

Welcome Parents
and Carers

Learning in
Campbell Class
Spring 2



Our topic this term is: Jungle and Farm Animals



This is the over-arching theme for this term. We use this theme to support teaching in other areas of the curriculum e.g. Literacy, Understanding the World, Expressive Arts etc.

We pay close attention to the children's interests and their developmental needs and next steps

We use these topics as a stimulus for cross-curricular teaching.

KS1 Curriculum



★ Phonics, Reading, Maths and English are taught through direct lessons at the children's level.

★ All other subjects are taught through exploration and play.

Literacy

To be able to read or recognise familiar words in the class or at outside play.

To be able to match either pictures or objects to familiar words.

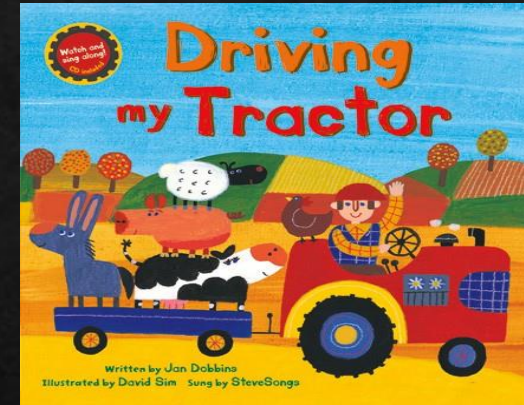
When sharing familiar stories either one to one or in a group, the adult will pause at the end of a line to allow children to fill in the missing word.

At 'good morning' time, children will be encouraged to either match their picture to their picture name card or match their name to their picture.

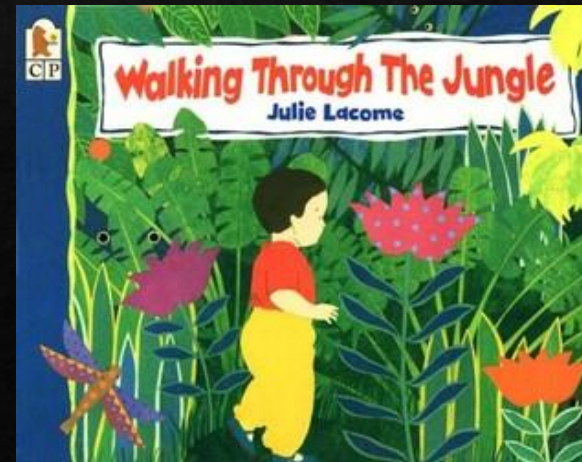
Mark making opportunities each morning: Chalk, paint, felt tips, wax crayons, wipe pens, coloured pencils etc. Adults to model writing names of characters in favourite stories.

Books

Driving my Tractor by Jan Dobbins and David Sim



Walking through the Jungle' by Julie Lacome .



Maths

All adults will model counting at 'tidy up' time.

Adult models placing a jungle animal in/on/under cage, using rhyme to reinforce concept. Repeat across the week, introducing different animals on success.

Number rhymes during free play and circle time.

When counting out equipment in group activities and one to one, adult will count out loud and say, "One, two, three, I have three."

Adults to model name and signing of animals during focus books and to reinforce colour, size and numbers during Attention Builders.

Expressive Arts and Design

Adult model mixing 2 colours to make a new colour. Start with green (Jungle leaves). Children will experiment with mixing and introduce white to produce different shades.

Adults will model singing and actions to songs and rhymes at circle time and during free play.

Exploring different ways of playing a percussion instrument and using instruments loudly, quietly, fast and slow.

Enjoy learning and joining in with new action songs and rhymes.

Understanding the World

As we go into Spring we will be sowing various seeds in pots.

We will introduce words such as: seeds, pot, soil, water. Looking at the seeds to see that they have grow'

Watering the seeds, following a new symbol which will be added to their timetables.

Introduce new activities such as 'post your name', 'hoop on stick'. We will swap activities daily and change order. Adults to support children in looking at the cards and moving to next activity.

To be aware of different people in my class.

At good morning time, children will be encouraged to point to their peers to identify them. Adults will model pointing and naming.

PSED

To be able to see an activity through to completion with increasing independence
TEACCH work boxes with some children. Adults will use visual or gestural prompt
when necessary, to encourage child to complete 1 to 2 simple, familiar tasks
independently.

To begin to be able to choose whose turn is next?

Choosing who is next in 'Walking round the classroom' games at circle time. Adults to
model, "I choose....." support all children in choosing.

To be able to wait for my turn, both with one other person and in a group.

Passing equipment to the next person circle time and group activities.

Communication and Language

Continue with whiteboards and visual prompts. Children will initially be given hand over hand support to use individual visual timetable. Support will be decreased as children become familiar with the routine.

To be able to follow simple instructions with one or two information carrying words - Adult will join a child's play and ensure that the child knows the names of the objects. The adult will then give an instruction such as give the red truck to Leelah.

To use single words and short phrases to express feelings such as, 'stop, I don't like it' or, 'It's my turn'.

So when a child is having difficulty in expressing himself, the adult will speak on the child's behalf and leave opportunity for the child to copy the modelled language.

Communication and Language

Continue with Phase One and Two and Phase Three (discrimination) and Phase Four and 5 ('I want card' in a sentence strip) where appropriate. Introduce colour, big and small. A sentence strip will now read "I want water in a big /small cup"

Communication boards in classroom and outside areas for children to request equipment and play actions.

