



Potter Class – Spring 1 2025/26

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.• 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.• 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.• Responds to instructions with more elements, e.g. Give the big ball to me.	<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.• 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><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.• 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><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 throwing and catching different size balls• 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, 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-e-a-d).• Create opportunities to practice waiting for wants to be met		