



**Kensington Queensmill school**  
**Curriculum Coverage for Parents/Carers**  
**Portobello Class 1<sup>st</sup> Autumn half term 2021**

**Teacher:** Polly Coulshed

**Teaching Assistants:** Howaida, Mehret, Mhairi, Theodora

Dear Parents/ Carers,

Our class topic for the next half term will be 'Me, My class and My School'. 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.

As part of this topic, we would love to share and explore pictures of the people that are important in the children's lives. For an example, we might make an 'all about me' collage showing pictures of each child's family.

To help us with this activity, it would be fantastic if you could send in some **pictures** of the important people in your child's life. If you are happy to share some photos, it would be great if you could label who is in the pictures.

- ➔ If you have paper copies of photos, we can make photocopies of these and send the originals back home
- ➔ If you have digital photos, please send them to: [polly.coulshed@queensmill.lbhf.sch.uk](mailto:polly.coulshed@queensmill.lbhf.sch.uk)

Please send them in by Friday 17<sup>th</sup> September.

When we have shared pictures of children's families in the past, the children have been very excited to see images of their family at school and share the pictures with their peers.

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 are very excited to be working with your child and hope that this topic will help them settle into their new school.

Best wishes,

Polly and the Portobello class team.

School activities/ Learning focus	Suggested home activities
<p style="text-align: center;"><b>Communication and language/ Social communication</b></p> <p><b>Listening and attention:</b></p> <ul style="list-style-type: none"> <li>I can respond to a bid for interaction</li> <li>I can share attention on multisensory teaching resources</li> <li>I can follow and identify sounds in my environment</li> <li>I can sit and engage in a group activity</li> <li>I can shift my attention</li> <li>I can listen while playing</li> <li>I can anticipate events in familiar stories or songs</li> <li>I can comment on a story using visual supports</li> <li>I can respond to what I hear and I am shown with relevant comments, questions or actions</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>I can understand the purpose of a familiar object</li> <li>I can respond to a basic instruction</li> <li>I can engage in a simple play sequence using role play resources</li> <li>I can explore the meaning of stories or events through drama/play</li> <li>I can predict what might happen next in a story</li> <li>I can comment on how characters might be feeling</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>I can reach for an item I want</li> <li>I can use PECS to request</li> <li>I can comment using PECS or colourful semantics</li> <li>I can use language to imagine and recreate experiences in my play</li> </ul> <p><b>Activities:</b> We will work on the fundamentals of communication through:</p> <ul style="list-style-type: none"> <li>➤ Intensive interaction sessions</li> <li>➤ Use of PECS and other communication tools such as colourful semantics (this is colour coded sentence strips used for commenting or requesting e.g. 'Polly push roundabout')</li> <li>➤ Big book and 1:1 reading sessions. Our big book this term will be '<b>I went to school this morning and...</b>' A big book written specifically about our new school</li> </ul>	<p style="text-align: center;"><b>Communication and language/ Social communication</b></p> <p><b>Listening and attention:</b></p> <ul style="list-style-type: none"> <li>-Sing school themed songs such as '<b>This is the way we go to school..</b>'</li> <li>-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 or toy dog to show to your child when you see/hear one of these on a trip to the park. This will also help your child link representations to real objects.</li> <li>-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'.</li> <li>-Play with musical instruments or objects in the house that make different sounds (e.g. jars of lentils or rice).</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>-Create opportunities to explore topic related vocabulary. For example, play 'schools' with dolls and toys at home, label schools when you see them in the community, flick through the transition booklet for KQ that we sent in the summer</li> <li>-Read school themed books together, if possible bring the story to life using props</li> <li>-Watch school themed cartoons</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>



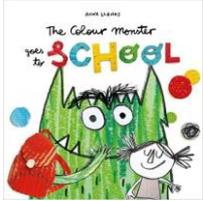
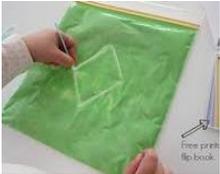


