mammals ➤ Birds ➤ Fish ➤ Amphibians ➤ Reptiles 	<p>Key questions</p> <ul style="list-style-type: none"> • What is a mammal? • What mammals are shown? • Is a mammal? How do you know? • Does a have fur? • Can all mammals be pets? How do you know? • Can all mammals live in the wild? How do you know <p>Practical ideas</p> <ul style="list-style-type: none"> • Group images of mammals based on whether they can be kept as pets or whether they live in the wild. Encourage children to think about whether or not certain mammals can be kept as pets and also live in the wild. • Prompt children to discuss different mammals they have as pets. Encourage them to ask questions about each other's pets to identify some similarities and differences between different mammals. • Pick a card with a mammal on it but keep it to yourself. Children must guess the mammal on the card by asking yes/no questions about its characteristics
<p style="text-align: center;">Personal, Social, Health, Economic Education (PSHE)</p> <p>Our focus in PSHE this half term is self-care/Life skills. Students will be learning to dress and undress themselves. We will also be working on personal hygiene. Students will learn about the importance about brushing their teeth and the routine. As well as learning to button up their tops.</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> ➤ Putting shoes on ➤ -Putting socks on ➤ -putting t-shirt on ➤ -putting jumper on ➤ -sorting out cutlery (Knife, spoons, fork) ➤ -Paring socks ➤ - learning to button their tops up. 	<ul style="list-style-type: none"> ➤ Watch personal hygiene care videos ➤ Model brushing teeth together in the morning and before bed ➤ Model dressing and undressing ➤ Play games "who can get dressed first" ➤ Talk about the importance of washing the body ➤ Practice holding cutlery at lunch or dinner time.



Other curriculum subjects

Other curriculum subjects we will explore this term include PE and Swimming, Cooking, Art, Computing, Social Wellbeing sessions (Drama sessions), Joint Attention, Clubs. Extra-curricular activities will be linked and adapted to our topic which is 'Children like me'. We will focus on different countries and explore their tradition, culture and food during our cooking, art and Joint Attention sessions. In PE pupils will work on agility and coordination. They will also have the opportunity to attend swimming sessions weekly. In Computing we will focus on grouping data and during Clubs sessions the students will be joining different clubs e.g. dance club, girls club, karaoke club, lego club, cinema club, according to their preferences.

Activities:

- PE
- Swimming
- Cooking
- Art
- Computing
- Social Wellbeing Sessions (Drama)
- Joint Attention
- Clubs
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- Play sport games
- Exercise at home
- Walking to the parks
- Dancing
- Crafts activities (use playdough, clay, crayons etc)
- Play educational games on the computer / iPad
- Helping in cooking and trying different type of foods (English, African, Moroccan, Italian, Indian, Greek etc)
- Watch a movie at home or at the cinema