

## Cognition and Learning

Activities will vary based on student's abilities:

### Maths: Number

- Numbers, rote counting, counting forwards and backwards to 10.
- 1:1 correspondence.
- Counting opportunities throughout the day, e.g. how many children are here today.
- Number recognition, making our own number line, sequencing numbers.
- Numbers of personal significance.
- Number – quantity correspondence
- Addition.
- Measuring heights & making comparisons.

### Literacy & Phonics

- Focus books: *The Colour Monster*, *Head to toe*, *Super Duper You*, *Marvelous Me*, *You be you*, *Sully the seahorse*, *Funny bones*
- Name recognition, building names, tracing names using a variety of resources.
- Shared/guided reading with Blank level questioning.
- Phonics: Phase 2 (s, a, t, p, i, n)
- Recognising sounds.
- Finding them in our environment.
- Segmenting and blending.
- Building words.
- Fine motor skills.
- Handwriting practice.
- Dough-disco & Squiggle as you wiggle for writing.

## Social Emotional Wellbeing

- Exploring emotions using the Colour Monster.
- Identifying and naming emotions.
- Circle time – saying how we feel.
- Myself now and myself then – recognising myself as a baby – what I couldn't do then, what I can do now.

## Physical and Sensory Development

- Visual and expressive arts using a wide range of mediums.
- Exploring different ways we can move.
- Fine motor skills activities including zip and button boards.
- Food Technology – exploring foods we like and don't like.
- Music: body percussion, exploring rhythm using our bodies.
- Interactive songs to learn the names of our body parts – eg: *hands, knees, head and shoulders*.

## Communication and Interaction

- Good morning/afternoon circle time
- Making choices of activities and at snack/lunch time – being able to say what we like/don't like.
- Lego Therapy groups.
- Opportunities for intensive interaction.
- Friday afternoon tuckshop – interaction and communication, learning about money exchange, learning to recognise coins.
- Building photograph puzzles of other children in our class – be able to say who they are/ find their peer in the class/ match photo to person and their name.
- Create a collage of things they like and things they don't. Find someone who likes/dislikes the same things.

## Half Termly Plan Term 1 2020

### Kingfisher Class

### All about me



## Cognition and Learning Topic

- This is me: build a puzzle of myself.
- Naming Mr Potato Head body parts.
- Creating life-size outlines of ourselves.
- Using mirrors to explore what we look like – create self portraits and mini-me's.
- Body parts – songs.
- Labeling body parts on the body outline.
- Exploring our hand and finger prints – painting and printing.
- Exploring our eye colour, complete an eye colour graph, count how many children have the same eye colour.
- Labeling our facial features.
- Design a super duper cape.
- Exploring x-rays
- Construction a skeleton

## Independence

- Unpacking school bags in the morning.
- Finding my photograph and self-registration.
- Hanging up coats.
- Making choices – the things I like.
- Handwashing.
- Brushing hair.
- Learning how to brush teeth.
- Tidying away after snack, lunch and play.
- Managing individual visual schedules.