



Hughes Class – Autumn 2 2024/25

Celebrations



Materials

<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Daily Phonics. • Enjoy sharing books with an adult. • Knows that the marks they make are of value. • Enjoys the experience of making marks on different textures. • Holds a tool to make marks with. • Begin to recognise own written name (first name). • Can give meaning/ stories to the marks they make. • Begins to make letter-style shapes. 	<p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Shows interest in patterned songs or rhymes with actions and joins in. • Begins to predict what comes next. • Can start to arrange items in their own pattern. • Is interested in the daily routine and what happens next. • Explores simple repeating patterns of two or three items. 	<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Zones of Regulation daily. • Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them. • Understands that their voice or actions have an affect on others. • Enjoys finding different body parts as part of a game. • Shows an emerging sense of self by showing their like and dislikes, making their own choices, decisions and ideas.
<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Communicating needs and wants in a variety of ways, such as pointing or vocalisation. • Can make a response when spoken to by an adult. • Using sounds in play. Frequently imitates adults sounds, words and actions. • Starts to share their feelings, experiences and thoughts. • Begin to ask questions and longer sentences. • Retell stories in correct order. • Use intonation, rhythm and phrasing to help their explanation. 	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Feed self. • Learn how to use a knife, fork and spoon. • Dress and undress with greater independence. • Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint. • Manipulates objects using hands singly and together, such as squeezing water out of a sponge. • Picks up objects in palmar grip (fist grip) and shakes, waves, bangs, pulls and tugs them between two hands while looking at them. 	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Starts to release they influence people. • Enjoys stories about people and nature. • Recognises key people in their own lives. • Is interested in photographs of themselves and other familiar people and objects. • Learns that they have similarities and differences that connect them to, and distinguish them from, others. • In pretend play imitates everyday actions from their own families and cultural background.
<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions • Pretends that one object represents another. • Creates sound effects and movements, e.g. creates the sound of a car, animals whilst playing. • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. • Uses movement and sounds to express experiences, expertise, ideas and feelings 	<p><u>Acorn Activities</u></p> <ul style="list-style-type: none"> • Explore different percussion sounds. • Listen to different songs. • Join in with music making activities • Throwing and catching • Understanding of using equipment safely • Improving the school environment • Weeding and planting • Naming animals. • Feeding animals. 	
<p><u>Home Learning Ideas</u></p> <ul style="list-style-type: none"> • Listen to an adult read a range of books. • Encourage reading simple CVC words such as 'c-a-t' or 'p-i-n'. • Provide mark making opportunities using a range of media including pencils, crayons and felt tips. • Fine motor activities which develop hand strength such as playdoh, popping bubble wrap, tweezers and scissors. • Counting everyday objects up to 20. • Oral blending games such as Simon says (touch your h-e-a-d). • Create opportunities to practice waiting for wants to be met. 		