



Hughes Class – Summer 1

Animal Fun!



<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">• Understands describing words such as lots, more and same.• Can allocate shapes to spaces,• Can use shapes to create constructions.• Choose puzzle pieces that will fit.• Recognise two shapes that are the same.• Begin to name some 2D and 3D shapes.• Can look at features of shapes.	<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none">• Zones of Regulation daily.• Can start to recognise my emotion and notice what makes me happy or sad.• Can begin to recognise feelings outside of happy and sad.• Start to find tools that can help when feelings change.• I can begin to label others' emotions.• I can start to see how my choices affect others,
<p><u>Communication and Language</u></p> <ul style="list-style-type: none">• I am starting to understand a range of situations.• I can begin to follow non-verbal cues.• I can follow some instructions.• I can understand key words and names of objects.• I can start to understand, ask or answer some simple questions.	<p><u>Physical Development</u></p> <ul style="list-style-type: none">• I can jump with both feet.• I can show a preference for which hand or foot I am dominant with.• I can hold with a pincher grip.• I can climb stairs.• I can move in a variety of ways.• I can throw and am beginning to catch.• I can safely move around obstacles.	<p><u>Understanding the World</u></p> <ul style="list-style-type: none">• I can explore equipment by turning it on and off.• I am interested in how things work.• I enjoy using cause and effect toys.• I know that technology can support me in 'finding out'.• I can use mechanical toys.• I enjoy water play and can use tools to transport from one place to another.

Expressive Arts and Design

- 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.
- Use objects in a range of ways beyond their intended use.
- Create rhythm and sound.
- Use sound effects.

Acorn Activities

- Roll and aim a ball with increasing accuracy
- Throw and catch with greater control
- Strike a ball using simple equipment
- Field effectively, collecting and returning a ball
- Apply these skills in simple games, working with others and taking turns
- Exploring simple tools
- Create dens
- Explore mud play and using mud as a art resource.
- Explore what plants need to help them grow
- Sowing and productivity.
- Harvesting
- Teamwork and sharing
- Animal families and life cycles.
- Animal habitats.
- Responsibility and respect for living things
- Colour, texture and differing materials
- Making animal inspired art
- Art inspired by nature.
- Fine motor practice.

Home Learning Ideas

- 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.

Focus texts for Summer 1:

- Hello Farm
- Old McDonald
- Where's spot
- The tiger who came to tea
- Somebody swallowed Stanley