



Hughes Class – Spring 1 2025/26

People in my life – our school.



<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.• Begins to make recognisable marks for a purpose.• Shows preference for some stories.• Will begin to join in with stories and poems.• Shows interest in illustrations and words within stories.• Can start to decode words with increasing confidence using their phonetic knowledge.• Will start to write some letters with increasing accuracy.	<p><u>Mathematics</u></p> <ul style="list-style-type: none">• Will enjoy filling and emptying containers, talking about full and empty.• Will expand on their number sense.• Can order things in size or by numerical value.• Will count with increasing confidence.• Show interest in numbers.	<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none">• Zones of Regulation daily.• Will explore confidentially• Enjoys watching other children and may want to join in.• Will begin to show empathy.• Will assert their ideas but may listen to others.• Seeks companionship with familiar person.
<p><u>Communication and Language</u></p> <ul style="list-style-type: none">• Able to follow routine events and activities using nonverbal cues.• Is curious as to why things happen and the time they happen at.• Selects familiar objects by name.• Understands simple sentences.• Identifies action words such as jumping to follow instructions.• Understands what some objects are used for.• Begin to understand how and why questions.	<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	<p><u>Understanding the World</u></p> <ul style="list-style-type: none">• Recognises and is happy to see playthings.• Repeats actions that have an affect• Is curious of new things.• Knows things are used in different ways.• Remembers where objects belong.• Begins to understand changes over time.• Can talk about some things they have seen before.• Talks about things that happen.• Observes changes and can make changes happen

<ul style="list-style-type: none"> Begins to ask why questions and seeks out answers. 	<ul style="list-style-type: none"> hands while looking at them. Can pick things up and manipulate with a pincher grip. 	(such as making ice melt.
<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> Explore and experiment with a range of media. Mirrors and improvises actions they have seen before. Joins in with songs they know. Shows an interest in sounds. Moves in a range of ways. Explore colours and how they can be changed. Uses tools for a purpose. 		<p><u>Acorn Activities</u></p> <ul style="list-style-type: none"> Explore different percussion sounds. Develop motor skills of playing and holding instruments. Join in making music, using body percussions and listen to different songs. Enjoy and experience shared play and fun Movement development Turn taking, waiting and communication Exploring PE equipment Observing changes in nature Planting and observing growth Meeting and working with animals. New life
<p><u>Home Learning Ideas</u></p> <ul style="list-style-type: none"> Listen to an adult read a range of books. Encourage recognising letter sounds. 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-ea-d). Create opportunities to practice waiting for wants to be met or showing needs/wants through gestures or words. Play turn taking/ sharing games. Encourage participation in phone calls/ face time to practise interaction skills. Give opportunities to experience being proud. Support following routines, such as eating, then tidying rubbish. Promote independence where possible, such as putting on shoes or zipping up coat. 		