

Lower School Topics – Fun at the Fair/Summer Time

Communication

Outcomes: See individual CAL and SALT targets.
Outcome for all: To use AAC to communicate wants and needs

Suggested Activities:

Literacy with symbol grids: working on comprehension and reading for pleasure. We will complete book reviews weekly as part of a story session.

Play activities with use of low tech (symbol grids) and high tech (computerised symbol grids and use of clicker 7) aids such as building bricks, playdough, Mr Potato head etc.

Interactive screen session where pupils are working on putting 2/3 symbols together to make a simple sentence, e.g. hello *peer*, I want..., I like..., I don't like...

In Orange class pupils have individual communication systems such as now and next boards, varying levels of symbol grids working towards a communication folder, PECS and social stories. The communication systems in place will be developed through the year and underpin all of the children's learning in all aspects of the day.

Physical development

Outcomes:

& EYFS Birth to 5 Matters

Range 3: Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions

Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand.

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

Range 4: Begins to understand and choose different ways of moving

Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it

Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride

Range 5: Can balance on one foot or in a squat momentarily, shifting body weight to improve stability

Can grasp and release with two hands to throw and catch a large ball, beanbag or an object

Creates lines and circles pivoting from the shoulder and elbow

Manipulates a range of tools and equipment in

one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons

Some activities:

Active games that involve big movements such as action games in dance involving spinning, jumping and swooping.

Simple interactive finger games

Co-operative games such as football, catch, rolling the ball, parachute games involving gross motor movements.

Working on moving in different ways in dance and drama

Sensory mark-making in damp sand, wet paint, dough disco etc.

Expressive Arts and Design Characteristics of Effective Learning RE

Outcomes:

Taken from EYFS Birth to 5 Matters

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

Range 3: Notices and becomes interested in the transformative effect of their action on materials/resources.

Range 4: Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations

Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. *scary music*

Creates rhythmic sounds and movements

Range 5: Uses movement and sounds to express experiences, expertise, ideas and feelings Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously

Engages in imaginative play based on own ideas or first-hand or peer experiences.

Uses available resources to create props or creates imaginary ones to support play

Plays alongside other children who are engaged in the same theme

Some activities:

A drama and movement session based on the story The Midnight Fair. We will be moving in different ways and role playing the story. The class will be co-creating our own version of the story, deciding what the animals will get up to at the fair!

Personal, social and emotional development

Outcomes:

Taken from SEND assessment toolkit & EYFS Birth to 5 Matters

Range 3: Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure

base to return to for reassurance if anxious or in unfamiliar situations

Enjoys playing alone and alongside others and is also interested in being together and playing with other children

Range 4: Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it

Some activities:

Access to matching items for children and adults to mirror each other in play, e.g. two identical musical instruments.

- Play with resources that promote cooperative play such as large sand/water tray, double sided easel, dolls house, train set to build together, Lego

Literacy and Maths

Reading Outcomes:

- **Taken from EYFS Birth to 5 Matters, Pebbles and Stepping Stones**
To use simple symbols or verbal responses to communicate choice and preference.
- Will develop and identify favourite parts or characters in a story
- Will match/identify familiar nouns using symbols or verbally
- Show awareness of order and sequence familiar events
- Understand some terminology relating to passage of time e.g. before, after, later, next
- Identify familiar action words by pointing at pictures e.g. jumping, running, drinking
- Recognise basic emotions e.g. happy, sad, angry
- Anticipate elements of a narrative [e.g., when the adult stops reading, pupils fill in the missing word]

Some activities:

The Midnight Fair story session
Story sharing with symbol grids
Lost at the Fair rhyming activities
The Midnight Fair in drama
Colourful Semantics for stories
Symbolised book reviews to use at school and home

Writing Outcomes :

Pupils distinguish between the different marks they make
Pupils enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.
Pupils make up stories, play scenarios, and drawings in response to experiences, such as outings
Pupils sometimes gives meaning to their drawings and paintings
Pupils ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves
Pupils include mark making and early writing in their play
Pupils show that they understand that marks and symbols convey meaning
Pupils make marks or symbols in their preferred mode of communication.
To use gross motor skills, create lines and circles and/or in sensory play draws lines, circular shapes and patterns [e.g. using foam, sand, ribbons in the air]
To demonstrate increasing control of writing tools, so that:
marks and symbols resemble letter-like shapes and they can form closed shapes
To form letters for taught graphemes in line with read, write inc. scheme.
Use single words to describe their drawing or writing
Respond with single words to adult questioning [e.g. imaginary or real-life responses]
Talk to an adult about what they want to write
Make a contribution to a group story during shared writing or story telling

Some activities:

Dough disco

Finger gym: tweezing, pegs, finger play, finger tubes.

In play activities practice forming shapes and letters: draw shape people, write letters, lists, price tags or fair tickets
Free drawing with different papers and materials: felt tips, crayons, chalk, pencils, paint.

Maths Outcomes:

See individual Math planners for individual learning objectives taken from EYFS development matters, pebbles stepping stones and Bridging.

Some activities:

Exchanging items for coins or acorns like the animals in The Midnight Fair
Looking at fractions when sharing and halving sweets and treats at the fair
More, less and same through sharing activities
Counting acorns and tickets for the fair
Looking for 2D and 3D shapes at the fair
Exploring time through role play such as morning and night and time e.g. before, after, later, next
Looking at calculations when animals visit and leave the fair, how many left? Counting two groups? One more, one less?

Understanding the World

Outcomes, focussing on Science and Investigation skills for children to develop their understanding of the world rather than adults telling them how they see it:

Taken from development matters EFS, pebbles and stepping stones

Explores objects and materials provided, changing some materials by physical means and observing the outcomes, e.g. when mixing flour and water.

Knows that certain actions produce predictable results, e.g. that sponges can be squeezed.

Causes movement by a pushing or pulling action.

Matches objects and materials in terms of single features or properties, e.g. temperature or colour.

Indicates the before and after of material changes.

Observation: take part in activities focused on the anticipation of an enquiry into specific environments.

Questioning: respond to simple scientific questions.

Use of Equipment: try out a range of equipment in familiar and relevant situations.

Testing: indicate the before and after of material changes.

Observations: closely observes the changes that occur. Questioning: begins to make generalisations, connections and predictions from regular experience

Use of Equipment: begin to be familiar with equipment to support scientific observations or supporting recording information

Testing: discuss what they are doing and give a reason

Plant seeds and care for growing plants

Begin to understand the need to respect and care for the natural environment and all living things

Suggested Activities:

Investigations including: what a plant needs, pushing and pulling, how things move, operating torches and light sources, making shadows and reflections, what can we see in the dark, what do fish need (story point from Midnight Fair)

RE Outcomes from EYFS Development Matters and Pebbles:

EYFS, 3 and 4 year olds:

Continue to develop positive attitudes about the differences between people; celebrate and value cultural and religious experiences

Recognise that people have different beliefs

Pupils use single elements of communication

Pupils are beginning to show they understand 'yes' and 'no'

Pupils are beginning to respond to the feelings of others

Pupils join in with activities by initiating ritual actions or sounds.

Pupils may demonstrate an appreciation of stillness and quietness.

Some activities:

How do Muslim people celebrate Eid-ul-Fitr? We will be learning about The Five Pillars of Islam, focussing on prayer and how Eid is celebrated. We will be thinking about kindness and good deeds.

Who helps us in our lives? We will be thinking about our families and all the things they do for us.

We will learn about the Islamic and the Christian creation stories.