

# Ash Group Parent Information - Summer Term

Our topic for this term is "Out and About."

What we will do in school:	What you could do together at home:
<p><b><u>Communication &amp; Language</u></b>            Communication is central to all our work and we will continue to create communication opportunities for your child through using the SCERTS approach. If you require support to use these methods at home please let us know.</p>	<ul style="list-style-type: none"> <li>• Share books and read to your child.</li> <li>• Try to encourage and motivate your child to communicate, e.g. by putting their favourite toy on a high shelf, so they have to request help to get it.</li> <li>• Give choices of snacks and allow your child to select what they would like (Try not to pre-empt your child's needs)</li> <li>• When out and about point out logos and print</li> </ul>
<p><b><u>Physical Development</u></b>            We will be encouraging your child to move over and under equipment in sensory circuits. In Athletics we are working on running, egg and spoon race, throwing beanbags into a hoop and long jump. We will continue to develop fine motor skills through our fine motor programme. In cooking our focus skill is pouring.</p>	<ul style="list-style-type: none"> <li>• Develop your child's fine motor skills by encouraging them to use play dough, open and close containers, squeeze pegs, etc.</li> <li>• When your child has food that requires cutting encourage them to try using a plastic knife to cut.</li> <li>• Go to your local park and encourage your child to explore the equipment.</li> </ul>
<p><b><u>Personal, Social &amp; Emotional Development</u></b>            This term we are focusing on independence in hygiene routines. The children will follow mini - schedules to complete the toileting, hand washing, teeth cleaning and hair brushing. The children will also continue to use the emotion cards with regulating activities on the reverse to help stay calm in the classroom.</p>	<ul style="list-style-type: none"> <li>• Play with your child, sharing their toys and role modelling shared play.</li> <li>• Allow the children time to try things independently before helping them.</li> <li>• Help your child to recognise their own emotions by labelling them, e.g. "You're crying, you must be feeling sad." Maybe offer a choice to help like "you're sad - cuddle or blanket?"</li> </ul>
<p><b><u>Literacy</u></b>            The children will continue to have regular morning reading sessions. They will listen to lots of different stories, songs and rhymes. They will be given regular mark making opportunities using various media.</p>	<ul style="list-style-type: none"> <li>• Share stories, songs and rhymes with your child.</li> <li>• Try to read your child's reading/PECs book with them at least once a week.</li> <li>• Point out logo's and print in the community, such as shop signs and street names.</li> </ul>
<p><b><u>Maths</u></b>            We will be focusing on big/small concepts in the first half term. We will be using food, toys and games to help us understand. In the second half term we will continue to develop the children's knowledge of Number and sequence.</p>	<ul style="list-style-type: none"> <li>• Encourage your child to notice numbers in the environment e.g. door number, bus numbers, price tags, etc.</li> <li>• Count items together.</li> <li>• Label "big" and "small" items together.</li> <li>• Ask if they would like a big biscuit or a small biscuit and show them so they can make comparison.</li> </ul>
<p><b><u>Understanding the World</u></b>            The children will learn to explore the great outdoors visiting woods, country parks, farms and the zoo. We will continue to learn about foods and celebrations, including a multi-cultural week. They will also continue to develop their confidence and independence skills on the computers and iPads.</p>	<ul style="list-style-type: none"> <li>• Explore places locally of interest such as the Park, farm and woods.</li> <li>• Explore learning apps and useful websites with your child, e.g. CBeebies, Busy Things, etc.</li> <li>• Encourage your child to notice things in the environment such as animals, people and buildings.</li> </ul>
<p><b><u>Expressive Arts &amp; Design</u></b>            The children will continue to have lessons with Kevin (our music teacher) This term they are looking at patterns and rhythm. The children will practise their cutting skills. They will continue to experiment with mixing colours when painting.            The role play area will allow the children to play 'grown-ups', such as making cups of tea or doing the shopping.</p>	<ul style="list-style-type: none"> <li>• Listen to music and sing songs with your child.</li> <li>• Label different colours together.</li> <li>• Set up 'Role play' ideas such as a tea set to make a cup of tea</li> <li>• Play clapping patterns such as clap, pat knees, clap, pat knees.</li> </ul>



### PE

Please send a PE kit in on Wednesday (any comfortable shorts and T-shirt) in a bag to keep in school. We will send it home every half-term for you to wash.

### Spare Clothes

Your child will have opportunities to engage in sensory activities including messy play with water, sand, paint, etc. Although the children are encouraged to wear aprons, accidents do happen! Please send a spare set of clothes for your child in case they should need to change.



### Home/School Book

We will check the Home /School Book every day and respond to any queries you have. Your child's keyworker will write in the Home/School Book at least twice a week to let you know what your child has been doing, what they have eaten, how they have been, and anything else we think you would like to hear about. We will also put important letters in the book. **Please check the book every day.**

Please feel free to write what your child has been up to at home, any new achievements and any concerns or questions you may have. If your child has missed breakfast, or had a bad night's sleep - please let us know so that we can care for them accordingly.

Thank you for taking the time to read this term's parent information. If you have any other queries, please don't hesitate to contact us.

*Beccy, Debbie, Adrienne, Stacey and Tahira.*