

SEN Infant C

2011-2012



Second Term Curriculum

Teacher: - Mr. Carlos

Literacy

Reading:

- This term we recognise letters of the alphabet by shape and sound and name them.
- We read the alphabet and point to specific known word as we read.
- We recognise some words and letters by shape and sound.

Writing:

- We demonstrate more controlled movements with a writing tool with or without support.
- We write the letters of the alphabet and encouraging them to copy some familiar words related from their class environment.
- We write the names.



Listening:

- We sustain listening in quiet conditions.
- We listen to teacher telling story and to the contributions made by other children during lessons.
- We respond appropriately to simple questions which contain three elements.



Speaking:

- We use words/gestures and or signs to communicate and can identify familiar object by sound.
- We answer questions those are addressed to a group appropriately.
- We respond to an adult's questions or instructions in a small group situation.



Numeracy

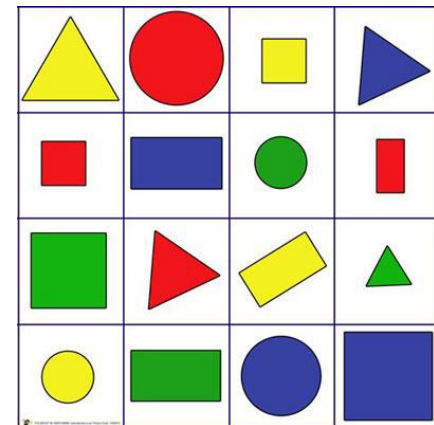
Numbers:

- We begin to count familiar objects.
- We begin to recognise numerals 1-20.
- We count, read and order numbers up to 20



Shapes , colours & Space:

- We recognise common shapes.
- We describe quantity (many, lots, few).
- We describe size of object (small, large, big, and little).



Science

- We identify part of the body.
- We identify animals in general terms (birds, fish, etc.).
- We tell different living things.
- We recognise and tell the things all animals do (moving, eating, using their senses, reproducing, growing)
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Social Studies

- We recognise and name the school.
- We recognise and name my family members.
- We recognise and tell our house addresses.
- We recognise and name our country.
- We recognise and name the rulers of the country.



Arabic and Islamic

- Students receive Arabic and Islamic lessons.



- **Art**

- To help develop their fine motor skills



- **Physical Education**

- To help develop their gross motor skills



- **Music**

- To help develop their appreciation for melody sounds



- **Computer Skills**

- To identifies computer components (keyboard, mouse, and monitor).
- To recognise the typical features of an applications window title bar, toolbar, menu bar, status bar, scroll bar



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Support Services

- Available for children who require these services

1. Speech Therapy

- To help develop their receptive and expressive language skills



2. Psychologist

- To help their behaviour and mental processes



3. Occupational Therapy

- To promote health by enabling students to perform meaningful and purposeful activities



4. Physiotherapy

- To identify and maximize quality of life and movement potential within the spheres of promotion, prevention, diagnosis, treatment/intervention, habilitation and rehabilitation.



5. Social Worker

- To go to the source of problems that students are experiencing and work with the student, school and family to remedy them



6. Nurse

- The school nurse helps children with health problems that interfere with their ability to take part in the everyday school activities.



I. General Statements:

- The curriculum in the SEN Department follows the National Curriculum of England and Wales.
- Please make sure your child arrives on time in order that he/she receives a full day instruction.
- Classes end at 1 p.m. and students are not allowed to leave early except in extraordinary circumstances.
- In cases such as medical appointment, the teacher must be informed prior to the date.

Students must make sure they come to school with proper uniform or they will not be allowed in school: they must also be in proper PE kit in order to participate in gym activities.

Students will receive homework at least once a week.

I. Parental Role:

Homework will always be listed in the Communication Book.

Parents are strongly encouraged to check the communicationBook daily to ensure homework is not missed.

• Parents are also encouraged to review with their child the topics and/or pages covered in the lessons of the week in order to accelerate their child's development-topics and pages covered will also be listed in the Communication Book.

II. IEP/Texts

Each child has their own Individual Education Plan in accordance with their own specific levels of ability in each area and a copy will be provide to parents.

Wewill use texts books according to their own individual needs and also receive handouts in each academic area for daily exercises in the classroom.