

## Communication, Language & Literacy

### In school we are:

- Acting out a play version of One Snowy Night by Nick Butterworth
- Writing – Beginning, middle & end sensory story trays
- *Write Dance*: exploring mark making through movement & texture
- Phonics - *Listen & Learn Box*: responding to letter sounds with voice, body & movement
- Using & developing our communication skills through play

### At home you could:

- Listen to the book on Class Dojo.
- Borrow the book from the library and read together.
- Watch episodes of Percy the Park keeper →
- Let your child move their fingers in a range of pureed foods to make marks.



## Personal, Social, and Emotional Development (PSED)

### In school we are:

- Developing our dressing skills.
- Developing our awareness of our toileting routine.

### At home you could:

- Encourage your child to do their zip up and down, giving physical support when needed.
- Encourage your child to push their arms, legs and feet through their clothes.
- Before changing your child's nappy, show them one of their nappy and tell them "Toilet". Give them time to process this information then take them to where you help change them.

## Understanding the World

### In school we are:

- Exploring **hot and cold** through snow, ice, warm flannels, air and food.
- Developing early **communication** by noticing and responding to sensory experiences.
- Learning about **weather** and temperature through hands-on play.
- Exploring **Chinese New Year** through sensory stories, music, art and movement.

### At home you could:

- Talk about **hot and cold** during daily routines (bath time, drinks, weather).
- Let your child safely explore **warm and cool objects**.
- Watch for and name your child's responses (looks, sounds, movements).
- Share songs, pictures or decorations linked to **weather or Chinese New Year**.



## Cognition & Maths

### In school we are:

- Exploring the idea of "**more**" through counting, rhymes, switches, and snack time.
- Handling and matching **large, tactile shapes** with adult support.
- Matching **real objects** to photos or symbols.
- Sorting and exploring **big and small** objects using touch and sight.

### At home you could:

- Count toys or snacks together and add **one more**, using the word *more*.
- Sing number rhymes that include *more* (e.g. *One, Two, Buckle My Shoe*).
- Match everyday objects to photos (e.g. spoon to picture of spoon).
- Sort household items into **big** and **small** piles.

## Physical Development

### In school we are:

#### Gross Motor

- Individual physiotherapy programs
- Using our personal physio equipment i.e. standing frames and walkers.

#### Fine Motor

- *Write Dance*

### At home you could:

- Encourage gentle movement at home through play — reaching for favourite toys, stretching arms up high, or kicking legs to music.
- Support your child to do their physio exercises.

## Creative Arts

### In school we are:

- Listening to and copying simple sounds and movements
- Feeling "winter wind" and making breath sounds
- Singing action songs and exploring sounds together
- Tapping, shaking and listening to different winter noises

### At home you could:

- Make gentle sounds together using everyday items (tapping a spoon on a pan, shaking keys, scrunching foil). Notice which sounds your child enjoys most.
- Blow gently on your child's hands and make "ooooh" or "ahhhh" sounds together. Pause and wait to see how your child responds.