

SUBJECT	ACTIVITIES	How you can help at home
ENGLISH/communication	<p>Speaking and listening : Games that use high frequency words Asking and responding to Who ,What, When and Where questions. Makaton Signing. Following and giving instructions. Sequencing events in familiar stories. Using key words. Reading books:Stories fictional and non fictional /pictures. Researching information to create a presentation. Identifying areas that interest them. Presenting information to others. Reviewing work, commenting on whether they liked,dislike it, found it hard or easy. Following individual steps as guided by the Speech and language team. Curriculum link :Science, ICT,Drama, Art, Maths</p>	<p>Encourage communication of giving and receiving instructions Support words with pictures / objects of reference</p>
MATHS/Cognition	<p>Number work and sequencing. Weight and volume - measuring liquid, more and less. Money and coin recognition. Using money to exchange for goods. Maths games in small groups,maths activities on the interactive whiteboard. Playing with building bricks, lego. Matching, sorting, identifying. Sequencing number activities. Board games using dice. Uno, ludo etc</p>	<p>Playing simple turn taking games. Board and card games.(Uno) Sequencing how to do every day tasks. Using money in shops where ever possible (exchanging money for goods)</p>
ART	<p>Making items relating to the time of year. We will look at the work of Jackson Pollock. Using his pictures as an example, we will experiment using paint and non standard equipment to make painting in his style. In addition, the children will assess their work and others in order to improve their work from week to week.</p>	<p>Discuss events which are happening, look at items in shops, on the news and in papers and magazines. Talk about the relvance of the time of year. Encourage them to draw and colour as much as practicable.</p>
PE and Swimming	<p>Being part of a team. Awareness of others. Following simple sequences and instructions . Encouraging body awareness and spatial awareness. Balance, co-ordination and team work skills. Daily exercises, using the outdoor gym equipment. Ball skills. Moving in water</p>	<p>Becoming more independent with changing clothes.</p>

SCIENCE	Growth; our changing bodies (linked to SRe) . Growing plants and awareness of what is needed to support growth. Animals and their habitats (visit to see the lambs at Oathall Farm). Life cycles.	
FOOD TECHNOLOGY	Working towards independence. Curriculum link: communication/maths. Understanding safe use of utensils. Sequencing activities. Hot and cold foods. Following instructions.	Helping with cooking at home where possible. Reinforce good hygiene practices in the kitchen. Encourage your child to try new foods.
ICT	Exploring computer keyboards, i-pad games and using the interactive whiteboard - Maths and literacy games and being able to write a simple word document for more able. Taking pictures on an ipad. Sourcing pictures and using google to research given topics. Making a slideshow. Making a powerpoint as appropriate and presenting to college in assembly. Using Paint.net and Dynamo maths (online maths games and assessment)	Encourage use as appropriate at home. Show how switches work if appropriate.
MUSIC AND PERFORMING ARTS	Making soundscapes related to the sea.Joining up sounds and images and movement.	Enjoy listening to music and making choices.
PSD	Work on feelings which is built into our daily routine-'how are you feeling?' in the morning. Being part of the college community - attending whole college assemblies, using communal areas to socialise and interact with others. Some students to learn mindfulness and relaxation techniques. Contribute to the writing and marking of next steps targets through reflecting on work (I am good at .., I need help with ..)	Demonstrate that it is ok / normal not to be happy all the time i.e. it's ok to be sad, tired, angry etc too. Identify strengths and areas for Improvements to reinforce idea that everyone is good at something but also needs to work on things
Drama	Taking part in a college performance (storm scene of 'The Tempest'). Attending rehearsals - trying ideas, working collaboratively, choosing preferences, remembering a sequence of movement and sound, developing self awareness, giving and following instructions, using imagination to act Being an audience member	Practice any lines to learn Praise clear communication

