**How to help at home**

* Read with your child a range of text types, over a week, for 10 minutes every day.
* Support your child with mark making by leaving paint, chalk or pen and paper where they can mark make and build on their pencil control.
* Encourage your child by asking questions about books you are reading. “What can you see in this picture?” “What do you think will happen next?”, and provide opportunities for role play.
* Encourage your child to discuss what they have been doing at school; and give them opportunities to build on this.
* Encourage your child to recognise and show you numbers in their environment. Remember repetition is key!
* Ask your child what they enjoy especially at school, and build on these activities at home.
* Remember to use Tapestry to see your child’s progress; and upload pictures of things you’ve done together at home. We can update the early learning goals they have met with that activity; and together we can paint an overall picture of your child’s progress.
* Early Years Foundation Stage includes lots of learning through play, so time set aside each day to play is crucial.

**The Class teacher is: Miss Shafique (supported by Miss Stone)**

**Useful Websites to support home learning**

**Oxford Owl**

**CBeebies (Number Blocks)**

**Natural History Museum**

**BBC Bitesize**

**Cosmic Kids**

**YouTube Kids**

Hughenden Primary School



*‘Working Together, Nurturing Minds, Empowering Lives’*

Curriculum Information – Autumn term 2020

Hoppers Pre-School

Dear Parents & Children,

At Hughenden Hoppers we follow the Early Years Foundation Stage (EYFS) curriculum and each child is working towards meeting the Early Learning Goals (ELG). Early Learning Goals are something that we use as a guide to our teaching approach in Hoppers.

This leaflet gives a brief outline of the knowledge and skills being learned in the curriculum in Hoppers for this term.

The topics for the Summer term are: Environment and Earth, Oceans, Lifecycles, Minibeasts, Jungle Animals and Dinosaurs, Familiar Fairy Tales, Summer Holidays, Circus and Carnivals, and Transition and Looking Forward to School.

**COMMUNICATION AND LANGUAGE:**

Listens to stories with increasing attention and recall.

Focusing attention – still listen or do, but can shift own attention.

Responds to simple instructions, e.g. to get or put away an object.

Beginning to understand ‘why’ and ‘how’ questions.

Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

**PHYSICAL DEVELOPMENT**

Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding

and hopping.

Can catch a large ball.

Holds pencil near point between first two fingers and thumb and uses it with good control.

Can copy some letters, e.g. letters from their name.

Understands that equipment and tools have to be used safely.

**PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Initiates play, offering cues to peers to join them.

Keeps play going by responding to what others are saying or doing.

Can select and use activities and resources with help.

Welcomes and values praise for what they have done.

Can usually adapt behaviour to different events, social situations and changes in routine

**LITERACY**

Identifies initial sounds in word

Lists, labels and names.

Nursery rhymes, Alphabet books – We’re Going on a Polar Bear Hunt, The Gruffalo, The Tiger That Came to Tea

**NUMERACY**

Shows an interest in number problems.

Shows an interest in representing numbers.

Realises not only objects, but anything can be counted, including steps, claps or jumps.

Shows an interest in shape and space by playing with shapes or arranging objects.

Shows awareness of similarities of shapes in the environment.

Uses positional language.

**UNDERSTANDING THE WORLD**

5. Knows some of the things that make them unique, and can

talk about some of the similarities and differences in relation to friends or family.

2. Can talk about some of the things they have observed such as plants, animals, natural and found objects.

3. Talks about why things happen and how things work.

3. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

**EXPRESSIVE ARTS AND DESIGN**

Imitates movement in response to music.

Taps out simple repeated rhythms.

Beginning to be interested in and describe the texture of things.

Uses various construction materials.

Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

Creates movement in response to music.

Sings to self and makes up simple songs.

Makes up rhythms.

Engages in imaginative role-play based on own first-hand experiences.