



Kingfisher Group Curriculum Letter

Monday 30th March 2020

Dear Everyone,

World Autism Awareness Day is on 2nd April 2020. So this week our focus will be learning about raising awareness about diversity, respect, similarities and differences between people. We want you to encourage and support your children to understand that we are all the same in some ways and different in others. We encourage you to use the phrase "We are all different. We are all friends!"

I hope you are staying busy and enjoying your time with your family. Throughout school closures, if you are having difficulties and feeling overwhelmed with the added pressure of teaching your child, please remember: Keep being the teacher you ALREADY are.

I miss seeing you at school and I am looking forward to seeing you again really soon.

Ms. Suarez



<p>Physical Development/Keeping Fit</p>	<p>This week, we will continue practising ball handling skills. Children should practise controlling a ball when they are rolling and bouncing, throwing and catching. Children can practise their ball skills on their own, with a partner or in a group.</p> <p>Please, try the following ideas:</p> <ul style="list-style-type: none"> - Try rolling objects in different directions along the ground. Watch where you want the object to go and give it a gentle shove from behind. - Practise bouncing a ball on the ground. Watch the ball and use two hands to catch it or push it back down. How many times can you bounce a ball? - Practise catching. You could try different size balls, screwed-up paper, scarves, soft toys, etc. - Practise throwing and catching a ball with a partner. - Bounce a ball to your partner. <p>If you want to be active at home, you can tune into 'PE with Joe' from 9 o'clock every weekday. https://www.thebodycoach.com/</p> <p>GoNoodle: Provides different ways for families to move and learn together. Movement, yoga, and mindfulness videos. https://www.gonoodle.com/</p>
<p>Reading</p>	<p>Our topic this week will be to raise autism awareness and understand that we are all the same in some ways and different in others.</p> <p>The following links will support this:</p> <ul style="list-style-type: none"> - All my stripes. https://www.youtube.com/watch?v=5gaLxpifMcQ - It's ok to be different. https://www.youtube.com/watch?v=Zrm4dC3Poe0&t=78s - Elmer. https://www.youtube.com/watch?v=XGzquOnUYRo - We are all different https://www.twinkl.co.uk/resource/tf-or-7-we-are-all-different-ebook <p>Please, keep encouraging and supporting your child to read at least 15 minutes a day. This could be broken down into smaller chunks throughout the day. Choose something that your child is genuinely interested in and use it as a reward. At school we usually focus on one book for the week and read the same book daily for 5 days before moving on to the next book. All of your children are reading different colour bands. Children should continue reading at this level until they are ready to move to the next colour band. They must demonstrate fluency and good comprehension.</p>

When discussing the books please refer to section titled 'Speech and Language activities' to support your child's learning.

You can register for free reading books online with Oxford Owl. Login and get yourself a password to access loads of age appropriate books: you can read OR listen to the texts. <https://www.oxfordowl.co.uk/>



Oxford Owl for Home
Free resources to support learning at home

- Advice and support for parents
- Educational activities and games
- Free eBook library for 5- to 11-year-olds

Writing

Please use the red book to record any written material the children create.

Warm up with some finger exercises. Children can trace simple shapes and lines. Then get them to practise letter formation between two lines.
Finger aerobics: <https://www.youtube.com/watch?v=3VpARNqbb8c>

Work at the level that is most suitable for your child

Everyone draw a large flower with six petals.

Level 1: Children to talk about themselves and discuss 6 special things that make them unique. Help your child to describe themselves and talk about things that they are good at or something that they really enjoy doing. You might need to model this first in order for them to get more confident with their answers.
<https://www.twinkl.co.uk/resource/t-t-253238-all-about-me-flower-writing-template>

Level 2: Write a word in each petal that describe themselves (if they struggle to write the word then write the initial sound)

Level 3: Write a sentence in each petal to describe themselves

Level 4: Extend the sentence using adjectives and connectives

Speech and Language activities

A range of Speech and Language activities were sent home with instructions. Please use these. The bookmark has been designed specifically for your child so use it when reading.

When reading, stop and discuss what is in the picture using questions that begin with: Who? What and Where?

Children are familiar with the colourful semantics program.

Who? The boy	What doing? is playing	What? football	Where? in the garden
------------------------	----------------------------------	--------------------------	--------------------------------

Phonics

Please watch the following video with your child and repeat the sounds.
Get children to listen to the sounds in the video and find objects around the house beginning with a sound of their choice.

Pure sounds
<https://www.youtube.com/watch?v=s6OiU2h3sUI>
<https://www.youtube.com/watch?v=qB6SvZscxgg>

Pure sounds Set 2
<https://www.youtube.com/watch?v=qB6SvZscxgg>

Maths

This week we will be learning about mass/weight and focusing on children beginning to use vocabulary and language related to this, example heavy and light.

Level 1: Begin to introduce the terminology 'heavy' and 'light'. Find objects around the house and encourage children to speak in full sentence:
The car is **heavy**.
The piece of paper is **light**.

	<p>Level 2: Ensure the children know the language 'heavy and 'light'. Once they are confident with this, find two objects and compare the weight of them. The car is heavier than the piece of paper. The piece of paper is lighter than the car.</p> <p>Level 3: Find 3 objects and compare the weight of the three using the same vocabulary as above. What happens when you have two of the same objects? 'The pencils would weigh the same'.</p> <p>Level 4: Introduce the idea of a weighing scale. When the scale goes down that means the object is heavier. Draw a scale and take two objects where would they go?</p> <p>Level 5: Introduce the idea of a weighing scale. Once they are familiar and can use the language confidently you can begin to estimate before checking (try objects that children would think would be heavy but they are not. A common misconception is that the bigger the objects the heavier it is.) Cooking with your children is a good way of using their measuring skills. Take photos of children cooking and these can be used for writing instructions next week.</p>
Occupational therapy activities	<p>Fine motor skills: This is an amazing opportunity to get the children involved in some activities around the house to improve their fine motor skills. Please, practise hanging up clothes. This activity involves squeezing and releasing. Children need to be able to squeeze the peg open and release it to hold on to the clothes. Children will get better every week, I promise!</p> <p>Gross motor skills: Developing muscles for everyday functions: https://www.youtube.com/watch?v=t_AUDODT30</p>
Zones of regulation	<p>In the pack you will find all the instructions and visuals to follow Key strategies for managing emotions when needed. Use the picture of the four Zones of Regulation to help your child to tell you how they are feeling. Let children know that it is normal to feel upset: Tell children all feelings are OK, but it is important to learn how to manage our emotions and behave in a polite and respectful way to others.</p>
PSHE	<p>Work in pairs. Draw two big circles like a Venn diagram. Both of you will write in your own circle the things that you most like to do e.g. cycling. Anything that you both like goes in the middle of both circles. When finished, identify similarities and differences between you.</p> <div data-bbox="1177 1541 1461 1697" data-label="Diagram"> </div> <p>You could also consider the following presentation to discuss differences and similarities with your child. We are all different PowerPoint https://www.twinkl.co.uk/resource/tf-or-43-we-are-all-different-what-makes-you-special-powerpoint</p>
Creative	<p>Design your own piece of puzzle. Start with a blank piece of paper or cardboard puzzle piece for each member of the family. Personalise the pieces as you wish. Get some crayons, markers, coloured pencils, paints, etc. When completed, assemble the puzzle pieces and discuss how we are all different but come together.</p>

Thank you for all your continued support
The Kingfisher Team