



Dear Parents and Carers,

Our class topic for the next half term will be 'Wheels'. We will continue to adopt a topic-based approach to teaching and learning with this topic inspiring our activities across the curriculum. We will explore different modes of transport each week and develop pupils' topic related vocabulary by encouraging them to explore size and shape by looking at different types of wheel and vehicle. We will also provide opportunities to develop sound awareness skills through activities such as transport sounds bingo. We will explore science themes such as push and pull while playing with transport toys.

The curriculum coverage below provides details of the learning targets 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. The targets listed below are 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. You may contact us via the home/school diary, by calling the school office or through e-mail:

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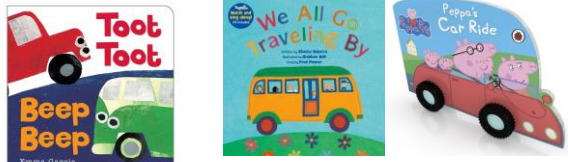

Best wishes,

Sozana and the Portobello class team

EYFS Curriculum and My Autism focus	Suggested home activities
<p style="text-align: center;">Communication and Language (linked to My Autism: Social Communication)</p> <p>Listening and attention</p> <ul style="list-style-type: none"> I can respond to a bid for interaction I can share attention on multisensory teaching resources I can sit and engage in a group activity I can shift my attention I can show interest in an adult reading me a story I can respond to what I hear and I am shown with relevant comments, questions or actions <p>Understanding</p> <ul style="list-style-type: none"> I can understand the purpose of a familiar object I can respond to a basic instruction I can engage in a simple play sequence using role play resources I can explore the meaning of stories or events through drama/play I can predict what might happen next in a story I can comment on how characters might be feeling <p>Speaking</p> <ul style="list-style-type: none"> I can reach for an item I want I can use PECS to request I can comment using PECS or colourful semantics I can use colour attributes to extend my requests or comments. I can use language to imagine and recreate experiences in my play <p>Activities: We will work on the fundamentals of communication through:</p> <ul style="list-style-type: none"> ➤ Intensive interaction sessions ➤ Use of PECS and other communication tools such as colourful semantics (colour coded sentence strips e.g. 'Polly blow bubbles') ➤ Big book and 1:1 reading sessions. Our big books this term will be 'Look at all the traffic' and the 'Wheels on the bus'. ➤ Role play (dressing up and small world) ➤ Music, singing and drama sessions ➤ Sensory exploration ➤ Speech and language therapy joint attention sessions ➤ Playtime in soft play/bodyshop/AV room ➤ Circle time ➤ Turn-taking/sharing games (e.g. toy choosing, iPad sharing) <p>Exploring different sounds in our environment e.g. Listening to transport sounds. Such sound discrimination activities support development of phonic awareness, which underpins the ability to read, spell and speak.</p>	<p>Listening and attention:</p> <ul style="list-style-type: none"> -Sing transport themed songs such as 'the wheels on the bus', if possible use instruments or props for the different verses to encourage sound play -Support your child to develop sound awareness by creating different listening opportunities. For example, when going on a walk label the sounds you can hear; if possible anticipate the things you might hear and bring visuals. You could take a toy car, ambulance or bus to show to your child when you see one of these vehicles on a trip to the park. This will also help your child link representations to real objects. -Encourage listening by using drama techniques and singing, e.g. whisper when you are about to reveal an exciting toy or food, or sing transition songs such as 'let's go for a bath' to the tune of 'let's go to the zoo'. -Play with musical instruments or objects in the house that make different sounds (e.g. jars of lentils or rice). <p>Understanding</p> <ul style="list-style-type: none"> -Create opportunities to explore topic related vocabulary, for example playing with toys that have wheels, labelling transport you see in the community, role playing airports, train stations etc. -Read transport themed books together <p>Speaking:</p> <p>Encourage attempts at communication by pausing while singing a familiar song that your child enjoys or while doing an activity they like. This will encourage them to try to catch your attention to show that they wish for it to continue. You could also put toys in clear boxes or in locations where your child cannot reach them so they have to seek your help to access them.</p>
<p style="text-align: center;">Personal, Social, and Emotional Development (linked to My Autism: Emotional Regulation)</p>	



