



Holly Newsletter Autumn 1

We have had a busy start to the new school year and it has been lovely getting to know the children and settling into our new routines together.

We wanted to take this opportunity to introduce our class team so that you know all of the adults who are working with and supporting your child each day. We are really looking forward to working together and sharing all of the children's learning, achievements and special moments with you throughout the year.



Kelly



Chenaze



Loraine



Michael



Sadia

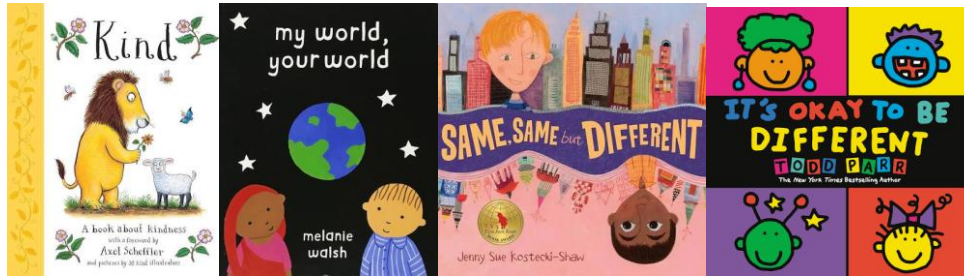
This half term in Holly Class we are focusing on 'All about me':

Literacy:

We will be continuing to explore our sensory story each day, using a multisensory approach to build focus, engagement and understanding. Through our stories, the children will develop their communication and comprehension skills by following actions, identifying what is happening and answering simple questions using speech, symbols and communication boards. We will also be using Colourful Semantics to explore who is doing what and to support the children in building simple sentences.

Our Discoverers will complete activities linked to the story, developing their writing by naming and labelling pictures and creating simple sentences using symbols, key words and word banks.

This half term we are looking at the following books:



Maths:

This term we are developing our early number skills through lots of practical, hands on activities. The children have been matching objects, making and recognising different quantities and developing their counting skills. We have also been exploring what happens when we add one more or take one away, using objects and visual supports to help build understanding.

Phonics:

In phonics we are developing our awareness of sounds and beginning to recognise initial sounds in words. Some children have focused on s, a, t, p, i and n, using songs, objects, pictures and practical activities. Some children are also developing their recognition of a wider range of sounds and beginning to blend sounds together to read and spell simple words.

PSHE

This term in PSHE we are learning about ourselves and our emotions. We have been exploring different feelings such as happy, sad, angry and scared through stories, visuals, games and practical activities. We are introducing the Zones of Regulation to help the children recognise and communicate how they are feeling. We are also building regular emotional check ins into our day to give the children opportunities to identify their feelings and explore different ways to help them feel calm and regulated.

Science

This term in Science we are learning about animals and their habitats. We will be exploring a range of animals, where they live and what they need to survive. Through sensory exploration, stories, pictures and practical activities, the children will learn about different habitats and begin to match animals to their homes. We will also explore some of the features that help animals live in different environments.

Social Skills

We are developing our social skills through lots of supported play and group activities. The children are learning to take turns, share toys and spaces, wait

for others and play alongside and with their peers. We use visual supports, including our red and green turn taking boards to help children understand when it is their turn and when they need to wait. Adults model and support these skills during play, helping the children to build positive interactions and relationships with one another.

How to support your child at home with their learning this half term..

There are lots of simple ways you can support your child's learning and communication at home through everyday routines and play. We will be sending home coreboards that you can use to support your child's communication. When using these, there is no pressure for your child to point to or use the symbols themselves. Instead, adults can model using the board by pointing to key words as they speak. For example, at snack time you might point to want, more or finished, or during play you might model words such as go, stop, help and more. Seeing adults use the board regularly helps children learn what the symbols mean and how they can use them to communicate.

You can also support learning by sharing books together, talking about pictures and actions, noticing sounds at the beginning of familiar words and counting objects during everyday activities. Talking about feelings and using the Zones of Regulation language at home can also help children begin to recognise and communicate how they are feeling. Keep activities relaxed, playful and enjoyable and celebrate all attempts to communicate and join in.

Don't forget to upload photos from your weekend to Tapestry! We love sharing these in class and they provide meaningful and familiar pictures for the children to practise their Colourful Semantics, talk about their experiences and build simple sentences.