


Dear Parents and Carers,

Our class topic for the next half term will be "Food". We will continue to adopt a topic-based approach to teaching and learning with this topic inspiring our activities across the curriculum. Over the course of the half term, we will look at different types of food. This will provide great opportunities to explore different criteria to sort them by looking at their characteristics as well as opportunities to expand our themed related vocabulary. We will also explore science themes such as dark and light.

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: isabel.cabezas.207@thequeensmilltrust.com

Best wishes,
 Isabel and the Bramley 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 sit and engage in a group activity I can take turns and wait as required I can respond to a bid for interaction I can interact with my peers I can share attention on multisensory teaching resources I can show interest in an adult reading me a story <p>Understanding</p> <ul style="list-style-type: none"> I can follow simple instructions I can use my schedule to guide me through the school day 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 use PECS to request I can comment using PECS or colourful semantics I can respond to simple familiar questions I can use 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 session. Our big books this half term will be "The very hungry caterpillar" and "Handa's surprise" - Role play (dressing up and small world) - Music, singing and drama sessions - Sensory exploration - Speech and language therapy and joint attention sessions - 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 food themed songs such as 'Do you like broccoli ice cream? I like to eat apples and bananas' 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 food shop at home, go on a trip to a local shop and encourage your child to participate in the routine of buying the groceries. - Read food themed books together. Here are some examples: <div style="text-align: center;">  </div> <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>



<p style="text-align: center;">Personal, Social, and Emotional Development (linked to My Autism: Emotional Regulation)</p> <p>Self-confidence and self-awareness I can identify all students and adults in my unit I can take part in a structured activity I can use a whose turn board to support my emotional regulation and engagement during sessions I can follow the toileting routine</p> <p>Managing feelings and behavior I can participate in a zones of regulation session I can share my emotions through my facial expressions I can accept comfort from a familiar adult when feeling dysregulated I can complete a sensory circuit to help me reach a calm-alert state</p> <p>Joint Attention/Making relationships I can sit in a small group with my peers during a motivating adult led 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 enjoyment with familiar adults when exploring resources</p> <p><u>Activities:</u> 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: <ul style="list-style-type: none"> • -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 dance, games and choosing activities to teach turn taking, sharing, waiting, following instructions and to have FUN!.</p>	<p>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</p> <p>Managing feelings and behaviour -Help your child to identify emotions by labelling when feelings around him/her (happy, sad, tired, excited, upset, calm ...), -explore different strategies that might help them feel calmer when dysregulated</p> <p>Joint Attention/Making relationships -Play with toys together, initially follow your child's lead, copying what they do, to learn which toys they like and how they like to play with them, -Gradually start practising taking turns with toys - Count down at the end of activities and /or turns to build on your child's resilience.</p>
<p style="text-align: center;">Physical Development</p> <p>Moving and handling I can complete a range of fine motor skills activities I can use different tools I can follow adult directions during dancing and PE lessons I can throw and catch a ball</p> <p>Health and self-care I can tidy away my coat and bag when getting to school I can put on my coat I can follow the toileting routine I can brush my teeth after lunch</p> <p><u>Activities:</u> We will work on developing fine and gross motor movements, to include: -PE exercise circuits -Daily fine motor skill sessions to work on their dexterity -Self-care routines such as toileting and brushing their teeth</p>	<p>Moving and handling -Free style dance with your child -Encourage handling little toys -Include your child in safe cooking activities that will support his fine motor skills Model and encourage your child to use cutlery when eating</p> <p>Health and self-care -Model and encourage your child to brush their teeth regularly -Encourage your child to get dresses/undressed independently -Have fun with your child during bath time to make it an enjoyable experience for both of you.</p>
<p style="text-align: center;">Literacy</p> <p>Reading I can take turns to share a story with my peers I can read cvc words I can identify letters sounds I can sound a range of phonemes I can use colorful semantics to read a sentence</p>	<p>Reading - bedtime stories - reading with your child, sings and symbols in the community, food labels in grocery shops, ... - encourage your child to help you shopping by reading the shopping list</p>