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<ul style="list-style-type: none"> <li>➤ Role play (dressing up and small world)</li> <li>➤ Music, singing and drama sessions</li> <li>➤ Speech and language therapy joint attention sessions</li> <li>➤ Playtime in soft play/bodyshop/AV room</li> <li>➤ Circle time</li> <li>➤ Turn-taking/sharing games (e.g. toy choosing, iPad sharing)</li> <li>➤ Exploring different sounds in our environment e.g. Listening to transport sounds and trying to match them to the type of transport. Such sound discrimination activities support development of phonic awareness, which underpins the ability to read, spell and speak.</li> </ul>	<p>in clear boxes or in locations where your child cannot reach them so they have to seek your help to access them.</p>
<p><b>Personal, Social, and Emotional Development/ Emotional regulation:</b>  <b>Self- Regulation &amp; Mutual Regulation/ Self-confidence and self-awareness:</b>          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><b>Self- Regulation &amp; Mutual Regulation/Managing feelings and behavior:</b>          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 such as touching hot/cold materials          I can label sensory experiences- e.g. wet/dry          I can explore interoceptive experiences linked to the zones (e.g. fast heart rate linked to yellow zone)          I can sort emotions to the zones          I can describe how I am feeling and choose an appropriate strategy to support me with my emotions</p> <p><b>Joint Attention/Making relationships:</b>          I can respond to an adults bid for interaction          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><b>Activities:</b></p> <ul style="list-style-type: none"> <li>➤ Use of emotions visuals and modeling emotions to help label pupils' emotions as they occur</li> <li>➤ Zones of regulation circle time, where we will help pupils to:             <ul style="list-style-type: none"> <li>-Explore and understand their senses</li> <li>-Express and recognise emotions</li> <li>-Choose supports that help with managing mood e.g. modelling having a 'break' or exploring a relaxing sensory motivator when overstimulated</li> </ul> </li> <li>➤ Communication circle time</li> <li>➤ Group games and choosing activities to teach turn taking, sharing, appropriate touch, waiting and accepting winning/losing.</li> </ul>	<p><b>Personal, Social, and Emotional Development/ Emotional regulation:</b>  <b>Self-confidence and self-awareness:</b>          -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          For example explore ice together then explore warm water. Comment on how it feels different. Observe whether your child appears to like or dislike cold/ hot sensations.</p> <p><b>Managing feelings and behaviour :</b>          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><b>Making relationships :</b>          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><b>Physical Development</b>  <b>Moving and handling:</b>          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><b>Health and self-care:</b>          I can tidy away my coat and bag          I can help tidy away resources in the classroom          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 sort pictures of public and private places</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>➤ We will help pupils develop gross and fine motor skills through the following activities:             <ul style="list-style-type: none"> <li>-PE / Trampoline</li> <li>-Exploration of sensory rooms- Body Shop/ Soft play/ Wet play</li> <li>-Activities in Big Play and Little Play</li> </ul> </li> </ul>	<p><b>Physical Development</b>  <b>Moving and handling</b>          -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.          -Practice key cooking skills such as cutting or spreading by making simple things such as a salad, sandwich or smoothie together</p> <p><b>Health and self-care:</b>          -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</p> 



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<ul style="list-style-type: none"> <li>-Finger gym activities (e.g. latch boards, threading tasks, puzzles)</li> <li>➤ We will help pupils develop self-care skills through:             <ul style="list-style-type: none"> <li>-Practising dressing/undressing at water play</li> <li>-Modelling using visuals to request toilet</li> <li>-Daily rehearsal of the toileting routine</li> <li>-Ensuring children only change in the toilet or changing room and introducing the idea of private and public spaces</li> <li>-Talking about healthy eating in cooking</li> <li>-Food groups, messy play and cooking sessions</li> </ul> </li> </ul>	<p>new foods, you could undertake projects that do not require them to eat the food but encourage them to explore different foods e.g: Make biscuit faces using fruits or sweets</p>
<p><b>Literacy</b>  <b>Reading:</b>          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          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</p> <p><b>Writing:</b>          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          I can use colour attributes to add description to my sentences</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>➤ Phonics lessons- This half term we will look at Phase 1 where we will explore environmental and body sounds, as well as matching sounds to objects</li> <li>➤ Big book lessons</li> <li>➤ Drama/Music lessons</li> <li>➤ Topic sessions exploring topic-related concepts and vocabulary</li> <li>➤ Daily exposure to symbolised visuals to support pupils with their learning across all curriculum areas (mini-schedules; PECS requesting etc.)</li> <li>➤ Mark making lessons</li> <li>➤ 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.</li> </ul>	<p><b>Literacy</b>  <b>Reading:</b>          -Engage in sound play e.g. when playing with toy animals make the sounds the animals make          -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:  <a href="https://www.youtube.com/watch?v=EYx1CyDMZSc">https://www.youtube.com/watch?v=EYx1CyDMZSc</a>          -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:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;"><i>Left- 'All are welcome' by Alexandra Penfold and SuzanneKaufman; Right- 'Colour Monster goes to school' by Anna Llennas</i></p> <p><b>Writing</b>          -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 e.g. buttons.          -Make sensory writing bags using a zip lock sandwich bag filled with a sensory material such as hair gel or paint:</p> 
<p><b>Maths</b>  <b>Number:</b>          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</p> <p><b>Shape, space and measure:</b>          I can match shapes          I can sort and label shapes          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)</p>	<p><b>Maths</b>  <b>Number:</b> 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 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 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          -Explore number form by writing numerals in different media, such as writing numbers in sand</p>



