

## Lower School Topics – Fun at the fair/Summer Time

### Communication

#### Outcomes:

Taken from SEND assessment toolkit & EYFS Birth to 5 Matters

**Step 2:** Responds in ways that can be interpreted as meaning “more  
Communicates needs/feelings through crying/babbling/ squealing

**Step 3:** Takes turns with an adult during vocal interactions

**Step 4:** Copies sounds and gestures

Deliberately attract attention of another person in order to communicate need

**Range 1:** Makes own sounds in response when talked to by familiar adults

Points and looks to make requests and to share an interest

**Range 2:** Moves whole body to sounds they enjoy such as music or a regular beat.

#### Suggested Activities:

Opportunities for intensive interaction with learners

Opportunities for call and response games and rhymes to encourage learners to fill a turn

Filling in gaps during familiar songs and rhymes – Tiny Tim & Wind the Bobbin up

Using a switch to make sounds of the fair and ice cream van for summertime

Use balls in a counting 1-2-3-4 parachute game

Big Mack switch to fill a turn in a story or rhyme

Learners to mimic sounds and words.

Learners to gain an understanding of Makaton and use appropriately

Learning walks for pre formal phonics.

Bucket time.

## Characteristics of Effective Learning RE

#### Outcomes:

Taken from EYFS Birth to 5 Matters

**Ranges 1-2:** Experiments with a range of media – tools, materials, sound and whole body movement – through multi-sensory exploration.

Responds to and engages with the world that surrounds them e.g. sounds, movement, people objects sensations and emotions.

**Range 3:** Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments.

Mirrors and improvised actions they have observed e.g. clapping or waving.

#### Some activities:

Action songs, sensory stories

PE Sensory time

Art to body sessions

Outdoor play

### Personal, social and emotional development

#### Outcomes:

Taken from EYFS Birth to 5 Matters

**Range 1:** Enjoys the company of others and seeks contact from others since birth.  
Moves body arms and legs and changes facial expression in response to others.  
Eg: sticking out tongue, opening mouth and widening eyes.

Expresses awareness of their physical self through their own movements gestures and expressions and by touching their own and other people's faces, eyes, and mouth in play and care events.,

**Range 2** Draws other into social interaction through calling, crying, and babbling, smiling laughing and moving their bodies and limbs.

Builds relationships with special people.

Is wary of unfamiliar people.

Shows growing self confidence through playing freely and involvement

**Range 3;** explores the environment, interacts with other and plays confidently while their parent/carer or keyperson is close by, using them as a secure base to return to for reassurance if anxious or in unfamiliar situations.

Shows their growing sense of self through asserting their likes and dislikes choices, decisions and ideas these maybe different to those of the adult or their peers, often saying no, me do it or mine.

#### Some activities:

Intensive interaction games, songs and rhymes.

Tac Pac

PE sensory sessions

Sensory stories

Bucket time

Using mirrors

## Physical development

### Outcomes:

#### Taken from EYFS Birth to 5 Matters

##### Some activities:

**Range 1:** Follows and tracks a sound or moving object moving head and eyes.

Reaches out for, touches and begins to hold objects developing later on into being able to release grasp. Becomes increasingly able to communicate both expressing and responding through body movements, gesture, facial expression and vocalisations.

**Range 2:** Picks up objects in palmer grip and shakes, waves, bangs, pulls and tugs them between two hand whilst looking at them. Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint.

Starts to throw and release objects overarm.

**Range 3;** Develops security in walking upright using feet alternatively and can also run short distances.

Shows interest, dances and sings to music rhymes and songs, imitating movements of others.

Using gestures and body language to convey needs and interests and to support emerging verbal language use.

##### Some activities:

Sensory room programmes.

Morning routine involving action rhymes and bubbles and big marks.

Messy play using tools and hands to make marks, along with water play pouring and scooping.

Opportunities for learners to reach forward to grasp object in vision.

PE sessions

Use music to stimulate exploration with rhythmic movements.

Allow space in setting and outdoors for rapid and sudden movements.

## Understanding the World

### Outcomes:

#### Taken from EYFS Birth to 5 Matters

**Range 1** Repeat actions that have an effect eg: kicking hitting a mobile or shaking a rattle.

##### Range 2

Closely observes what animals people and vehicles do.

Becomes absorbed in combining objects eg: banging 2 objects or placing objects into containers.

##### Range 3

Shows interest in toys with button flaps and simple mechanisms and begins to learn to operate them.

##### Suggested Activities:

Musical instruments

Interactive screen

Cause and effect toys

Posting into containers.

Provide a range of everyday and natural objects to explore such as treasure baskets.

Small world play

## Literacy and Maths Reading Outcomes:

#### Taken from EYFS Birth to 5 Matters

##### Some activities:

##### Range 1:

As part of sensory exploration may touch and handle books, and digital reading devices.

Notices and engages with sounds and images in the environment.

##### Some activities

Learning walks and sensory stories.

Writing Outcomes :

Encourage children to use their fingers and tools to represent mark making.

##### Some activities:

##### Maths Outcomes:

**Range 1** Explores space when they are free to move roll and stretch.

Begins to predict what happens next in predictable situations.

##### Range 2

Attempts sometimes successfully to match shapes with spaces with inset puzzles.

Looks for things that have moved out of sight.

##### Some activities:

Allow floor time, adults to watch for Learners reactions in activities, using objects of reference.

## Characteristics of Effective Learning:

Underpin all areas of learning