

Communication and Language

Hatchmere will be using sequencing language as they create their individual 'London Journey'. As part of their Drawing Club activity the children will be using their focused vocabulary to support the descriptions/explanations of their transport creation.

Literacy

Hatchmere will be using their story maps to support an independent piece of writing. This will be used to assess the children's progress in Literacy. In Drawing Club the children will be using The Wacky Races as a stimulus for their writing. Hatchmere will also be working on the digraph 'or' (torn, short) alongside re-capping our previously taught sounds. We will be using these sounds to support our speech and our writing.

Expressive Arts and Design

The children will be working on their musical skills with Miss Pile on Thursday mornings. Hatchmere will be putting their junk modelling skills to the test to create a 'Wacky' vehicle to compete in the Wacky Races.

Physical Development

The children will continue with their ball skills with Miss Boydell, our specialised coach. On Friday afternoon they will be putting their dancing feet to work with Mrs Teece.

Personal, Social and Emotion

Hatchmere will be re-capping their learning of what it means to be a friend. They will be creating their own perfect friend and writing a list of what they would personally like a friend to be.

Hatchmere Planning



10.2.25

RE

On Monday the children will be exploring the Hindu festival of Holi where colours, love and spring are celebrated.

'A sweet friendship refreshes the soul'

Understanding of the World

As Spring is right around the corner, the children will be exploring the signs they should be looking out for. They will go on a hunt around the school to see if they can spot any of those signs beginning to make an appearance.

Maths

When comparing, children notice attributes and begin to understand differences and similarities. The activities this week will focus on further developing this innate skill as the children are encouraged to focus exclusively on the numerosity of sets, without being diverted by colour, shape or size. They will then be encouraged to notice when quantities are equal or unequal, and will begin to consider how they can manipulate the number of objects in 2 sets to make them equal. In their work on subitising and composition, they will have begun to develop an understanding of increasing quantity. Through further practical activities, the children will go on to develop their own 'mental number line' and the ability to understand which number is more than or fewer than another.

Parental Involvement Task

I have attached the link to the Transport Song in our blog. Can your child perform the song and dance for you? Can they teach another family member (sibling/parent/aunt/uncle)? This will be lots of fun for the whole family and as a 'more knowledgeable other' your child's self-esteem will increase as they 'teach'. Please let us know how they get on. We would love to hear about or share any pictures with the whole class.

After reading a book (school/library) ask your child if they can re-tell it. Model this by using a familiar book as an example. Please use sequencing vocabulary such as: first, second, third, then, next, after that, last, finally. Support your child to use this vocabulary in their own re-telling. This task can also be used to describe a journey, morning/evening routine. Support and model the correct order.