


Dear Parents and Carers,

Our class topic for the next half term will be 'Shops'. We will continue to adopt a topic-based approach to teaching and learning with this topic inspiring our activities across the curriculum. We will embark on visits to local shops in the community to practice shopping skills (finding items, paying, identifying coins, using a shopping list).

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: sozana.alchehabe@thequeensmilltrust.com

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) ➤ Big book and 1:1 reading sessions. Our big books this term will be 'Teddy Bears go shopping' a book produced specifically for this topic. ➤ 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 sounds linked to our big book. 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 plant themed songs such as 'To market, to market' or '5 currant buns in a baker's shop'. If possible use props to support your child's understanding -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 bumblebee or tree/leaves to show to your child when you hear the buzz of a bee or rustle of leaves 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 role play shopping by setting a toy shop or food shop at home, go on a trip to a local shop and encourage your child to participate in the routine of buying things. -Read shops themed books together. Here are some examples:  <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 motivators (toys/foods) in clear boxes or in locations where your child cannot reach them so they have to seek your help to access them.</p>

Personal, Social, and Emotional Development
(linked to My Autism: Emotional Regulation)

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
 I can describe how I am feeling and choose an appropriate strategy to support me with my emotions

Managing feelings and behavior

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

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)

Activities:

- We will work on early personal social and emotional skills, to include:
- 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:
 - 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
- Group games and choosing activities to teach turn taking, sharing, appropriate touch and waiting.

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. Playfully explore different sensory resources to develop your child's tolerance of different sensory experiences and ability to express their sensory preferences
 Ideas for shops themed sensory play:



Coloured rice

Make dough fruit for a play shop

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.

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.

Physical Development

Moving and handling

I can explore different styles of movement through dance, PE, Play
 I can complete fine motor TEACCH tasks (e.g. threading)
 I can tolerate a range of sensory experiences
 I can use different tools to make marks

I can help build simple structures using a range of materials

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

Activities:

- We will work on developing fine and gross motor movements, to include:
- 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. Food groups and food messy play.
 - Practising dressing/undressing at water play
 - Modelling using visuals to request toilet

Moving and handling

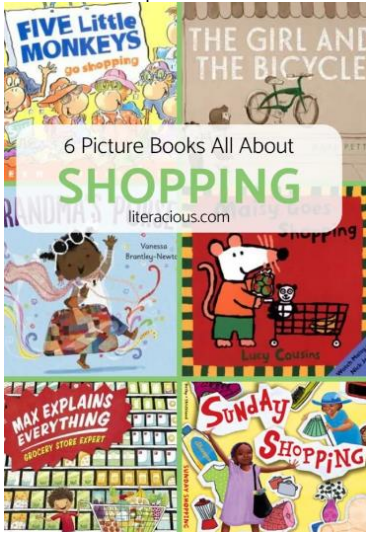
-Explore different styles of movement when at the park or when dancing to music together
 -Explore toys that develop fine motor skills e.g. duplo. You could also explore the topic by threading toy wheels onto pipe cleaners or sticks
 -Practice key cooking skills such as cutting or spreading by making simple things such as a salad, sandwich or smoothie together

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

If your child has food rigidities or is wary of new foods, you could undertake projects that do not require them to eat the food such as:
 →Roleplaying a juice shop by making fresh orange juice for family members

<p>-Daily rehearsal of the toileting routine</p>	<p>→ Role playing a pizza shop. Mix a simple dough together using flour, water and oil or provide slices of bread. Lay out chopped vegetables such as peppers and mushrooms for your child to add.</p> 
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<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.</p> <p>See this video for the pronunciation of letter sounds within a phonics approach to learning to read: https://www.youtube.com/watch?v=EYx1CyDMZSc</p> <p>-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>  <p>Writing</p> <p>Make marks with wheeled toys by rolling them through paint or water.</p> <p>-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>
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<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>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
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Shape, space and measure

- 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 in 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

Activities:

- Weekly maths lessons
- Counting during play
- Use of schedules/countdowns/timers Exploring position through play such as moving toys around a dolls house. We will use positional terms such in, out, up and down, left, right, forward, backwards, using symbols and gestures to support understanding
- Exposing pupils to shape and size language through building with shape resources (blocks, tangrams).
- Showing the children the main coins and notes and if appropriate introducing equivalences
- Helping children add coins using visuals and number lines
- Sorting coins by size and type
- Simulating shopping experiences through role plays where we support the children to 'buy' toys or foods from a model shop
- Visiting shops in the community and supporting the children to use money to buy the items they have selected.
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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 car, 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.

Shape, space and measure

Help your child to develop their understanding of shape through:

- Showing your child coins and if appropriate role playing shopping.
- Highlighting differences in size when you come across them- for example: compare big and small spoons in the kitchen; build towers with toy blocks and sequence them by size; sort toys by size and use terms such as big, small, medium or largest and smallest

Understanding the World

People and communities

- I can actively participate in topic-related play carousels exploring shops
- I can explore/visit shops in my community
- I can look at money from different places in the world
- I can actively participate in RE sessions learning about special occasions and religious celebrations

The world:

- I can participate in shopping routines (writing lists, putting things in a basket, paying)
- I can identify different shops
- I can label different objects you find in shops (till, bags, basket, trolley)
- I can role play different jobs in shops
- I can match and identify shop logos

Technology

- I can use a touch screen
- I can choose a topic-related song on the interactive white board (IWB)
- I can share attention on iPad apps such as colouring or tangrams
- I can use the switches and buttons on cause and effect toys

Activities:

- Weekly 1:1, topic/role play, cooking/food group, big book and art sessions looking at shops and shopping routines
 - Visits to local shops
 - RE lessons on **Father's day**
 - Computing lessons using the iPad and Interactive whiteboard
- Electronic cause and effect toy choosing sessions.

People and communities / The world
People and communities

- Visit shops together and support your child to engage in the shopping routine e.g. give them a picture of a food item to find at the shop and then help them pay for it. Can they help put shopping items into the bag.

The world


Explore our topic at home by creating a shop model world where you can role play shopping. Use old purses, toys, food packaging, fruit and vegetables, boxes and shopping bags around the home to create a model shop. Toilet rolls can be easily adapted into 'ice creams' for an ice cream shop by adding a ball of paper to the end. Use a jar or piggy bank as a 'till' where your child posts coins to pay. Below are some role play ideas:



Left- Farm or grocery shop; right- junk model 'ice-creams' made out of egg box and cotton wool for an ice cream shop.

Technology:

- Use different ICT equipment together – camera, computer, CD player, DVD player, TV and iPads.
- Encourage your child to interact with child-friendly apps on different devices. Comment on how their actions affect

	<p>what happens on the screen to help them develop their awareness of cause/effect and touchscreen control.</p>
<p style="text-align: center;">Expressive Art and Design</p> <p><i>Exploring and using media and materials</i> I can tolerate a variety of sensory experiences I can request art materials, art tools and musical instruments I can experiment with mixing and changing colours I can move to music I can enjoy shopping themed song songs</p> <p><i>Being imaginative</i> I can tolerate an adult commenting on my play and modelling play I can engage in a play sequence using toys in a model world</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 ➤ Role play and model world play 	<p><i>Exploring and using media and materials</i> 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><i>Being imaginative</i> -Listen to music together -Consider introducing songs to help with transitioning- e.g. a song that you sing as you tidy up</p>