



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

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Dear Parents/ Carers,

Our class topic for the next half term will be 'instruments'. 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 we will be working on at school, as well as some ideas for how you can help your child extend their learning at home. The targets listed are for the whole class; your child will follow a differentiated curriculum adapted to their individual needs and attainment level.

If you have any questions, or if you would like any assistance with implementing any activities at home, please do not hesitate to get in touch.

We look forward to exploring 'instruments' with your child.

Best wishes,

Polly and the Portobello class team.

School activities/ Learning focus	Suggested home activities
<p style="text-align: center;">Communication and language/ 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 follow and identify sounds in my environment I can sit and engage in a group activity I can listen while playing I can anticipate events in familiar stories or songs I can comment on a story using visual supports 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 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 <p>Speaking:</p> <ul style="list-style-type: none"> I can use PECS to request I can comment using PECS or colourful semantics 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 for requesting (e.g. fancy dress requesting) and other communication tools such as colourful semantics (colour coded sentence strips used for commenting or requesting e.g. 'Polly push roundabout') ➤ Big book and 1:1 reading sessions. Our big book this term will be 'I am the music man' ➤ Role play (dressing up and small world) ➤ Music, singing and drama sessions ➤ Speech and language therapy joint attention sessions ➤ Playtime in soft play/body shop/AV room ➤ Circle time ➤ Clonker board sessions-Exploring different sounds in our environment. Such sound discrimination activities support development of phonic awareness, which underpins the ability to read, spell and speak. <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid orange; padding: 2px; text-align: center;">  Polly </div> <div style="border: 1px solid yellow; padding: 2px; text-align: center;">  push </div> <div style="border: 1px solid green; padding: 2px; text-align: center;">  roundabout </div> </div>	<p style="text-align: center;">Communication and language/ Social communication</p> <p>Listening and attention:</p> <ul style="list-style-type: none"> -Sing instrument themed songs e.g. 'All the animals are playing in the band' or 'I am the music man' -Sing nursery rhymes and play with toy instruments as you sing -Make instruments out of objects around the house- e.g. make shakers by filling bottles with dry materials such as lentils and pasta; use a wooden spoon on a saucepan as a drum. -Support your child to develop sound awareness by creating different listening opportunities. For example, explore a set of toy instruments together. Then hide an instrument as you play it. See if your child can guess which instrument you are using. If possible, you could show them visuals of the instruments to help support understanding and provide a way for them to request or show you which instrument they think you are playing. This will help your child link representations to real objects. <p>Understanding</p> <ul style="list-style-type: none"> -Create opportunities to explore topic related vocabulary. For example, play with toy instruments or read books about instruments. <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, for example pausing while you are pushing them on a swing. 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. If you would like to trial using visual supports at home, discuss this with your child's speech therapist or teacher.</p>
<p>Literacy</p> <p>Reading:</p> <ul style="list-style-type: none"> I can share enjoyment when read a story I can hold a book the right way up and leaf through it carefully I can point to characters or objects in a story book I can match objects to pictures I can match pictures to pictures I can match symbols to pictures or objects 	<p>Literacy</p> <p>Reading:</p> <ul style="list-style-type: none"> -Explore letter resources such as magnetic letters -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 together and endeavour to support your

I can match symbols/pictures/objects to words
 I can match letters or words
 I can imitate letter sounds
 I can imitate an adult making a sound mechanically
 I can match a sound to a picture/object
 I can spell short words
 I can read short words
 I can use phonics strategies to decode unfamiliar words

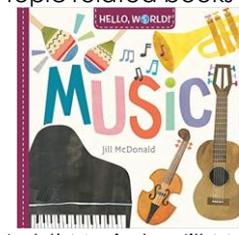
Writing:
 I can use a tool to make marks
 I can trace pre-writing shapes
 I can trace letters
 I can use colourful semantics or PECS to form a sentence

Activities:

- Phonics lessons- In these sessions we will use phonics, speech therapy and whole word reading strategies to support pupils with making the link between written materials (letters, words, symbols, pictures) and objects in the world. This half term we will explore letters **S** and **D**. (We have already looked at letters M and A)
- Big book lessons
- Drama/Music 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
- Fine-motor activities to support grip development and prewriting skills e.g. playing with putty/playdough, using tongs, picking up buttons, cutting skills and making marks in sensory materials.

