

## 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.

**Range 3:** Listens to and enjoys rhythmic patterns in rhymes and stories – trying to join in with actions or vocalisations.

#### Suggested Activities:

Making choices using pictures or symbols

Using now and next board to support transitions

Intensive interaction sessions

Enlivened rhymes with props

Filling a turn in a familiar song or rhyme

Showing anticipation during a familiar story or rhyme

### Physical development

#### Outcomes:

**Taken from SEND assessment toolkit & EYFS Birth to 5 Matters**

**Step 1:** Turns head in response to sounds and sights in familiar and unfamiliar situations. (gross motor)

**Step 1:** Movements with arms and legs gradually become more controlled e.g. reaching out for objects, kicking with feet. (gross motor)

**Step 2:** Reaches out for, touches, and begins to hold objects (fine motor)

**Range 1:** See document for statements.

#### Some activities:

Physio programmes – targets set by Physio team

Physical and sensory activities during PE sessions – see planning

Activities – bowling, hoola hoop, target throwing, stacking

Sensory exploration – textures, tastes, sounds, smells e.g Candy Floss, Hot Dogs, Tomato Ketchup, Mustard

Sand and water – pouring, digging, dry, wet, building sandcastles

### Expressive Arts and Design

#### Outcomes:

**Taken from EYFS Birth to 5 Matters & Pebbles School Assessment**

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

**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.

**Pebble 2:** Pupils can give intermittent reactions, e.g. sometimes putting their hands in wet/dry textures with full support.

#### Some activities:

Making popcorn listening to the sounds and exploring the texture

Making bunting to decorate the classroom – colour mixing, choosing, using different tools

Making ice cream/freezing ice pops

Exploring media and materials to create props, displays, posters for the fair

Making a puppet show

Making Tickets for entry to the fair

### Personal, social and emotional development

#### Outcomes:

**Taken from SEND assessment toolkit & EYFS Birth to 5 Matters**

**Range 1:** Moves body, arms and legs and changes facial expression in response to others

**Range 2:** Draws others into social interaction through calling, babbling, smiling, moving their bodies.

**Range 2:** Shows interest in their reflection in a mirror

Understands their own voice and actions causes an effect on others e.g. clapping hands or starting a game/interaction

**Step 2:** Shows pleasure at being tickled and other physical interactions during social games and during social songs

#### Some activities:

Shows preferences for favoured songs and rhymes

Shows preferences for particular textures, sounds and smells on sensory tray

Exploring mirrors/shiny materials – do the learners notice their own reflection? Looking with and without summer hats and sunglasses on

Group activities for peer/social engagement

## Literacy and Maths

### Reading Outcomes:

Taken from EYFS Birth to 5 Matters and Pebbles School Assessment

**Range 1:** Notices and engages with sounds and images in the environment

**Range 2:** Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes

**Pebble 2:** Pupils show emerging awareness of activities and experiences.

**Suggested Texts:** Transition social stories, Teddy Bear's Picnic, Fun at the Fair – Peppa pig,

**Suggested Music:** We're all Going on a Summer Holiday, Mr Sun, Summer Song – Singing Walrus

### Some activities:

Share range of stories with the learners in a multi-sensory way – including texture, sounds, smell

Big Mack's to fill a turn in a story or rhyme

We're going on a Summer Holiday – sensory story

TeddyBear's picnic

Dogger Sensory Story

Puppet Show

### Writing Outcomes :

Taken from EYFS Birth to 5 Matters and Pebbles School Assessment

**Range 3:** Knows that the marks they make are of value.

**Range 3:** Enjoys the sensory experience of making marks.

**Pebble 3:** Pupils will accept and engage in supported exploration, for example, feeling the textures of a range of sensory materials or objects with significant but not full adult support e.g. They may need physical support with painting, exploring sensory materials, accessing toys or musical instruments

### Some activities:

Exploring patterns, lines, shapes – animal patterns and colours

Making marks using a range of tools and resources to create marks.

Using hands, fingers, feet to make marks in malleable materials.

### Maths Outcomes:

**Range 1:** Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other. (Spatial awareness)

**Range 1:** Shows interest in patterned songs and rhymes, perhaps with repeated actions. (Pattern)

**Range 1:** Explores different sized shapes of objects

### Some activities:

Counting songs and rhymes with actions and props – Popcorn parachute song

Stacking and knocking down

Preperception activities – use of roundabout and swing

Putting items inside boxes and taking them out

Rolling balls back and forth – different sizes

Target throwing

Bowling with pins

Exploring money – role play buying/exchanging money

## Understanding the World

### Outcomes:

Taken from EYFS Birth to 5 Matters and Pebbles School Assessment

**Ranges 1&2:** Recognises key people in their own lives

**Range 2:** Looks for dropped objects

**Range 3:** Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them  
Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.

**Pebble 2:** Pupils show emerging awareness of activities and experiences.

**Pebble 2:** Pupils can incidentally activate an activity that has been placed within their reach with no intention involved. e.g. a switch. iPad or Touchscreen

**Pebble 3:** Pupils will begin to attend to the specific types of sensory stimuli that is preferred. e.g. sounds, smells, visuals, vibrations, movement but ignore the sources of the stimulation.

Pupils will accept and engage in supported exploration, for example, feeling the textures of a range of sensory materials or objects with significant but not full adult support

### Suggested Activities:

Interactive whiteboard activities – cause and effect games

Changes to the weather in the summer

How to protect ourselves from the sun? e.g. dressing up, sun hats, sunglasses, shade

What happens to ice cream in the sun?

Freezing/melting – exploring ice

International week - exploring music, dance, food, celebrations

Go on a mini beast hunt

Planting

**Characteristics of Effective Learning:** Underpin all areas of learning

**RE Outcomes and some activities:**

**We follow the Sacred RE curriculum**

**Autumn Term** – Festivals and Celebrations (including Harvest and Christmas)

**Sprint Term** – Growing Together (including Easter)

**Summer Term** – Caring and Taking Care

*Why are some things special? Why should we care for our world?*