



Kensington Queensmill school
Curriculum Coverage for Parents/Carers
Cromwell Class 1st Spring half term 2022

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Dear Parents/Carers,

Please find attached information about curriculum coverage in Cromwell class for the spring term. Our class topic for the next half term will be 'Food Glorious Food'. We will adopt a topic-based approach to teaching and learning with this topic inspiring our activities across the curriculum. The curriculum coverage table below provides detail of the learning targets at school and you can also find different ideas for how to support your child at home and extend their learning. All the targets listed below are for the whole class but your child will follow a differentiated curriculum adapted to his/her needs and abilities.

If you would like any assistance and support with implementing activities, PECS or visual schedules within the home environment, please do not hesitate to contact us.

Best wishes,
 Sozana and the Cromwell class team.

School activities/ Learning focus	Suggested home activities
<p>English Reading: I can match letters I can use PECS to make a request I can listen and watch an adult make letter sounds. I can spell short topic related words I can read short topic related words I can understand topic related words, shown by matching topic related words to pictures I can match pictures of my peers/teachers I can match pictures of different rooms to the corresponding symbol</p> <p>Writing: I can use different tools to make marks I can follow a pre-writing pattern. I can trace the letter I am learning about.</p> <p>Activities:</p> <ul style="list-style-type: none"> ➤ Multisensory big book sessions. ➤ Topic sessions exploring topic-related concepts and vocabulary ➤ 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>English Reading: -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 appropriate, ask questions like 'how is x character feeling?' and model a response e.g. 'I think they are happy because they are smiling'. If possible, find topic related books such as: The Tiger Who Came to Tea, The Giant's Sandwich The Giant's Stew, Eat the Alphabet.</p> <p>Writing -Have fun making marks in different sensory materials with fingers e.g. sand, flour or foam.</p>



Maths

Number:

- I can match numbers to 10
- I can sequence numbers to 20
- I can explore the number my age
- I can explore the quantitative value of my age
- 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
- I can trace a digit

Shape, space and measure:

- I can match shapes
- I can sort and label shapes
- I can complete a small jigsaw puzzle
- I can match different shapes of a picture of the soft play room
- I can label shapes of different items in the soft play room
- I can label shapes of items in the playground
- I can use containers to pour between during sensory play
- I can experience positional language through movement play (e.g. up, down, on, under, over, through, left right)
- I can use a visual schedule for my day
- I can respond to a first and then board
- I can respond to a count down or timer

Activities:

- 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 understanding

Exposing pupils to shapes language through building/construction activities with blocks. Children explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Maths

Number: Help develop your child's interest in counting and number through multi-sensory activities such as:

- Counting objects into containers that make fun sounds e.g. tins, Pringle tubes.
- Playing number games that engage your child's body

Sing number songs to expose your child to counting backwards and forwards (e.g. '10 green bottles').

Explore the child ages and have your child to stick pictures of them self onto their age number e.g. *if they are 7 yrs. old have them stick 7 photos of them self onto the number 7.*

Model looking at/touching exploring numbers and count throughout the day, for example counting as going up and down stairs, counting small world figures doing role play at home.

Shape, space and measures:

Explore different shapes in the different rooms around the house and comment on what shapes you can see in the room.

Sensory shapes bags (circle bag with objects in the shapes of a circle to explore; same with other shapes...).

Posting and then Sorting activities (starting with two shapes and then gradually increase the number of shapes. Your child might be able to help making that bag and collecting different objects around the house.



