

# MODULE SUMMARY

**TERM: 4**

**CLASS: Flamingo**

**The topics this term will be: Fire, Fire!**

**Below is an outline of some of the target areas we will be focusing on across the term. There are also some examples of activities that could be developed both at school and at home.**

## Mathematics

- 2D and 3D shapes – categorising these, sorting objects, recognising and naming shapes, using mathematical language to describe shapes – vertex, faces, sides, edges.
- Telling the time.
- Repeating patterns – numbers, shapes, colours.
- Size and mass – measuring and weighing objects – making predictions about them. What will be heaviest/lightest, longest/shortest etc.
- Collect and record data in different ways – pictograms, bar charts. What data can we collect?

### At home:

Using money to buy items.

Looking at clocks and discussing the time.

Talking about time when completing daily routines.

Singing number songs.

Play games with counting activities in them.

Online – MyMaths.

## Writing

- Fine motor skill development – threading, peg boards, inset puzzles.
- Recognising and copying letters and words.
- Using a range of different materials to make marks, such as overwriting sheets.
- Writing about our class story.
- Sharing ideas with others. Sharing and writing our own ideas.
- Weekend News writing.
- Using descriptions to expand writing.
- Using technology for writing.
- Writing for different purposes.
- Using different forms of punctuation.
- Story maps and reviews.

### At home:

Fine motor skills – pegging the washing on the line, stirring food etc.

Weekend News Books.

## Sensory

- Pupils will be offered the chance to complete sensory circuits. Sensory circuits are used to support the children to engage in various activities, and to remain focussed and on task for longer periods of time.
- Attention All carried out daily to support attention levels and prepare pupils for learning.
- Individual SALT and OT programmes.

## Physical Development

- Opportunities to access the outside areas around school across the school day.
- Sensory Circuits.
- Gymnastics – working with others, copying movements, linking movements, using equipment and apparatus safely.

## Reading

- Phonics and Guided Reading.
- Class stories – ‘Toby and The Great Fire of London’ and ‘Vlad and The Great Fire of London’.
- Comprehension questions and Blanks Level Questions.

### At home:

Sharing books and listening to stories together.

Asking questions whilst reading.

Making predictions about the story.

## Speaking and Listening

- Opportunities will be built into all areas of the school day.
- Sulp sessions.
- Weekly therapy input.
- EHCP Outcome focus.

### At home:

Encouraging use of communication systems.

## Expressive Arts and Design - Music

- Use instruments to imitate stories. Copying musical patterns.
- Singing and signing Easter songs.

## Expressive Arts and Design - Art

- Learning about the work of Kandinsky.
- Learning about the work of Picasso.
- Copying the style of artists.

## Personal, Social and Emotional Development

- Turn taking and playing with friends, sharing materials and toys, making choices, sharing and turn taking, changing for PE, washing hands before snack, lunch etc., attempting tasks independently, learning about being safe and safe transitions, communication, following the daily routine/schedule.
- Weekly inclusion sessions planned for each individual.
- Weekly off-site activities – Tesco, Library, Environmental Walk, Park.

### At home:

Encourage your child to be as independent as possible in different activities such as dressing and communication.

## Computing

- A range of ICT equipment – Ipad, Interactive Whiteboard, Computer, Beebot, interactive games. Use of technology for Maths and Writing. Using technology to research as part of UTW.

## Understanding The World

- RE – Buddhism.
- UTW – Fire, Fire! – The Great Fire of London – What was it? How did it start? What was life like in the 17<sup>th</sup> century?