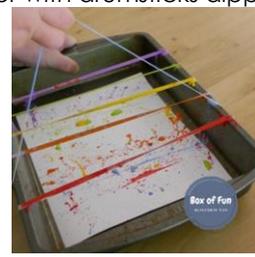
child's comprehension by asking them to point to different characters and items on the page. If appropriate, ask questions like 'how is x character feeling?'

If possible, find topic related books such as:



Hello World! Music by Jill McDonald

Writing
 -Have fun making marks in different sensory materials with fingers e.g. drawing in flour
 -Make marks inspired by instruments. For example ping elastic bands dipped in paint over paper or bang on paper with drumsticks dipped in paint



Elastic band painting

-Organise colouring or writing activities to develop use of pens and pencils. Provide large pieces of paper for your child to make marks on.
 -Make sensory writing bags using a zip lock sandwich bag filled with a sensory material such as hair gel or paint.



Maths
Number:
 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 sequence numbers backwards from 10 or 20
 I can count out a quantity to 5/10/20 with a visual support
 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
 I can read number names

Shape, space and measure:
 I can explore shape through play with construction toys
 I can complete an inset puzzle
 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 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.

Maths
Number: Help develop your child's interest in counting and number through multi-sensory activities such as:
 -Counting beats while playing instruments
 - 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 or jumping while counting
 -Counting everyday objects for a purpose, to help your child understand how important numbers are. For example, when having snack count out the quantity they can have, support them to request a quantity by using counting guide cards
 -Sing number songs Use toys, fingers or number lines to support understanding
 -Explore number form by writing numerals in different media, such as writing numbers in sand
 -Play with number puzzles or organise numbered items into the correct sequence
 -Encourage your child to sort toys into groups. Model counting how many in each group, pointing to each object 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.

Shape, space and measures:
 Help your child to understand shape and position through:
 -Building with toy blocks
 -Carrying out toy hunts- hide toys around a room



	<p>and help your child find them using position terms (e.g. 'oh look, the bear is <u>on</u> the shelf')</p> <p>-Exploring puzzles together</p>
<p>Understanding the world People and communities: I can explore instruments and music from around the world I can attend a topic themed circle time I can share my preferences I can actively participate in topic-related role plays I can actively participate in RE sessions learning about special occasions and religious celebrations from around the world The world: I can identify different instruments I can match different instruments I can label different instruments I can attend to a circle time activity on different seasons I can label different types of weather I can explore appropriate clothing for different weather/climates I can explore /talk about similarities and differences in relation to places, materials and living things Technology: I can use a touch screen I can choose a topic-related song on the interactive white board I can use the switches and buttons on cause and effect toys Activities: ➤ Weekly 1:1, topic, big book and art sessions looking at topic themes ➤ Small world play ➤ Role play/ dressing up ➤ RE lessons on Chinese New Year and Valentines day ➤ Science lesson about Winter ➤ Computing lessons using the Interactive whiteboard ➤ Electronic cause and effect toy choosing sessions.</p>	<p>Understanding the world People and communities/ The world Explore our topic at home by: -Playing with instruments- explore playing faster/slower; louder/quieter -Listening to different genres of music and music from around the world -Looking through books or watching videos about instruments -Exploring rhythm with your child- you could engage in call and response by copying a rhythm or melody they tap or sing →Explore the changing seasons by going on walks, , commenting on the weather, playing with ice. →Try some Chinese food for Chinese new year →Make valentines cards together Technology: -Use different ICT equipment together – camera, computer, CD player, DVD player, TV and iPads. -Listening to songs on YouTube -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>Expressive art and design Exploring and using media and materials: 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 explore junk modelling materials I can explore different fabrics I can move to music I can explore instruments I can enjoy topic related songs I can imitate an adult making a sound I can follow a simple rhythm Being imaginative: I can explore a model world I can tolerate an adult commenting on my play and modelling play near me I can engage in a play sequence using toys in a model world Activities: ➤ Art sessions- e.g. making rattles ➤ Topic sessions ➤ Music and drama lessons ➤ Role play and model world play</p>	<p>Expressive art and design Exploring and using media and materials: Encourage independence, creative expression and the development of fine-motor skills by providing opportunities to: -Draw, colour and paint using a variety of tools on different textures and materials - Practice cutting e.g. cutting up strips of old cards An idea for a topic related art activity that you may like to explore at home is shown below:</p> <div style="text-align: center;">  </div> <p><i>Paper plate tambourine with bells threaded through holes made around outside of the plate</i></p> <p>Being imaginative: -Listen to music together -Consider introducing songs to help with transitioning- e.g. a song that you sing as you tidy up</p>
<p>Physical Development Moving and handling: I can explore different styles of movement through PE, Play and dance I can complete fine motor TEACCH tasks (e.g. threading, posting, pegging) 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 Health and self-care: I can tidy away my coat and bag I can help tidy away resources in the classroom</p>	<p>Physical Development Moving and handling -Explore different styles of movement by dancing to songs together -Develop fine motor skills by playing with toy instruments- e.g. model to your child carefully pushing one keyboard key at a time or plucking one string on a ukulele at a time -Practice key cooking skills such as cutting or spreading by making simple things such as a sandwich together</p>



