

Communication and Language

This week the adults in the class will be focusing on the children's communication and language skills. We will support and model clear speech (hands away from mouth, looking in the direction of the person you're talking to and appropriate voice volume).

Physical Development

The children will be taking part in some funky fingers activities to develop and strengthen their pencil grip alongside developing gross motor skills in our Outside Classroom and on the equipment. On Wednesday mornings the children will be taught by specialist a Cricket Coach.

Personal, Social and Emotion

The children will have the opportunity this week to talk about their families and look at different types of families as they introduce their All About Me's. We will discuss how everybody has a family, but no-one's family will look the same.

Literacy

The children will now begin their phonics, learning the sounds s, a, t and p. They will be exploring the initial sounds (sat, pin, ant) that they can hear in some simple words and the sound that comes at the end of simple words.



Hatchmere Learning Plan

14.9.26

Understanding of the World

Hatchmere will begin to explore seasons. They will talk about the weather and what they see around them that can indicate the season that they are currently in (which is Summer! Unbelievably).

Expressive Arts and Design

The children will continue use collage to create their own Colour Monster to be displayed within the classroom. They will use various materials in different colours/textures to show a 'mixed up' Colour Monster. Hatchmere will also role play different feelings. We will use facial expressions and actions to communicate our feelings with others.

R.E

The children will be thinking about who god is and what prayer means.

Mathematics

This week, the children will be encouraged to quantify sets of objects by subitising, rather than counting. When subitising, children can say how many there are in a small group of objects by 'just seeing' and knowing straightaway without needing to count. Some arrangements are easier to subitise than others, e.g. a set of 3 dots arranged in a triangular pattern may be easier to recognise than a random arrangement, and children need to be exposed to many different arrangements.

Parental Involvement Activity

Talk to your child about their family. It can sometimes be confusing to children who everyone is in relation to themselves - Why do you call Grandma, Mummy, when you are my Mummy? - Why is Uncle Joe your brother? - How many cousins do I have?

Sing some counting rhymes with your child to support their number work in school: 5 Little Ducks; 1, 2, 3, 4, 5; Once I Caught a Fish Alive.