



# Gray Class – Spring 1 2025/26

## People in my Life, our School



<p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"><li>• Daily Phonics.</li><li>• Enjoy sharing books with an adult.</li><li>• Holds a pencil and uses it to make marks which have meaning to self.</li><li>• Makes up stories, play scenarios, and drawings in response to experiences, such as outings.</li><li>• Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</li><li>• Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</li><li>• Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together.</li></ul>	<p><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"><li>• Enjoys filling and emptying containers.</li><li>• Explores space around them and engages with position and direction, such as pointing to where they would like to go.</li><li>• Responds to some spatial and positional language.</li><li>• Responds to and uses language of position and direction.</li><li>• Predicts, moves and rotates objects to fit the space or create the shape they would like.</li></ul>	<p><b><u>Personal, Social and Emotional Development</u></b></p> <ul style="list-style-type: none"><li>• Zones of Regulation</li><li>• Distinguishes between people.</li><li>• Engages another person to help achieve a goal.</li><li>• Looks to where the adult is looking or pointing.</li><li>• Shows some understanding that other people have perspectives, ideas and needs that are different to theirs.</li><li>• Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.</li><li>• Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</li></ul>
<p><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"><li>• Starts to understand contextual clues, e.g. familiar gestures, words and sounds.</li><li>• Responds to simple questions when in a familiar context with a special person (e.g. Where's Mummy?, Where's your nose?).</li><li>• Selects familiar objects by name and will go and find objects when asked or identify objects from a group.</li><li>• Beginning to understand why and how questions.</li><li>• Responds to instructions with more elements, e.g. Give the big ball to me.</li><li>• Understands questions such as who; why; when; where and how.</li></ul>	<p><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"><li>• Attentive to sounds in the environment, even at distance and overhead.</li><li>• Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing.</li><li>• Shares control of spoon and bottle or cup, moving towards independence with support.</li><li>• Describes a range of different food textures and notices changes when they are combined.</li><li>• Can name and identify different parts of the body</li></ul>	<p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"><li>• Watches toy being hidden and tries to find it.</li><li>• Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.</li><li>• Matches parts of objects that fit together, e.g. puts lid on teapot.</li><li>• Comments and asks questions about aspects of their familiar world.</li><li>• Talks about why things happen and how things work.</li><li>• Talks about the features of their own immediate environment and how environments might vary from one another.</li></ul>
<p><b><u>Expressive Arts and Design</u></b></p> <ul style="list-style-type: none"><li>• Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration.</li><li>• Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects.</li><li>• Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.</li><li>• Enjoys and responds to playing with colour in a variety of ways, for example combining colours.</li><li>• Uses 3D and 2D structures to explore materials and/or to express ideas.</li></ul>		<p><b><u>Acorn Activities</u></b></p> <ul style="list-style-type: none"><li>• Explore different percussion sounds.</li><li>• Listen to different songs.</li><li>• Join in with music making activities</li><li>• Develop fundamental movement skills</li><li>• Explore throwing and catching different size balls</li><li>• Improving the school environment</li><li>• Weeding and planting</li><li>• Naming animals.</li><li>• Feeding animals.</li><li>• Touching animals with gentle hands.</li></ul>
<p><b><u>Home Learning Ideas</u></b></p> <ul style="list-style-type: none"><li>• Read a range of books together, giving them opportunity to read some parts of the book independently.</li><li>• Encourage writing simple words, phrases and sentences to match pictures.</li><li>• Fine motor activities which develop hand strength such as playdoh, popping bubble wrap, tweezers and scissors.</li><li>• Recognises numerals out and about beyond 20.</li><li>• Oral blending games such as Simon says (touch your h-e-a-d).</li><li>• Create opportunities to practice waiting for wants to be met.</li></ul>		