

Communication and Language

Hatchmere will continue to explore their new focus vocabulary and putting those words into a sentence that shows their understanding. We will be introducing the children to the word 'adjective' and challenging them to describe a classmate so that others can identify them. Hatchmere will also be describing the Room on the Broom trail using sequencing language.

Physical Development

We will be enjoying a trek around Delamere Forest on Tuesday as we walk the Room on the Broom trail. On Friday afternoon the children will work on their favourite sports day activities. They will organise their own equipment to complete it and they will be working in small teams to give instructions to others.

Personal, Social and Emotion

This week we will re-visit transitions. We will talk about what feelings we may encounter when leaving Hatchmere and continuing their school journey in Sandymere and how we can support one another. We will be discussing ways we can support one another.

Literacy

Hatchmere will use their writing skills to describe Supertato. They will be able to describe aspects of his appearance and personality so that others can identify him from what they have written. The children will also be reading and role-playing Room on the Broom by Julia Donaldson. In phonics this week the children will begin to be assessed on their phonic knowledge (sounds, HFW/CEW and blending).



Hatchmere Planning

29.6.26

Understanding of the World

We are going to continue with our World Cup fever this week. Hopefully England will be one of the countries left (we have everything crossed). The children have been so excited learning about different countries in relation to the World Cup we are harnessing it!

Expressive Arts and Design

The children will continue with their music lessons with the theme for these lessons as 'Under the Sea'. Hatchmere will be enhancing their traps so that they can keep the Evil Peas contained and stop them wreaking havoc on our classroom!

RE

Hatchmere Will continue with their stories from Islam they will explore their messages and discuss the differences and similarities between stories.

Mathematics

Counting beyond 20 is an important focus this week. Unlike other languages (e.g. Welsh, Mandarin), English 'teen' number names do not follow a logical pattern; we say 'eleven, twelve, thirteen' instead of 'ten-one, ten-two, ten-three'. It is only when we count beyond 20 that the pattern of our number system begins to become clear. For the children to develop familiarity with the structure and pattern of this system, we need to give them experiences of counting to these larger numbers. The children do not need to remember the names of every 'tens' number (thirty, forty, fifty, etc.) but, when prompted, they should be able to rejoin the count because they have understood the pattern of the 'ones'.

Parental Involvement Task

Have a competition with your child of who can count to 30. Maybe go onto 40 ask them what pattern they can recognise in their counting (1,2,3,4,5,6,7,8,9) pay particular attention to the teen numbers as they do not follow the same pattern. Ask them to identify an even and an odd number how do they know this ask them to practise their doubling skills 22 makes 4/4 is made-up of 22

Play a game of I spy support them save this game by teaming up with another family member that encourages them to look closely at the chosen object this is an ideal game to play on the bus in the car at the park or on a walk