

Prime Area: Personal, Social and Emotional Development

- Playing co-operatively, taking turns with others.
- Showing confidence to try new activities and saying why they like some activities more than others.
- Working as part of a group or class, understanding and following the rules.
- Knowing how to keep safe when crossing the road and when they are travelling in vehicles.
- Joining in discussions about democracy and knowing the importance of everyone being able to have an opinion and to be listened to.
- Taking responsibility for their own words and actions.
- Knowing that there are consequences to their actions and those of others, and that some behaviour is unacceptable.
- Beginning to recognise when they are showing characteristics of Creating and Thinking Critically (Creative Carl), as well as previous characteristics.

Specific Area: Expressive Art and Design

- Using their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.
- Representing their own ideas, thoughts and feelings, through design and technology, art, dance, music, role play and stories.
- Mixing green paint using yellow and blue and knowing how to make the paint darker and lighter.
- Talking about different styles of music.
- Sharing and performing the music they have created.
- Planning, designing and evaluating their own work and making changes when necessary.

A weekly overview of key learning experiences will be on the weekly **diary sheet**.

Key Texts

The Three Little Pigs
Peepo!
The Odd Egg

Prime Area: Communication and Language

- Using past, present and future tenses when talking.
- Using newly taught vocabulary in context.
- Expressing their ideas and feelings using full sentences of around 7 words.
- Using various conjunctions when talking including 'and', 'because', 'so', 'or' and 'but'.
- Engaging in back-and-forth conversations with others.
- Retelling narratives in their own words and to use language such as first, last, next, before, after, all, most, some, each and every when doing so.
- Making comments about what they have heard and beginning to ask a range of questions to clarify their thinking.



Longton Lane Primary School

'Believe and Achieve'

Learning Priorities Summer 1 Out and About

Specific Area: Mathematics

- Adding and subtracting by counting on or backwards to find the answer including, head and fingers, tens frame, pictures, objects etc.
- Counting beyond 30.
- Automatically recalling number bonds to 5.
- Exploring the composition of number within 10 and recalling some number bonds.
- Estimating quantities and checking by counting.
- Solving problems involving doubling and beginning to solve problems involving sharing and halving.
- Confidently using mathematical language (more, less, add, fewer, take away).
- Measuring time using sand timers.
- Continuing to use non-standard measures i.e. using blocks to measure the length of your foot, using footsteps to see how far a ball has rolled.
- Identifying odd and even numbers.

Prime Area: Physical Development

- Showing control and co-ordination with their large and small movements.
- Developing the ability to throw accurately at a target.
- Developing the ability to move at speed, avoiding obstacles.
- Adapting their body when moving at speed.
- Learning how to jump safely.
- Developing the ability to jump in different ways.
- Using a range of simple tools competently and appropriately.
- Knowing how to transport and store a range of equipment safely.
- Holding a pencil with an appropriate grip (tripod, pincer).
- Weaving using ribbon and string between small spaces.

Specific Area: Literacy

- Knowing what the letters look like in their capital form.
- Consolidating Set special friends and Set 2 ay, ee, igh, oo and oo and learning the letter sounds 'ar', 'or', 'air', 'ir', 'ou' and 'oy'.
- Reading simple sentences and showing an understanding of what they have read.
- Holding simple sentences and writing them more independently.
- Reading and writing more complex words.
- Reading the red words are, your, you and said.
- Continuing to write for different purposes.
- Writing their own simple stories thinking about the characters, story setting, beginning, middle/ problem and the end/ solution.
- Thinking carefully about the formation and size of letters. Showing a difference between ascenders and descenders (long, tall and short letters).

Specific Area: Understanding the World

- Identifying different materials, talking about properties and uses.
- Making observations of animals and plants, drawing what they can see and explaining why some things occur and talking about changes.
- Identifying key features of a farm.
- Knowing where particular foods comes from.
- Following simple picture maps, recognising these as particular places.
- Identifying key environmental features within the local area. Comparing these to the school grounds, cold places and a farm.
- Knowing about different places of worship and what is contained within them.
- Recognising that a range of technology is used in places such as home and school.
- Talking about things in the past and comparing them to how things are now.