



Potter Class – Spring 1 2024/25

People in my Life, our School



<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. • Makes up stories, play scenarios, and drawings in response to experiences, such as outings. • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words. 	<p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Enjoys filling and emptying containers. • Explores space around them and engages with position and direction, such as pointing to where they would like to go. • Responds to some spatial and positional language. • Responds to and uses language of position and direction. • Predicts, moves and rotates objects to fit the space or create the shape they would like. 	<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Zones of Regulation • Changes facial expression in response to others. • Distinguishes between people. • Engages another person to help achieve a goal. • Looks to where the adult is looking or pointing. • Cooperates with caregiving experiences, such as dressing. • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs. • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.
<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Turns when hears own name. • Starts to understand contextual clues, e.g. familiar gestures, words and sounds. • Responds to simple questions when in a familiar context with a special person (e.g. Where's Mummy?, Where's your nose?). • Understanding of single words in context is developing, e.g. cup, milk, daddy. • Selects familiar objects by name and will go and find objects when asked or identify objects from a group. • Beginning to understand why and how questions. • Responds to instructions with more elements, e.g. Give the big ball to me. • Understands questions such as who; why; when; where and how. 	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Feed self. • Responds and turns to sounds, especially voices. • Attentive to sounds in the environment, even at distance and overhead. • Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing. • Shares control of spoon and bottle or cup, moving towards independence with support. • Describes a range of different food textures and notices changes when they are combined. • Has established a consistent, daily pattern in relation to eating and toileting and can explain why this is important. 	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Moves eyes, then head, to follow moving objects. • Watches toy being hidden and tries to find it. • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. • Matches parts of objects that fit together, e.g. puts lid on teapot. • Comments and asks questions about aspects of their familiar world. • Talks about why things happen and how things work. • Talks about the features of their own immediate environment and how environments might vary from one another.
<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. • Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression. • Enjoys and responds to playing with colour in a variety of ways, for example combining colours. • Uses 3D and 2D structures to explore materials and/or to express ideas. 	<p><u>Acorn Activities</u></p> <ul style="list-style-type: none"> • Explore different percussion sounds. • Listen to different songs. • Join in with music making activities • Develop fundamental movement skills • Explore climbing, jumping, running, skipping and hopping. • Improving the school environment • Weeding and planting • Naming animals. • Feeding animals. 	
<p><u>Home Learning Ideas</u></p> <ul style="list-style-type: none"> • Listen to an adult read a range of books. • Provide mark making opportunities using a range of media 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-ea-d). • Create opportunities to practice waiting for wants to be met. 		