<p>Self-confidence and self-awareness I can tolerate a variety of sensory experiences I can take part in a structured activity I can use a help symbol to request help from an adult</p> <p>Managing feelings and behavior</p> <p>I can participate in a zones of regulation circle time I can share my emotions through my facial expressions I can show that I need comfort by approaching a familiar adult I can complete a sensory circuit to help me reach a calm-alert state I can accept a sensory support offered to me</p> <p>Joint Attention/Making relationship I can share enjoyment with familiar adults when exploring resources I can sit in a small group with my peers in a structured session I can initiate a bid of interaction with an adult/familiar peer I can take turns with an adult or 1-2 peers in a structured setting. I can share toys with supports (turn taking board, wait card)</p> <p><u>Activities:</u> We will work on early personal social and emotional skills, to include:</p> <ul style="list-style-type: none"> ➤ Use of emotions visuals and modeling emotions to help label pupils' emotions as they occur ➤ Zones of regulation circle time, where we will help pupils to: <ul style="list-style-type: none"> -Recognise body sensations linked to different emotional states -Express and recognise emotions -Choose supports that help with managing mood e.g. modelling having a 'break' or exploring a relaxing sensory motivator when overstimulated ➤ Communication circle time <p>Group games and choosing activities to teach turn taking, sharing, appropriate touch and waiting.</p>	<p>Self-confidence and self-awareness Look at pictures of family and look in the mirror together. Label who you can see and talk about how the people might be feeling based on their expressions.</p> <p>Managing feelings and behaviour Help your child to identify their emotions by labelling when you or they are happy/ sad, mention how you know this from body language 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 anxious, my body is tense, I want to squeeze my soft toy.</p> <p>Joint Attention/Making relationships -Play with toys together, initially follow your child's lead, copying what they do, to learn what toys they like and how they like to play with them, Gradually start practising 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.</p>
<p style="text-align: center;">Physical Development</p> <p>Moving and handling</p> <p>I can explore different styles of movement through dance, PE, Play I can complete fine motor TEACCH tasks (e.g. threading) I can engage in deconstructing simple structures for enjoyment I can help build simple structures using a range of materials I can tolerate a range of sensory experiences</p> <p>Health and self-care I can tidy away my coat and bag I can help tidy away resources in the classroom I can use the toilet at school and in the community I can carry my own belongings I can help with dressing/ undressing I can tolerate touching/looking at/smelling/tasting new foods</p> <p><u>Activities:</u> We will work on developing fine and gross motor movements, to include:</p> <ul style="list-style-type: none"> -PE / Trampoline -Exploration of sensory rooms- Body Shop/ Soft play/ Wet play/ Multi sensory room -Activities in Big Play and Little Play -Finger gym activities (e.g. latch boards, threading tasks, puzzles) -Cooking lessons -Practising dressing/undressing at water play -Modelling using visuals to request toilet -Daily rehearsal of the toileting routine 	<p>Moving and handling</p> <p>-Explore different styles of movement when at the park or when dancing to music together -Explore toys that develop fine motor skills e.g. duplo. You could also explore the topic by threading toy wheels onto pipe cleaners or sticks -Practice key cooking skills such as cutting or spreading by making simple things such as a salad, sandwich or smoothie together</p> <p>Health and self-care: -Act out self-help and daily routines with dollies. E.g. dolly brushes its teeth; dolly goes to the toilet etc -Consider having toileting visuals around the house to help your child work towards requesting the toilet. Model using these to initiate going to the toilet - Encourage independence with putting on/taking off and tidying away their coat or shoes. You can do this by pausing during the process to see if your child will have a go or ask for help -Tidy up together, having a tidy up song can provide motivation to participate -Role play cooking to model techniques and vocabulary</p>

