

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.
- Ask 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 have 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.

Early Years Lead: Mrs Fitzgerald

EYFS Team Hoppers: Mrs Fitzgerald and Mrs Athwal

Oxford Owl – information about phonics and some e books

CBeebies Number blocks (Number Blocks)

BBC Bitesize – assorted activities English and maths

Cosmic Kids – yoga and relaxation



Hughenden Primary School

'Enrich – Empower – Ignite'

Curriculum Information – Spring Term 2024

Hoppers Pre-School

Dear Parents & Children,

At Hoppers preschool we follow the Early Years Foundation Stage (EYFS) curriculum 2021 and each child is working towards meeting the Early Learning Goals (ELG) at the end of Foundation

This leaflet shows the focus for the learning in the Hoppers Preschool for this term.

The main themes for this summer term are: - Plants and growing. The children will look at different types of seed and what they grow into as well as how they grow, from seed to plant/flower or fruit or vegetable. They will think about how they grow and what they need to be able to grow, for example by eating healthily. The second part of the term will focus on summer, sea, and sport. We will talk about summer as a season and the changes, (like transition to foundation) that happen. We will look at the sea and what lives in there and also celebrate the Olympics and the Euros 2024 football competition to celebrate working as a team.

However, to encourage happy and inquisitive learners we support the children's individual interests and natural curiosity, so where there is opportunity for this, the planning and curriculum will cater to and adapt for these interests.

Communication and Language: The children will continue to develop the confidence to start a conversation with an adult or a friend and keep the conversation going. They will be learning to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Enjoy listening to longer stories and can remember much of what happens.

Personal, Social and Emotional: This term the children will be focussing on developing their self-confidence, continue to develop appropriate ways of being assertive and find resolutions to any conflicts that may occur.

Physical: The children have daily opportunity for mark making both indoors and outside. This supports their developing fine motor skills, learning to hold a pen/pencil correctly to develop early writing skills. Both the Hoppers Garden and larger playground will be used to support fundamental gross motor skills, for example, running, jumping, climbing, and catching and throwing a ball. We will also be using the hall for PE. This will be an opportunity to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Start taking part in some group activities which they make up for themselves, or in teams. Their health and self-care is supported by being encouraged to use the toilet independently, washing hands, including before and after eating.

Literacy: The Children will be using the following books to enhance their understanding of text and to provide meaningful context and purposes for writing/mark making. Other books and stories are read daily to encourage listening skills and retelling a simple story.

- The Tiny Seed
- Titch
- Jaspers Beanstalk
- The princess and the pea
- Oliver's Vegetables

During carpet times the children will be encouraged to think about the day of the week, the month, the number of friends who are present and the type of weather.

Phonics focus: We will be introducing **Read, Write Inc** phonics sessions into our daily routine. We will continue to look at the initial sounds of their names, general sound discrimination, such as, environmental, and instrumental sounds, Body Percussion, such as clapping to a rhythm or a beat.

Maths: The children will be exploring the following mathematical areas:

- Solve real world mathematical problems with numbers up to five.
- Subitise to three then to four
- Make comparisons between objects relating to size, length, weight, and capacity.

Understanding the World: The children will be focussing on: -

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties. Science experiments – exploration using real materials
- Talk about what they see, using a wide vocabulary.
- Plant seeds and care for growing plants.
- Understand the key features of a plant life cycle.

Expressive Arts and Design: The children will be encouraged to join in with simple science experiments, such as investigating several types of seed and what they will grow into. Experiment with different types of materials to see which one will help grow the seeds, for example, soil, sand, and cotton wool. They will create pictures using real things such as plants and flowers and chopping up real fruits and vegetables and looking inside them and creating pictures through sticking and painting with what they find.