Adult Child Interaction Therapy. Adults to use single words to accompany play actions.

Adults will use reduced language.

Physical Development

To be able to use one and two handed tools with increasing control.

At Group work we will be using rolling pins and biscuit cutters to make playdough shapes, using scissors to snip paper, threading pasta etc.

Making playdough snakes by rolling sausage shapes during independent learning opportunities.

Outside area: To be able to copy different ways of moving. Stop and Go games. Adults to model the words STOP and GO.

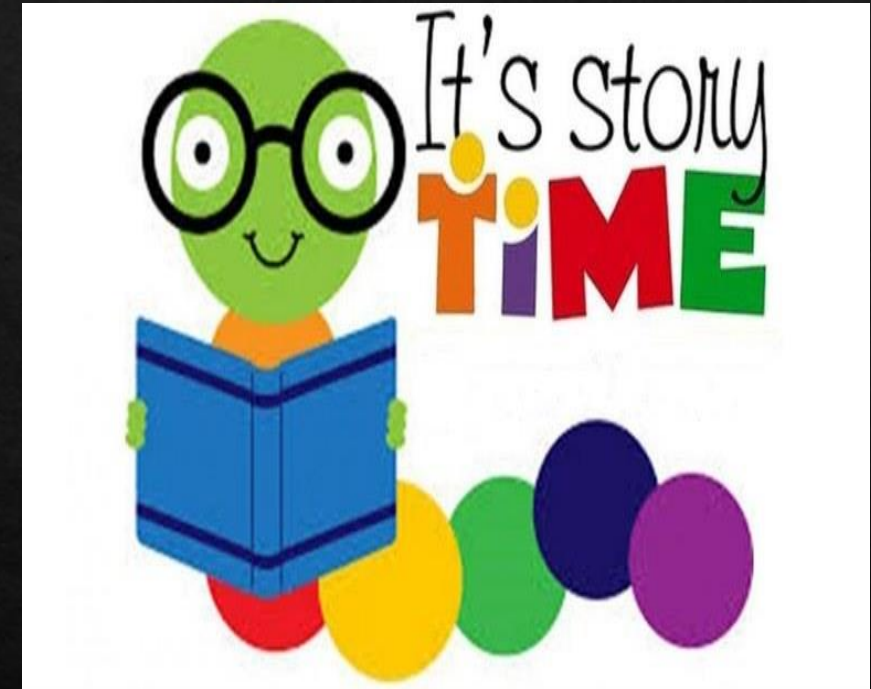
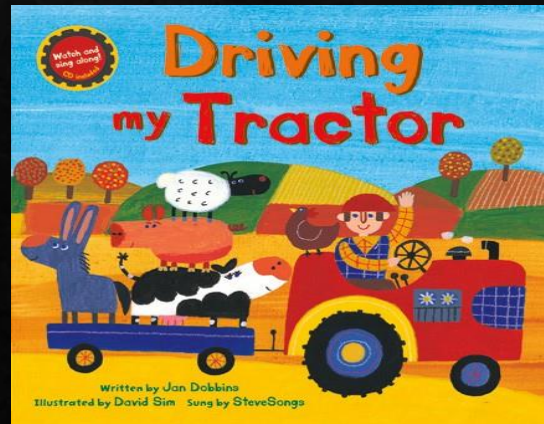
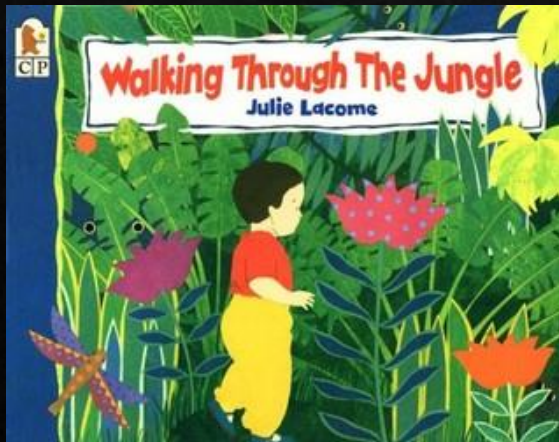
Inside: Circle time drama game, walking round the classroom and stopping before continuing activity.

To be able to dress with help, e.g. puts arms into open-fronted coat, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

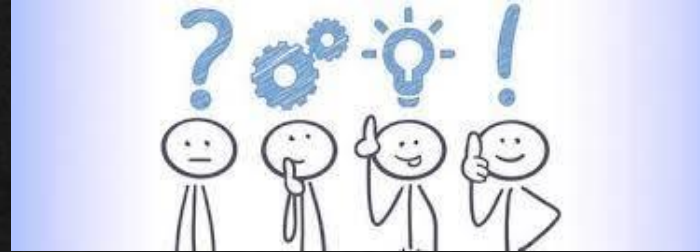
Continue to encourage children to have a go at putting arms in sleeves and pulling up zips.

Reading

- Reading with an adult
- Building upon phonic skills
- Opportunities to talk about pictures
- Reading tricky words
- Opportunities for independent reading
- Opportunities to read for pleasure



Questions or queries?



You are still able to email your child's class teacher directly.

