## Vocabulary Dozen

| Skeleton | an internal or external framework of bone, cartilage, or other rigid material supporting or containing the body of an animal or plant. |
|---|---|
| Skull | a bone framework enclosing the brain |
| Rib cage | the bony frame formed by the ribs round the chest. |
| Spine | a series of vertebrae extending from the skull to the small of the back, enclosing the spinal cord and providing support for the thorax and abdomen; the backbone |
| 5 Senses | The sensing organs associated with each **sense** send information to the brain to help us understand and perceive the world around us |
| Nerves | a whitish fibre or bundle of fibres in the body that transmits impulses of sensation to the brain or spinal cord, and impulses from these to the muscles and organs. |
| Flavour | taste of food or liquid perceived in the mouth |
| Texture | the visual and tactile quality of a surface |
| Direction | a course along which someone or something moves |
| Exercise | activity requiring physical effort, carried out to sustain or improve health and fitness |
| Routine | a sequence of actions regularly followed |
| Sort | a category of things or people with a common feature; a type. |

### Topic books



### Make a family tree



### Skeleton

**You could label it.**

**Find bones on your body.**



### The 5 senses

**Think about**

**how we use**

**each of them.**



### Communication, Language and Literacy ideas.

- Listen & talk on a one to one basis, small & larger group
- Develop social phrases eg "Good Morning"
- Have conversations with others—listen and respond
- Sit quietly and try to concentrate during appropriate activities
- Listen to a daily story and predict the ending
- Begin RWI phonic programme at school & at home
- Learn some rhymes and songs
- Hold pencil correctly, begin to form letters following the Nelson script.  **Any WOW work bring into school!!**

### Mathematics ideas

- Order daily routines—make a timeline
- Learn a variety of number songs for number order
- Recognise numerals to 10 and beyond (if possible)
- Using various timers—complete timed activities
- Be aware of numbers in the environment
- Sort objects into groups—what criteria is used
- Find 1 more than a given amount
- Find 1 less than a given amount
- Compare sizes of objects eg bigger/smaller
- Go on a shape hunt then sort shapes
- Look at repeated patterns