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<p>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</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>➤ Weekly maths lessons</li> <li>➤ Counting during play</li> <li>➤ Use of schedules/countdowns/timers</li> <li>➤ 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</li> <li>➤ Exposing pupils to shapes language through building/construction activities with blocks.</li> </ul>	<p>-Play with number puzzles or organise numbered items into the correct sequence          -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> <p><b>Shape, space and measures:</b>          Help your child to understand shape and position through:          -Building with toy blocks          -Carrying out toy hunts- hide toys around a room and help your child find them using position terms (e.g. 'oh look, the bear is <u>on</u> the shelf')          -Exploring shape puzzles together          -Labelling shapes in the environment</p>
<p><b>Understanding the world</b>  <b>People and communities:</b>          I can engage in play with my new teachers and peers          I can attend a circle time about getting to know the people in my class          I can share my preferences          I can experience and start to understand similarities and differences between me and my peers          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</p> <p><b>The world:</b>          I can explore my new school          I can match pictures of places in my classroom and around my school          I can label different places in my school          I can share attention on joint attention activities linked to the topic          I can attend to a circle time activity on different seasons          I can label different types of weather          I can explore /talk about similarities and differences in relation to places, materials and living things</p> <p><b>Technology:</b>          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</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>➤ Weekly 1:1, topic, big book and art sessions looking at topic themes</li> <li>➤ A session on the new season, winter</li> <li>➤ Small world play</li> <li>➤ Exploring the new school</li> <li>➤ RE lessons on <b>Rosh Hashanah, Yom Kippur, Christmas</b></li> <li>➤ Computing lessons using the Interactive whiteboard</li> <li>➤ Electronic cause and effect toy choosing sessions.</li> </ul>	<p><b>Understanding the world</b>  <b>People and communities/ The world</b>          Explore our topic at home by:          -Role playing about school          -Looking through pictures of your child, commenting on how they have grown          -Looking at family photos to show them the important people in their lives          -Looking through pictures of the school together (e.g. those in the transition book or pictures sent home by the teacher over the term)          -Listening to songs on YouTube about going to school or looking after yourself          -Reading books about school and looking after yourself          → Explore the changing seasons by going on walks, collecting leaves, commenting on the weather.</p> <p><b>Technology:</b>          -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 what happens on the screen to help them develop their awareness of cause/effect and touchscreen control.</p>
<p><b>Expressive art and design</b>  <b>Exploring and using media and materials:</b>          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 move to music          I can explore instruments          I can enjoy topic related songs</p> <p><b>Being imaginative:</b>          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 e.g. roleplaying self care routines or role playing schools with the little people and dolls houses</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>➤ Art sessions</li> <li>➤ Topic sessions</li> <li>➤ Music and drama lessons</li> <li>➤ Role play and model world play</li> </ul>	<p><b>Expressive art and design</b>  <b>Exploring and using media and materials:</b>          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</p> <p>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;">  <p><i>Paper plate self portrait</i></p> </div> <p><b>Being imaginative:</b>          -Listen to music together          -Consider introducing songs to help with transitioning- e.g. a song that you sing as you tidy up</p>