**Hughenden Primary School**

**Remote Education Medium Term Plan – Hoppers**

**SUMMER Term 1 2021**

**ELG FOCUS ACROSS EACH WEEKLY TOPIC**

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| **ELG** |  | **w/c 19.04.21** | **w/c 26.04.21** | **w/c 03.05.21** | **w/c 10.05.21** | **w/c 17.05.21** | **w/c 24.05.21** |
|  |  | **HOW THINGS CHANGE** | **EARTH/ENVIRONMENT** | **OCEANS AND WATER** | **JUNGLE ANIMALS AND DINOSAURS** | **LIFECYCLES** | **MINIBEASTS** |
| **PSED** |  |  |
| In class | **LO:**To separate from main carer confidently (new children)To show an interest in class activitiesTo play alongside others and work as part of a groupTo communicate freely and continue to build relationshipsTo take turns and shareFocus on feelings using The Bad Tempered Ladybird, Brave Lion Scared Lion, and The Ugly Duckling as supporting textsUnderstand why we need rules and behaviour managementLook at and appreciate differences within the class**ELG 30-50** • Keeps play going by responding to what others are saying or doing • Initiates play, offering cues to peers to join them• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Can select and use activities and resources with help• Shows confidence in asking adults for help• Welcomes and values praise for what they have done• Enjoys responsibility of carrying out small tasks• Aware of own feelings, and knows that some actions and words can hurt others’ feelings• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others**Enhancement Focus**Explains own knowledge and understanding, and asks appropriate questions of others.Confident to speak to others about own needs, wants, interests and opinions.Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.***Resources will include a range of online support tools such as BBC Bitesize, Oak Academy, White Rose Maths, Letters and Sounds, Polly Phonics, YouTube Kids, Twinkl, Tapestry.*** |
| **Comms and Language** |  |  |
| In class | **LO:** Use vocabulary that is influenced by books Link statements and stick to a theme or intention Consistently develop a simple storyTalk about their understanding of how things growTalk about animal families and lifecycle sequencesUse talk to pretend imaginary situations**ELG 30-50**• Listens to stories with increasing attention and recall• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories• Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture• Responds to simple instructions, e.g. to get or put away an object• Uses intonation, rhythm and phrasing to make the meaning clear to others• Uses vocabulary focused on objects and people that are of particular importance to Nursery Medium Term Plan them• Builds up vocabulary that reflects the breadth of their experiences• Uses talk in pretending that objects stand for something else in play, e.g., ‘This box is my castle.’**Enhancement Focus**Able to follow a story without pictures or propsListens and responds to ideas expressed by others in conversation or discussionExtends vocabulary, and uses language to imagine and recreate roles in play ***Resources will include a range of online support tools such as BBC Bitesize, Oak Academy, White Rose Maths, Letters and Sounds, Polly Phonics, YouTube Kids, Twinkl, Tapestry.*** |
| **Literacy** |  |  |
| In class | **LO:**Understand the five key concepts about printDevelop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and motherWrite some or all of their nameWrite some letters accuratelyRiddles & rhymes, poetry & alliterationLook at books providing informationSATPIN early phonics**ELG 30-50**• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories• Beginning to be aware of the way stories are structured• Suggests how the story might end• Listens to stories with increasing attention and recall• Describes main story settings, events and principal characters• Shows interest in illustrations and print in books and print in the environment• Recognises familiar words and signs such as own name and advertising logos • Name writing, cards and lists• Sometimes gives meaning to marks as they draw and paint• Ascribes meanings to marks that they see in different places**Enhancement Focus**Hears and says the initial sound in words, can begin to blendGives meaning to marks they make as they draw, write and paintHears and says the initial sound in wordsLink sounds to lettersHandles books with careFollows that a book goes from left to right ***Resources will include a range of online support tools such as BBC Bitesize, Oak Academy, White Rose Maths, Letters and Sounds, Polly Phonics, YouTube Kids, Twinkl, Tapestry.*** |
| **Numeracy** |  |  |
