



Potter 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. • 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. • 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 	<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"> • 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. 		