



Gray Class – Spring 2 2025/26

Plants and Growing



<p style="text-align: center;"><u>Literacy</u></p> <ul style="list-style-type: none"> • Daily Phonics. • Holds a pencil and uses it to make marks which have meaning to self. • Distinguishes between the different marks they make. • Sometimes gives meaning to their drawings and paintings • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • 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 • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences 	<p style="text-align: center;"><u>Mathematics</u></p> <ul style="list-style-type: none"> • 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 awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three • In practical activities, adds one and subtracts one with numbers to 10 • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" 	<p style="text-align: center;"><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Zones of Regulation • 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. • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support
<p style="text-align: center;"><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Listens to others in one-to-one or small groups, when conversation interests them • Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span 	<p style="text-align: center;"><u>Physical Development</u></p> <ul style="list-style-type: none"> • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. • Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters independently • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed 	<p style="text-align: center;"><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Makes observations of animals and plants and explains why some things occur, and talks about changes. • 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. • Knows about similarities and differences in relation to places, objects, materials and living things • Talks about the features of their own immediate environment and how environments might vary from one another
<p style="text-align: center;"><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • 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. • 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"> • 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"> • Read to an adult at home. • 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 beyond 20. • Oral blending games such as Simon says (touch your h-e-a-d). • Create opportunities to practice waiting for wants to be met. 		