



Potter Class – Summer 2 2025/26

Traditional Tales



<p style="text-align: center;"><u>Literacy</u></p> <ul style="list-style-type: none"> Daily Phonics. Enjoy sharing books with an adult. Listening to stories. Enjoys the sensory experience of making marks 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 understand the cause and effect of their actions in mark making. Sometimes gives meaning to their drawings and paintings. Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats 	<p style="text-align: center;"><u>Communication and Language</u></p> <ul style="list-style-type: none"> Points and looks to make requests and to share an interest Uses sounds in play, e.g. brrrrm for toy car. Frequently imitates words and sounds Enjoys babbling and increasingly experiments with using sounds Uses pointing with eye gaze, and then fingers or hands, to make requests and to share an interest Able to use language in recalling past experiences Can retell a simple past event in correct order (e.g. went down slide, hurt finger) Uses talk to explain what is happening and anticipate what might happen next Holds a conversation, jumping from topic to topic. 	<p style="text-align: center;"><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 Notices and becomes interested in the transformative effect of their action on materials and resources Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience Uses tools for a purpose Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking
<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 Uses number words, like one or two and sometimes responds accurately when asked to give one or two things Beginning to count on their fingers. Subitises one, two and three objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Explores using a range of their own marks and signs to which they ascribe mathematical meanings Counts out up to 10 objects from a larger group Matches the numeral with a group of items to show how many there are (up to 10). 	<p style="text-align: center;"><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words. 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. Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants. Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise. Explain the reasons for rules, know right from wrong and try to behave accordingly. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 	<p style="text-align: center;"><u>Understanding the World</u></p> <ul style="list-style-type: none"> Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Completes a simple program on electronic devices Can create content such as a video recording, stories, and/or draw a picture on screen Can use the internet with adult supervision to find and retrieve information of interest to them. Develops digital literacy skills by being able to access, understand and interact with a range of technologies.
<p style="text-align: center;"><u>Physical Development</u></p> <ul style="list-style-type: none"> 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) Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. 	<p style="text-align: center;"><u>Acorn Activities</u></p> <ul style="list-style-type: none"> Develop gross motor skills by climbing, balancing and travelling in different ways. Explore running and jumping Exploring seasons including summer and warmer weather. Planting and watering in the sensory garden. Life cycles. 	
<p style="text-align: center;"><u>Home Learning Ideas</u></p> <ul style="list-style-type: none"> Look at books together and talk about the pictures and writing. 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 15. Oral blending games using 'robot talk' to orally blend together Create opportunities to practice waiting for wants to be met. Dressing self, including shoes. Using a knife, fork and spoon when eating at home. 		