<p>Literacy</p> <p>Reading</p> <p>I can share enjoyment when read a story I can match objects to pictures I can match pictures to pictures I can match symbols to pictures or objects I can match symbols/pictures/objects to words I can match letters or words I can imitate letter sounds</p> <p>Writing:</p> <p>I can use a tool to make marks I can trace pre-writing shapes I can trace letters</p> <p>Activities:</p> <p>We will work on developing early literacy skills, to include:</p> <ul style="list-style-type: none"> ➤ Phonics lessons- This half term we will look at letters (P, O, N). ➤ Big book lessons ➤ Topic sessions exploring topic-related concepts and vocabulary ➤ Daily exposure to symbolised visuals to support pupils with their learning across all curriculum areas (mini-schedules; PECS requesting etc.) ➤ Mark making lessons <p>Fine-motor activities to support grip development and prewriting skills e.g. playing with putty/playdough, using tongs, cutting skills and making marks in sensory materials.</p>	<p>Reading</p> <p>Break words down into their individual sounds and then blend to support your child with listening to the letter sounds in words (e.g. say 'please can you get your b-a-g, 'bag'). Read unfamiliar words by breaking them down into their letter sounds. See this video for the pronunciation of letter sounds within a phonics approach to learning to read: https://www.youtube.com/watch?v=EYx1CyDMZSc -Read together and endeavour to support your child's comprehension by asking them to point to different characters and items on the page If possible, find topic related books such as:</p> <div style="text-align: center;">  </div> <p>Left- 'Toot Toot, Beep Beep' by Emma Garcia; Middle- 'We all go travelling by' by Barefoot books; Right- 'Peppa's car ride'</p> <p>Writing</p> <p>Make marks with wheeled toys by rolling them through</p> <div style="text-align: center;">  </div> <p>paint or water -Have fun making marks in different sensory materials with fingers e.g. sand -Organise colouring or writing activities to develop use of pens and pencils. Your child may initially display a fist grasp when an item is placed in their hand. You can help them work towards a tripod grip for writing by using supports such as pencil grips and completing activities involving picking up small items such as buttons.</p>
<p style="text-align: center;">Maths</p> <p>Number</p> <p>I can match numbers to 10 I can sequence numbers to 20 I can sequence numbers from a number other than 1 or 0 I can match a quantity to a digit I can match a digit to a quantity I can work out 1 more or 1 less using concrete resources and visuals</p> <p>Shape, space and measure</p> <p>I can sort and label shapes I can complete a small jigsaw puzzle I can experience positional language through movement play (e.g. up, down, on, under, over, through, left right) I can show understanding of positional terms or symbols by moving an object to a position given (e.g. putting a bear <u>in</u> the box) I can respond to instructions to move left, right, up, down I can respond to a first and then board I can respond to a count down or timer</p> <p>Activities:</p> <ul style="list-style-type: none"> ➤ Weekly maths lessons ➤ Counting during play ➤ Use of schedules/countdowns/timers ➤ Exploring position through play such as moving transport toys around a road map mat. We will use positional terms such up and down, left, right, forward, backwards, using symbols and gestures to support 	<p>Number</p> <p>Help develop your child's interest in counting and number through multi-sensory activities such as:</p> <ul style="list-style-type: none"> -Practising addition by combining towers of duplo cubes, combining pots of toys, working out how many toys you need to fill an egg box tray. -Counting objects into containers that make fun sounds e.g. tins, Pringle tubes. - Playing number games that engage your child's body e.g. clapping while counting. -Sing number songs to expose your child to counting backwards and forwards (e.g. counting forwards- '1,2,3,4,5 once I caught a fish alive' and counting backwards- '10 green bottles'). Use toys, fingers or number lines to support understanding. -Encourage your child to sort toys into groups or sequence toys in patterns (such as red card, blue car, red car). When sorting into groups model counting how many in each group, pointing to each object as you go so they develop a sense of the 1:1 correspondence between the number and object. Experiment with adding one more or taking one away from a group and counting again to show how many are left.



