



21.01.22

## CURRICULUM COVERAGE DOCUMENT FOR PARENTS/CARERS

**Term** – Spring 1

**Class** – Brompton

**Class Teacher:** Paul Mahr

**Teaching Assistants:** Don, Jerome, Kris, Shani

### Topic for this half term – Food and Shopping / The World on a Plate

Dear Parents/Carers,

After a fantastic and productive first full term in Brompton class we look forward to seeing how the pupils continue to thrive at KQ during the Spring Term.

In the table below please find an overview of the lessons, activities and sessions we will focusing on with pupils in the class. As before there is list of activities you could try with your child at home – if you would like more ideas or specific strategies to use at home please let me know via email and we will do our best to support. As a reminder my email is [paul.mahr@thequeensmilltrust.com](mailto:paul.mahr@thequeensmilltrust.com) Please feel free to get in touch with any questions.

Kind Regards,  
Brompton Class Team

Subject	Suggested Activities for Home
<p><b>Maths</b> Individualised maths programmes for each student.</p> <p>Number Geometry Measurement Statistics Maths Seeds Times tables</p>	<p>Using everyday activities to highlight counting; While travelling: <u>Examples</u></p> <ul style="list-style-type: none"> <li>- How many blue cars can you see?</li> <li>- How many red buses can you see?</li> </ul> <p>Adding money together – coins and change Cooking and shopping – looking at recipes with children and asking 'how-much' is needed. BBC Bitesize Maths seed Kahoot Word-wall</p>
<p><b>English</b> Individualised English programmes for each student.</p> <p>Engaging in collaborative conversations Using appropriate visuals for effective communication. Speaking in sentences Reading Eggs Learning topic specific vocabulary. Commenting using PECS. Dictionary vocabulary work</p>	<p>Reading together. Asking follow up questions about the story. Using words to describe shops and locations in the wider community. Handwriting Asking students for new words they have learnt at school. Exploring words in the dictionary (interest related)</p>

<p><b>Science</b> Expanding our knowledge of materials and the descriptive words we can use to talk about these.</p> <p>What can 'change' a material? Exploring what changes happen in materials when we; heat cool, add things to them.</p>	<p>Talk about 'materials' around the house and describe them using hard/soft/bendy/rough/smooth.</p> <p>Ask what textures they do and do not like.</p> <p>Talk about items around the house; kettle, oven, fridge, freezer and what they do. Name equipment that heats Name equipment that cools</p> <p>Talk about / write down what changes happen to food when cooking a meal.</p>
<p><b>ICT</b> Learning how technologies can make everyday tasks easier and quicker. How to manipulate objects on the interactive whiteboard I can use the computer to take part in interactive educational games. How to use technology to help us express how we are feeling.</p>	<p>Explores the use of equipment Identify equipment used to :- eg, Play CD's, Play videos, make a phone call. Take photographs. Use a simple camera to take pictures of technology in the home and community. Talk about the role of Clocks, Television, Remote controls. Ask children 'what' technology they have used at school.</p>
<p><b>Art</b> To extend their understanding and ability to use a variety of media and techniques. To explore the use of different techniques used by a variety of artists. To review and evaluate work</p>	<p>Creating collages at home from different materials. Dot to dots Colour by numbers Colouring for relaxation</p> <p>Researching famous artists. Going to art galleries and museums.</p>
<p><b>Design Technology</b> Students to decide 'what' they would like to cook and then produce own set of visual instructions to follow. Weekly shopping trips to buy ingredients for Brompton class – this includes research, making shopping lists and calculating totals.</p>	<p>Explore food 'interests' with your child.</p> <p>Ask students to follow recipes along with you as you cook.</p> <p>Children can help make a 'shopping list' and be responsible for finding some items in the supermarket.</p>
<p><b>Music</b> Linking songs and musical instruments and to the zones of regulation. Group sessions; exploring instruments, group singing. Music for relaxation Students to choose new 'relaxation' songs each week for 'circle-time' and express how this makes them feel.</p>	<p>Relaxing to music together Making music with homemade instruments Singing together Choosing and listening to songs together Dancing Deciding what are calm songs for the child. Deciding what are exciting songs for the child</p>

<p><b>PE</b>  Students to take part in a range of team games; for example - football, basketball and fitness activities.  Importance of stretching and warming up before exercise.  Developing relaxation techniques to calm the body and mind  Dance  Sensory circuits  Individual and group games activities.</p>	<p>Dancing to music</p> <p>Practicing relaxation techniques such as deep breathing and massage</p> <p>Talking about the importance of daily exercise (20 minutes!)</p> <p>Talk about how exercise makes you feel after you have finished; Calm? Relaxed? Excited?</p> <p>Name the different parts of the body that you are exercising; leg, arm, hand etc.</p>
<p><b>Religious Education</b>  To recognise different cultures within the school and local community.  To recognise that some people eat different types of food depending on their cultural and/or religious beliefs.  To recognise different cultural and/or religious shops within the community.</p>	<p>Discuss and celebrate birthdays of friends and family</p> <p>Discussing upcoming cultural events</p> <p>Positively highlighting differences, you see when out in the community; people, shops, markets, events.</p>
<p><b>Personal, Social, health and Citizenship Education</b>  So Safe –  Community safety  Public and Private  Familiar and Unfamiliar adults</p>	<p>Promoting importance of washing hands  Promoting importance of healthy eating  Sharing your child's achievements with family, friends, school  Asking students questions when out in the community about 'staying safe'  Talking about where is 'public – school, community' and where is 'private – home'</p>