<p>I can help during the toilet routine 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 I can participate in an activity exposing me to the language of public and private. E.g. labelling classroom as public, labelling the toilet as private I can accept that we only changes clothes in a private place I can engage in a session on learning to brush my teeth</p> <p>Activities:</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 -Activities in Big Play and Little Play -Finger gym activities (e.g. latch boards, threading tasks, puzzles) -playing musical instruments ➤ We will help pupils develop self-care skills through: <ul style="list-style-type: none"> -Toileting sessions where we read a toileting social story and explore toileting body awareness -Teethbrushing sessions where we will read a social story about brushing teeth and then practise brushing our teeth -Practising dressing/undressing at water play -Daily rehearsal of the toileting routine -Food groups, messy play and cooking sessions 	<p>Health and self-care:</p> <ul style="list-style-type: none"> -Act out self-help and daily routines with dollies. E.g. dolly brushes its teeth; dolly goes to the toilet, dolly gets dress etc -Watching toileting videos together on YouTube e.g. 'Tom's toilet triumph' -Watching teeth brushing videos on YouTube and playing these songs at teethbrushing time. - Encourage your child's 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 -If your child has food rigidities, you could undertake projects that encourage them to explore food without requiring them to eat it e.g. play with cereal in a tray. Explore the sound the cereal makes as toy cars roll over it or as you pour it into bottles. 
<p>Personal, Social, and Emotional Development/ Emotional regulation: Self- Regulation & Mutual Regulation/ Self-confidence and self-awareness:</p> <p>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>Self- Regulation & Mutual Regulation/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 I can explore my body through sensory activities I can label sensory experiences- e.g. deep/light pressure I can describe how I am feeling and choose an appropriate strategy to support me with my emotions</p> <p>Joint Attention/Making relationships:</p> <p>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 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>Activities:</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"> -Explore and understand their senses -Express and recognise emotions -Choose supports that help with managing mood e.g. modelling having a 'break' or exploring a relaxing sensory motivator when experiencing high arousal ➤ Communication circle time ➤ Group games and choosing activities to teach turn taking, sharing, appropriate touch, waiting and accepting winning/losing. 	<p>Personal, Social, and Emotional Development/ Emotional regulation: Self-confidence and self-awareness:</p> <ul style="list-style-type: none"> -Playfully explore different sensory resources to develop your child's tolerance of different sensory experiences <p>For example explore rough/smooth textures such as sand paper and pebbles. Comment on how it feels different. Observe whether your child appears to like or dislike the different sensations.</p> <p>Managing feelings and behaviour :</p> <ul style="list-style-type: none"> -Explore emotions through songs such as 'If you are happy and you know it' -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 anxious, my body is tense, I want to squeeze my soft toy. -Explore emotions by looking in mirrors together and labelling how their body looks. E.g. You are yawning, maybe you are tired. <p>Making relationships :</p> <p>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-</p> <p>Turn-taking-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 when it is your turn.</p>