

Communication and Language

The children will be exploring sequencing language as they act out the story of the Gingerbread Man so far with their friends. They will be mimicking the GBM song and acting as the animals that he meets.

Physical Development

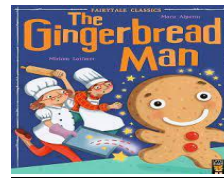
The children will be taking part in some funky fingers activities to develop and strengthen their pencil grip. In P.E. Hatchmere will continue learning how to play simple games together alongside working on movement and spatial awareness.

Personal, Social and Emotion

Hatchmere will be talking about what makes them special. They might have a skill, they might be a very good friend, they might be able to count up to 10! Everyone is unique and that is what makes us special.

Literacy

Hatchmere will be using their phonic knowledge to label some of the animals that the Gingerbread Man meets as he runs. In phonics this week the children will be re-capping taught sounds and exploring the sounds i and n.



Hatchmere Parents Planning

25.9.23

Understanding of the World

Hatchmere will be discussing their journey to school. How do they travel to school and what places do they pass. We will compare to other school journeys around the world.

Expressive Arts and Design

The children will develop their acting skills as they retell the story of the GBM so far. They will draw a picture of the GBM and other characters he meets on his journey. They will also be thinking about and then creating a way for the GBM to cross the river? How will he get across?

Mathematics

This week, the children will engage with activities that draw attention to the purpose of counting - to find out 'how many' objects there are. They have used subitising to identify the number in a set; they will now develop their counting skills to enable them to identify how many there are in a set that cannot be subitised. This connects subitising and counting to cardinality whereby the last number in the count tells us 'how many' things there are altogether.

Parental Involvement Activity

Talk to your child about their journey to school. What do they see first, second, next and last? How long does it take? This will support your child to talk confidently when asked about their journeys in school. Alongside this, explore small groups in their natural environment. How many pillows on the bed? How many keys on a keyring? How many flowers in the vase? Can they see numbers with the small group How many altogether? 1 flower on that side, 3 on that side)