

<p>Literacy and Communication</p>  <p>Resources/activities:</p> <ul style="list-style-type: none"> Attention Autism video (google classroom)- Handa's Surprise bucket time. This will focus on attention building. Read/watch the story daily with your child. (Handa's surprise picture animation by Adrian Wong) By hearing it each day, your child begin to repeat words, phrases through their preferred communication. Using the communication boards (available on the website), ask you child to comment on what they can see. Model by pointing and touching the symbols as you speak. I see.....monkey for example. Ask your child the questions on the sheet and complete the responses. <p>Intended Experiences</p> <ul style="list-style-type: none"> To share a book with an adult To communicate (using preferred communication) about the book 	<p>Supporting your child's sensory needs</p> <p>Resources/activities:</p> <ul style="list-style-type: none"> TAC PAC 2 (information in separate letter on website: TAC PAC) Sensory Circuit. There are 3 sections to complete in order: 1 of each of the following over 10 minutes. <ul style="list-style-type: none"> - Alerting: Jumping (on a trampoline if you have one). Rolling on an exercise ball. Bunny hops or crab walking. - Organising: Balancing along a beam (small garden wall), blowing bubbles, arm push ups against a wall. - Calming: laying under a weighted blanket (appropriate for age and size). Rolling physio ball over limbs. Rolling child up tightly in a traditional blanket (NOT weighted). <p>Intended Experiences</p> <ul style="list-style-type: none"> To calm sensory seeking behaviours. To focus child ready to attempt home-learning. 	<p>Cooking and food tasting</p> <p>Resources/activities:</p> <ul style="list-style-type: none"> Each time you work with food, model washing your hands and encouraging them to do the same. Wash the surface you are working on. Use a knife to cut soft fruit such as a banana. Practice holding the knife safely and moving the knife back and forth using a sawing action to cut the fruit. Perhaps your child could choose 2-3 fruits and make a fruit salad for your pudding. Encourage your child to evaluate what they have made by commenting if they liked or didn't like their fruit salad. <p>Intended Experiences</p> <ul style="list-style-type: none"> Your child will learn how to work hygienically. Your child will use simple tools to cut, squeeze and mix ingredients. Your child will experience new tastes and textures. To evaluate their work 	<p>Physical Development</p> <p>Resources/activities</p> <ul style="list-style-type: none"> Throwing and catching. If you have a large light ball (beach ball) you could support your child with simple throwing and catching. Encourage them to call your name/gain attention before throwing with both hands under arm. If you cant get out, try throwing and catching with rolled up sock or aiming the balled socks at a target such as a box or the washing basket. Continue with walks everyday and/or trips to the park if you're able. Can the children move like the animals from this week's story? <p>Intended Experiences</p> <ul style="list-style-type: none"> To develop hand eye co-ordination. To enjoy a turn taking physical game To get fresh air to maintain physical and mental well being.
<p>Phonics</p> <p>Resources/activities:</p> <ul style="list-style-type: none"> All children must continue with phase 1 phonics as this supports their listening and attention linked to sounds. Continue with the ideas for phase 1 on the home learning booklet issue 4. Phase 2 phonics - Musical letters. write the letters your child is working onto paper. Dance to the music. When the music stops say a letter sound e.g. s and encourage your child to find the letter. I spy. Have items such as sock, sunglasses, apple, pig. Play I spy with my little eye something beginning with S. Support your child by emphasizing the initial sound in the word. <p>Intended Experiences</p> <p>To develop listening skills and tune into sounds.</p> <p>To develop skills to remember what they hear.</p>	<p>Maths (money)</p> <p>Resources/activities</p> <ul style="list-style-type: none"> Set up a fruit and vegetable shop that you have at home. Use coins to exchange for fruit. Make 1p, 2p and 5p labels. Can your child select the correct coin to pay for the item from the shop. Sort coins into bronze and silver. Posting coins into a money box or make a box by cutting a slot into a container. <p>Intended Experiences</p> <ul style="list-style-type: none"> To exchange a coin for an item To recognise 1p, 2p and 5p To post coins into a money box To handle money To sort coins into bronze and silver. 	<p>Creative</p> <p>Resources/activities:</p> <ul style="list-style-type: none"> Sing every day—continue to use the nursery rhyme choice boards to select a song from the BBC Nursery rhymes website. Print with hard fruits. For example, cutting an apple in half and dipping in paint if you have some. You could also try colouring the surface of the apple with a felt tip pen if you don't have any paint. Then push onto paper and look at the results. <p>Intended Experiences</p> <p>To make marks and notice the marks they are making.</p> <p>To learn how to print</p> <p>To use a range of different materials to create different effects</p> <p>To use tools with increasing control e.g. pen, paint brush</p> <p>To join in singing with vocalisations, actions, and words.</p> <p>To build up a repertoire of songs</p>	<p>Understanding the World</p> <p>Resources/activities:</p> <ul style="list-style-type: none"> Winter treasure hunt. Go outside and using the treasure hunt board find the items linked to winter. On your walk, talk about the environment around you. Use the communication board to encourage your child to comment on what they can see. If you walk in different places are some items on your treasure hunt easier to find than others. Talk about the differences and similarities. Remember to collect items and get creative with your findings. Email them to your class teacher. Emails on the letter on the website. <p>Intended Experiences</p> <p>To explore the world around them</p> <p>To notice and comment on what they can see</p>