



# Potter Class – Summer 1 2025/26

## Animal Fun



<p style="text-align: center;"><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>• Knows that the marks they make are of value.</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 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 style="text-align: center;"><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <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>• Understanding of single words in context is developing, e.g. cup, milk, daddy</li> <li>• Is developing the ability to follow others' body language, including pointing and gesture</li> <li>• Understands questions such as who; why; when; where and how</li> </ul>	<p style="text-align: center;"><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>• Develop hand strength.</li> <li>• When holding crayons, chalks etc, makes connections between their movement and the marks they make.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>
<p style="text-align: center;"><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>• Pushes objects through different shaped holes and attempts to fit shapes into spaces on inset boards or puzzles.</li> <li>• Beginning to select a shape for a specific space</li> <li>• Chooses puzzle pieces and tries to fit them in</li> <li>• Enjoys using blocks to create their own simple structures and arrangements</li> <li>• Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.</li> <li>• Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes</li> <li>• Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes.</li> </ul>	<p style="text-align: center;"><b><u>Personal, Social and Emotional Development</u></b></p> <ul style="list-style-type: none"> <li>• Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy</li> <li>• Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine.</li> <li>• Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement</li> <li>• Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants.</li> <li>• Seeks support, "emotional refuelling" and practical help in new or challenging situations.</li> <li>• Is aware of behavioural expectations and sensitive to ideas of justice and fairness</li> </ul>	<p style="text-align: center;"><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>• Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times</li> <li>• Uses pipes, funnels and other tools to carry/ transport water from one place to another</li> <li>• Plays with water to investigate "low technology" such as washing and cleaning</li> <li>• Seeks to acquire basic skills in turning on and operating some digital equipment</li> <li>• Uses ICT hardware to interact with age-appropriate computer software</li> <li>• Can create content such as a video recording, stories, and/or draw a picture on screen</li> <li>• Can use the internet with adult supervision to find and retrieve information of interest to them</li> </ul>
<p style="text-align: center;"><b><u>Expressive Arts and Design</u></b></p> <ul style="list-style-type: none"> <li>• Pretends that one object represents another, especially when objects have characteristics in common</li> <li>• Creates sound effects and movements, e.g. creates the sound of a car, animals</li> <li>• Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music</li> <li>• Uses available resources to create props or creates imaginary ones to support play</li> <li>• Engages in imaginative play based on own ideas or first-hand or peer experiences.</li> <li>• Creates representations of both imaginary and real-life ideas, events, people and objects</li> </ul>	<p style="text-align: center;"><b><u>Acorn Activities</u></b></p> <ul style="list-style-type: none"> <li>• Explore different percussion sounds.</li> <li>• Use body percussion</li> <li>• Join in with music making activities</li> <li>• Develop gross motor skills by climbing, balancing and travelling in different ways.</li> <li>• Exploring cold and warm – winter to spring.</li> <li>• Planting in the sensory garden</li> <li>• Life cycles including nurture supporting growth</li> </ul>	
<p style="text-align: center;"><b><u>Home Learning Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Look at books together and talk about the pictures and writing.</li> <li>• Provide mark making opportunities using a range of media including pencils, crayons and felt tips.</li> <li>• Fine motor activities which develop hand strength such as playdoh, popping bubble wrap, tweezers and scissors.</li> <li>• Counting everyday objects up to 10.</li> <li>• Oral blending games using 'robot talk' to orally blend together</li> <li>• Create opportunities to practice waiting for wants to be met.</li> </ul>		