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<p>PHSCE</p> <p>I can safely explore the soft play and body shop.</p> <p>I can move around my new school environment</p> <p>I can use the stairs with little support.</p> <p>I can complete fine motor TEACCH tasks (e.g. threading)</p> <p>I can tolerate a range of sensory experiences</p> <p>I can tidy away my coat and bag</p> <p>I can help tidy away resources in the classroom</p> <p>I can use the toilet at school and in the community</p> <p>I can carry my own belongings</p> <p>I can help with dressing/ undressing</p> <p>I can tolerate touching/looking at/smelling/tasting new foods</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> ➤ We will help pupils develop gross and fine motor skills through the following activities: <ul style="list-style-type: none"> -PE / Trampoline -Exploration of sensory rooms- Body Shop/ Soft play/ Wet play -Finger gym activities (e.g. latch boards, threading tasks, puzzles) -Cooking lessons -Practising cutting, spreading -Making choices ➤ We will help pupils develop self-care skills through: <ul style="list-style-type: none"> -Practising dressing/undressing at water play -Modelling using visuals to request toilet -Daily rehearsal of the toileting routine -Ensuring children only change in the toilet or changing room and introducing the idea of private and public spaces -Food groups, messy play and cooking sessions 	<p>PHSCE</p> <p>-Explore different styles of movement when at the park or when dancing to music together at home.</p> <p>-Practice key cooking skills such as cutting or spreading by making simple things such as a salad or a sandwich.</p> <p>-Act out self-help and daily routines with dollies. E.g. dolly brushes its teeth; dolly goes to the toilet etc</p> <p>-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</p> <p>- Encourage independence with putting on/taking off and tidying away their coat or shoes. -Tidy up together, having a tidy up song can provide motivation to participate</p> <p>-Create calm and positive environment when working with food or different textures. Use singing/ modelling give your child time and space to explore on their own terms. Model using cutlery appropriately and enjoying touching/tasting foods/ sensory exploration.</p>



<p>Science:</p> <p>To explore a range of changes when materials are heated, cooled or made wet. To begin to comment on, and record simply, their observations. That mixing materials can cause them to change That heating some materials can cause them to change That cooling some materials causes them to change That dissolving, melting, boiling, freezing and evaporating are changes that can be reversed That some changes that occur when materials are mixed cannot be reversed</p> <p>Computing</p> <p>I can use a touch screen I can choose a topic-related song on the interactive white board I can share attention on iPad apps such as sago mini planes</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> ➤ Weekly 1:1, topic, big book and art sessions looking at topic themes ➤ Small world play with transport toys ➤ Computing lessons using the iPad and Interactive whiteboard 	<p>Science:</p> <p>Look at every day snacks – your child to explore by touch. Give your child different materials to explore – make different shapes by manipulating. You can encourage your child to make toast, melt chocolate, jelly, etc. Make ice shapes – different shapes and different sizes –let your child explore and touch ice. Watch ice melt on the radiator. Put ice in drinks – hot and cold. Demonstrate how to freeze water. Look at other materials that change when cooled e.g. jelly.</p> <p>Computing</p> <p>-Use different ICT equipment together – camera, computer, TV and iPads. -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>
<p>Art</p> <p>I can tolerate a variety of sensory experiences I can create a picture/model using different tools and materials I can request art materials, art tools and musical instrument I can move to music I can explore instruments I can enjoy topic related songs</p> <p>Being imaginative:</p> <ul style="list-style-type: none"> ➤ Art sessions ➤ Music and drama lessons ➤ Role play and model world play <p>I can use paint and a brush with little support I can use art materials to make a collage</p>	<p>Art</p> <p>Encourage independence, creative expression and the development of fine-motor skills by providing opportunities to:</p> <ul style="list-style-type: none"> - Use different foods to dip in paint to stamp and make marks on paper <p>Use fruit such as apples, oranges, strawberries and Vegetables such as carrots, broccoli, peppers etc.. Use a range of different breads to make into self-portrait e.g. bread rolls, pitta bread, sliced bread, French stick etc. Demonstrate and explore ways to make a sandwich in different shapes</p> <p>Being imaginative:</p> <ul style="list-style-type: none"> - Provide different materials and tools, then let your child explore/ use them how they want



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I can choose what materials/ paint to use to create a picture with given options.

- Sing food songs and consider introducing songs to help with transitioning- e.g. a song that you sing as you tidy up after making food.