



Potter Class – Spring 2 2024/25

Plants and Growing



<p style="text-align: center;"><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 creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats. 	<p style="text-align: center;"><u>Mathematics</u></p> <ul style="list-style-type: none"> • May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers. • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence. • Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. • Begin to recognise numerals 0 to 10. • Increasingly confident at putting numerals in order 0 to 10 (ordinality). • Shows an interest in size and weight. • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. 	<p style="text-align: center;"><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Zones of Regulation • Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations. • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play. • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.
<p style="text-align: center;"><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Pays attention to own choice of activity, may move quickly from activity to activity. • Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus. • Recognises and responds to many familiar sounds. • Listens to others in one-to-one or small groups, when conversation interests them • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations • Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations. • Shows interest in play with sounds, songs and rhymes • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 	<p style="text-align: center;"><u>Physical Development</u></p> <ul style="list-style-type: none"> • Points with first finger, sharing attention with adult. • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. • 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 style="text-align: center;"><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Closely observes what animals, people and vehicles do. • Makes observations of animals and plants and explains why some things occur, and talks about changes. • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. • Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life. • Looks closely at similarities, differences, patterns and change in nature.
<p style="text-align: center;"><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Mirrors and improvises actions they have observed, e.g. clapping or waving. • Uses tools for a purpose. • Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression. • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. 	<p style="text-align: center;"><u>Acorn Activities</u></p> <ul style="list-style-type: none"> • Explore different percussion sounds. • Use body percussion • Join in with music making activities • Develop motor skills • Explore throwing and catching • Improving the school environment • Seasonal Changes • New Life 	
<p style="text-align: center;"><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-e-a-d). • Create opportunities to practice waiting for wants to be met. 		