<p>understanding</p> <p>Exposing pupils to shapes language through building vehicles out of shapes. We will also explore the language of size by looking at and sorting big and little wheels or toy vehicles.</p>	<p>Shape, space and measure</p> <p>Help your child to develop their understanding of shape through:</p> <ul style="list-style-type: none"> -Building with toy blocks -Exploring shape puzzles together -Singing shape songs - Commenting on the size of transport toys or vehicles you see (e.g. I see a big red bus or a little green car.)
<p style="text-align: center;">Understanding the World</p> <p>People and communities</p> <p>I can look at pictures and models of different types of transport from around the world (high speed trains in Japan, trams) and different periods in history (horse and cart, penny farthing bikes)</p> <p>I can actively participate in topic-related role plays</p> <p>I can actively participate in RE sessions learning about special occasions and religious celebrations from around the world</p> <p>The world</p> <p>I can explore the forces push and pull</p> <p>I can explore how different surfaces effect how toy vehicles move</p> <p>I can explore using ramps to effect the motion of wheeled toys</p> <p>I can use terms such as faster or slower to describe how vehicles move</p> <p>I can experience and observe different mechanisms for making vehicles move (wind up, battery powered)</p> <p>I can attend to a circle time activity on transport themes</p> <p>I can match pictures of different vehicles</p> <p>I can label different vehicles, infrastructure for travel or vehicle parts</p> <p>I can match a vehicle to the form of infrastructure it travels along</p> <p>I can share attention on joint attention activities linked to the topic</p> <p>I can identify and classify wheeled vehicles based on categories such as material they are made of, colour, type of vehicle</p> <p>I can attend to a circle time activity on different seasons</p> <p>I can label different types of weather</p> <p>I can explore /talk about similarities and differences in relation to places, materials and living things</p> <p>I can identify and name a variety of common forms of transport</p> <p>Technology</p> <p>I can use a touch screen</p> <p>I can choose a topic-related song on the interactive white board (IWB)</p> <p>I can share attention on iPad apps such as colouring or tangrams</p> <p>I can use the switches and buttons on cause and effect toys</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> ➤ Weekly 1:1, topic, big book and art sessions looking at different modes of transport ➤ A session on the new season, winter ➤ Small world play with transport toys ➤ Trips to the local park and spotting transport on route ➤ RE lessons on Holi and valentines day. ➤ Computing lessons using the iPad and Interactive whiteboard Electronic cause and effect toy choosing sessions. 	<p>People and communities / The world</p> <p>Explore our topic at home by:</p> <ul style="list-style-type: none"> -Labelling different modes of transport that you see in the community e.g. cars, bus, lorry -Label parts of vehicles -Take a trip on a local mode of transport e.g. bus. -If appropriate you could visit the transport museum. -Play on different toys that have wheels (e.g. scooter, trike, bike). Comment on how the scooter, trike or bike is moving using wheels and how the movement is affected by different surfaces e.g. you go fast on the path, on the grass you move slow. -Playing with transport toys such as cars or train sets -Listening to songs on YouTube about different modes of transport -Reading books about different modes of transport. Peppa pig has some fun transport books that have wheels on them! →Explore the changing seasons by going on walks, collecting leaves, commenting on the weather. <p>Technology</p> <ul style="list-style-type: none"> -Encourage your child to interact with child-friendly apps on different devices. Comment on how their actions affect what happens on the screen to help them develop their awareness of cause/effect and touchscreen control.
<p style="text-align: center;">Expressive Art and Design</p> <p>Exploring and using media and materials</p> <p>I can tolerate a variety of sensory experiences</p> <p>I can request art materials, art tools and musical instruments</p> <p>I can experiment with mixing and changing colours</p> <p>I can move to music</p> <p>I can enjoy transport related songs</p> <p>Being imaginative</p> <p>I can tolerate an adult commenting on my play and modelling play</p> <p>I can engage in a play sequence using toys in a model world</p> <p>I can engage in a play sequence using toys in a model world e.g. acting out a journey on a toy train set</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> ➤ We will work on helping children to explore creative expression and the arts, to include: Art sessions ➤ Topic sessions ➤ Music and drama lessons 	<p>Exploring and using media and materials</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 - Practice cutting e.g. cutting up strips of old cards <p>A few ideas for topic related art activities that you may like to explore at home are shown below:</p>

➤ Role play and model world play



Being imaginative

- Listen to music together
- Consider introducing songs to help with transitioning-
e.g. a song that you sing as you tidy up