<p>Writing</p> <p>I can trace pre-writing patterns I can trace/write letters I can write my name/letters of my name I can hold a correct pencil grip</p> <p>Activities: We will work on developing early literacy skills, to include: -Phonics weekly lessons following Dandelion reading scheme - Big book sessions - Use of PECS and other communication tools such as colourful semantics (colour coded sentence strips) - Big book and 1:1 reading session. Our big books this half term will be "The very hungry caterpillar" and "Handa's surprise"</p> <div style="display: flex; justify-content: space-around;">   </div> <p>- Speech and language therapy; joint attention sessions - Circle time - Turn-taking/sharing games (e.g. toy choosing, iPad sharing) -Topic sessions exploring topic-related concepts and vocabulary -Daily exposure to symbolized visuals to support pupils with their learning across all curriculum areas (mini-schedules; PECS requesting etc.)</p>	<p>Writing</p> <ul style="list-style-type: none"> - Offer your child mark making and writing opportunities. - Try mark making on different tactile resources. - Model finger tracing
<p style="text-align: center;">Maths</p> <p>Number</p> <p>I can sequence numbers I can match quantities to their corresponding numeral up to 20 I can count and match numerals to quantities up to 10 I can explore early addition using different resources</p> <p>Shape, space and measure</p> <p>I can follow cooking instructions involving quantities I can recognize and sort 2D shapes I can match 3D shapes I can sort items by their size</p> <p>Activities: We will work on developing early maths skills, to include: - Weekly math's lessons -Use of mathematical language at any given opportunity throughout the school day -Use of schedules/countdowns/timers -Exploring position through play such as moving toys around during pretended tea time. 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).</p>	<p>Number</p> <p>Help develop your child's interest in counting and number through multi-sensory activities such as: -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 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 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 style="text-align: center;">Understanding the World</p> <p>People and communities</p> <ul style="list-style-type: none"> -I can actively participate in topic-related play carousels exploring shops -I can explore/visit my local park -I can use public transport to travel in the community -I can actively participate in RE sessions learning about special occasions and religious celebrations <p>The world:</p> <ul style="list-style-type: none"> -I can look at different foods from around the world - I can identify and match/label different foods -I can engage in role play meal scenarios 	<p>People and communities / The world</p> <ul style="list-style-type: none"> -Share relevant celebrations with your child -Involve your child on preparing decorations for celebrations <p>Technology</p> <ul style="list-style-type: none"> -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>Technology</p> <ul style="list-style-type: none"> -I can use a touch screen -I can choose a topic-related song on the interactive white board (IWB) -I can use a toaster/blender (supervised by an adult) -I can switch on/off the class light as required -I can use the switches and buttons on cause and effect toys <p><u>Activities:</u></p> <ul style="list-style-type: none"> -Weekly 1:1, topic/role play, cooking/food group, big book and art sessions looking at shops and shopping routines -Visits to local park -RE assemblies -Use of educational software to support the children learning/progress 	
<p style="text-align: center;">Expressive Art and Design</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>Exploring and using media and materials</p> <p>I can use a range of materials to decorate I can request different resources/tools/instruments as appropriate during lessons I can enjoy dance lessons and follow guidance I can engage during group art activities</p> <p>Being imaginative</p> <p>I can use my own choices during art activities I can engage during free style art activities I can make choices</p> <p><u>Activities:</u></p> <p>We will work on helping children to explore creative expression and the arts, to include:</p> <ul style="list-style-type: none"> -Art session -Topic lessons -Music lessons -Role play and small world play 	<p>Exploring and using media and materials</p> <p>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>Being imaginative</p> <ul style="list-style-type: none"> -Listen to music together -Sing out loud and encourage your child to join you -Play building games with your child -Join your child during role play and small world play