



Potter Class Autumn 2 2024/25 Celebrations



<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> Makes own sounds in response when talked to by familiar adults. Uses sounds in play, e.g. brrm for toy car. Enjoys babbling and increasingly experiments with using sounds. Uses pointing with eye gaze, and then fingers or hands, to make requests and to share an interest Frequently imitates words and sounds Holds a conversation, jumping from topic to topic. Uses a variety of questions (e.g. what, where, who). Uses longer sentences. Beginning to use a range of tenses (e.g. play, playing, will play, played) 	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> Feed self. Learn how to use a knife, fork and spoon. Dress and undress with greater independence. Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint Manipulates objects using hands singly and together, such as squeezing water out of a sponge Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand). 	<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> Zones of Regulation Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games. Begins to use me, you and I in their talk Shows an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they do not want. Shows growing self-confidence through playing freely and with involvement. Is gradually learning that actions have consequences but not always the consequences the child hopes for
<p><u>Literacy</u></p> <ul style="list-style-type: none"> Daily Phonics. Enjoy sharing books with an adult. Knows that the marks they make are of value. Enjoys the sensory experience of making marks. Holds a pencil and uses it to make marks which have meaning to self. Distinguishes between the different marks they make. Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. 	<p><u>Mathematics</u></p> <ul style="list-style-type: none"> Shows interest in patterned songs and rhymes, perhaps with repeated actions. Beginning to arrange items in their own patterns, e.g. lining up toys Joins in and anticipates repeated sound and action patterns. Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC). 	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird Learns that they have similarities and differences that connect them to, and distinguish them from, others. Enjoys joining in with family customs and routines.
<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music. Creates rhythmic sounds and movements 	<p><u>Acorn Activities</u></p> <ul style="list-style-type: none"> Weeding and planting Naming animals. Feeding animals. Touching animals gently and with care. Developing their ability to throw underarm and overarm Catch a variety of equipment such as different types of balls and beanbags. Develop an understanding of safety and demonstrate how to use equipment safely in the sports hall. 	
<p><u>Home Learning Ideas</u></p> <ul style="list-style-type: none"> Listen to an adult read a range of books and look through the pages together. Provide mark making opportunities including pencils, crayons and felt tips. Fine motor activities which develop hand strength such as playdoh, popping bubble wrap, tweezers and scissors. Counting everyday objects up to 10. Oral blending games such as Simon says (touch your h-e-a-d). Create opportunities to practice waiting for wants to be met. 		