



Potter Class – Spring 1 2025/26

People in my Life, our School



Acorn Park

<p>Literacy</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. • 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>Mathematics</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>Personal, Social and Emotional Development</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. • 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>Communication and Language</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. • Responds to instructions with more elements, e.g. Give the big ball to me. 	<p>Physical Development</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. • Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots. 	<p>Understanding the World</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. • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake • Notices detailed features of objects in their environment
<p>Expressive Arts and Design</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>Acorn Activities</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 throwing and catching different size balls • Improving the school environment • Weeding and planting • Naming animals. • Feeding animals. 	
<p>Home Learning Ideas</p> <ul style="list-style-type: none"> • Listen to an adult read a range of books, finding a key character on each page together. • 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 by touching and pointing to each one as counting. • Oral blending games such as Simon says (touch your h-ea-d). • Create opportunities to practice waiting for wants to be met. 		