



### Key Information

Please continue to ensure that your child is dressed appropriately for the weather – we do spend a fair amount of time each day learning outdoors and it really helps if the children are wrapped up warm and prepared for anything!

This term there are a number of key days where we will be dressing up, going crazy with our hair and mismatching our socks – further information will be provided.

Snacks are provided free of charge.

### Homework

We do not set homework on a regular basis, but ask that you read with your child as often as you can. This can be their school reading book or anything else they will enjoy sitting and reading with you – recipes, football programmes, anything goes!

### Inclusion

This half term we would usually be taking the children across to Horton Park for music and PE lessons, as well as other key events. As this is not possible we ensure that the children can join in zoom assemblies and that we send pictures of all the fun learning we are doing to be put on the Horton Park twitter account.



Horton Park Primary  
We Learn to Succeed

### DSP – Spring 2

**Kahla Mayhew** – Class teacher  
**Dianne Dalby** – Teaching assistant  
**Zanab Khan** - Teaching assistant

### Our Topics

Here at the DSP our learning is skills-based and we follow the children's interests rather than set topics. However, we do learn about key events. This half term these include:

World Book Day  
Comic Relief  
World Down's Syndrome Day  
Spring  
Easter

### Trips and Visitors

This year due to COVID there will be no trips or visitors to school. However, in a normal year we would be joining our friends at Horton Park on their school trips. We would also have a visit to Canterbury from the travelling farm!



### Maths and Literacy

This half term we continue with our learning bag focus time as well as using all of our play-based resources to explore mathematical concepts such as full and empty, big and small and numbers. We have story time as part of our shared attention sessions, and look at not only reading ability but also comprehension of the words being read. We continue to introduce phonics through the learning bags, meaning that children are working at their own pace and level constantly.

At the DSP, we work very closely with children and parents to ensure that we understand the individual needs of each and every child, and can cater their learning experiences to get the best progress possible through meaningful, play-based learning experiences. Their targets are taken from their EHCPs and include the four prime areas of learning:

### PSED

We look at how the children settle, their wellbeing and ability to regulate themselves. We give them strategies to enable them to become more independent and to recognize their emotions. We encourage them to play alongside and, eventually, with their peers in a positive way. We help them to understand the rules of the classroom and our agreed values.

### Thinking

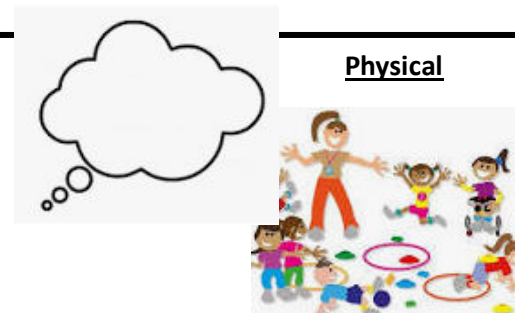
Thinking skills are all about how the children process information. We do lots of jigsaws and matching/stacking activities to help them evolve this area of the brain. We make ICT available for the children to access independently, and show them how cause and effect can look. WE play memory games and look at mathematical concepts such as size and time.

### Communication



We use lots of different ways to communicate with the children and help them communicate with us. We use Makaton signing alongside speech, visual timetables, now and next boards and objects of reference. We model speech and do not use language that the children find difficult to understand.

### Physical



Physical skills involve both gross motor skills such as running, climbing and throwing, and fine motor skills such as handling tools, cutting and holding a pencil. It also involves learning about changing clothes independently, washing our hands and eating healthy foods. Our children do outdoor learning almost every afternoon and are constantly engaged in opportunities to enhance their physical abilities.