| In class | **LO:**To count from 1 to 10 and 10 to 0To subitise a group of 5 objectsTo order numerals 0 to 10To sort a set of objectsTo find numbers on a number lineCompare quantities using language: ‘more than’, ‘fewer than’Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’Discuss routes and locations, using words like ‘in front of’ and ‘behind’Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper, and make a simple repeating pattern**ELG 30-50**• Uses some number names and number language spontaneously• Uses some number names accurately in play• Recites numbers in order to 10• Knows that numbers identify how many objects are in a set• Beginning to represent numbers using fingers, marks on paper or pictures• Sometimes matches numeral and quantity correctly• Shows an interest in numerals in the environment• Shows awareness of similarities of shapes in the environment• Uses positional language• Shows interest in shapes in the environment**Enhancement Focus**Recognises numerals 1-5.Counts up to 3 or 4 objects by saying one number name for each.Records, using marks that they can interpret and explain***Resources will include a range of online support tools such as BBC Bitesize, Oak Academy, White Rose Maths, Letters and Sounds, Polly Phonics, YouTube Kids, Twinkl, Tapestry.*** |
| **Expressive Arts** |  |  |
| In class | **LO:**To engage in representational playTo sing simple songs from memoryTo contribute to A Very Hungry Caterpillar class displayResponding to music through danceChoose materials freely, in order to develop their ideas about how to use them and what to makeDraw with increasing complexity and detail, such as representing a face with a circle and including detailsExpressive dance to Carnival of Animals and Lion King music**ELG 30-50**• Enjoys joining in with dancing and ring games• Sings a few familiar songs• Beginning to move rhythmically• Imitates movement in response to music• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects• Uses various construction materials• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces• Joins construction pieces together to build and balance• Realises tools can be used for a purpose• Notices what adults do, imitating what is observed and doing it spontaneously when the adult is not there• Engages in imaginative role-play based on own first-hand experiences• Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’• Uses movement to express feelings• Creates movement in response to music• Sings to self and makes up simple songs**Enhancement Focus**Constructs with a purpose in mindExperiments to create different texturesIntroduces a storyline or narrative in their playPlays alongside other children who are engaged in the same theme***Resources will include a range of online support tools such as BBC Bitesize, Oak Academy, White Rose Maths, Letters and Sounds, Polly Phonics, YouTube Kids, Twinkl, Tapestry.*** |
| **Understanding the World** |  |  |
| In Class | **LO:**Use all their senses in hands-on exploration of natural materialsTalk about what they see, using a wide vocabularyExplore how things workUnderstand the key features of the life cycle of a plant and an animal, and learn to respect things in their environment - reduce, reuse, recycleTalk about the differences between materials and changes they noticeLooking at jungle animals, dinosaurs, minibeasts and their habitats. Grouping animal familiesChanging seasons and summer festivals – holidays, carnivals, etcContinue developing positive attitudes about the differences between peopleTo use ICT to support learning**ELG 30-50**• Remembers and talks about significant events in their own experience• Shows interest in the lives of people who are familiar to them• Recognises and describes special times or events for family or friends• Can talk about some of the things they have observed such as plants, animals, natural and found objects• Developing an understanding of growth, decay and changes over time• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images**Enhancement Focus**Enjoys joining in with family customs and routinesLooks closely at similarities and differences, patterns and change***Resources will include a range of online support tools such as BBC Bitesize, Oak Academy, White Rose Maths, Letters and Sounds, Polly Phonics, YouTube Kids, Twinkl, Tapestry.*** |
| **Physical Development** |  |  |
| In class | **LO:**Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.Use large-muscle movements to wave flags and streamers, paint and make marks.Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.Show a preference for a dominant hand.Jungle animal dancesListen to rules and instructions given by a teacher/coachUse of body parts to create shapesPlanting and tending to seedsFocus on letter formationUse a comfortable grip with good control when holding pens and pencils.Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly, and getting dressed.**ELG 30-50**• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles• Can catch a large ball• Draws lines and circles using gross motor movements• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors• Holds pencil between thumb and two fingers, no longer using whole-hand grasp• Can tell adults when hungry or tired or when they want to rest or play• Can usually manage washing and drying hands• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves• Dresses with help e.g. Puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom**Enhancement Focus:**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.Observes the effects of activity on their bodies.***Resources will include a range of online support tools such as BBC Bitesize, Oak Academy, White Rose Maths, Letters and Sounds, Polly Phonics, YouTube Kids, Twinkl, Tapestry.*** |