Longton Lane Primary School

'Believe and Achieve'

Learning Priorities Autumn 2

Celebrations

Prime Area: Personal, Social and Emotional Development

- Taking appropriate steps to resolve conflicts between other children.
- Describing themselves in positive terms and talking about abilities.
- Knowing what friendship is and describing what it means to be a good friend.
- Beginning to negotiate and solve problems.
- Developing an understanding of tolerance and revisiting thinking around respect.
- Noticing when they and others are showing key characteristics of Playing and Learning (Learning Lorraine).

Prime Area: Communication and Language

- Beginning to use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Listening carefully to rhymes and songs as well as stories; anticipating key events and responding to what they hear with relevant comments, questions or actions.
- Retelling stories using key language such as Once upon a time, the end, early one morning etc.
- Continuing to extend key vocabulary, grouping and naming and exploring the meaning and sounds of new words. Beginning to use key vocabulary within everyday conversations.
- Explaining own knowledge and understanding and beginning to ask appropriate questions of others.

Prime Area: Physical Development

- Showing control when travelling along ropes and low planks of wood and balancing items on their bodies (bean bags and quoits).
- Experimenting with different ways of moving including running. skipping, hopping, rolling and jumping.
- Beginning to use a range of simple tools competently and appropriately.
- Picking up items using various equipment such as tweezers and pegs.
- Continuing to form letters taught during RWI sessions.
- Demonstrating more control when holding a pencil with an appropriate grip (tripod, pincer).
- Putting on and taking off coats with ease and showing more control when pulling up zips and fastening press studs.

Specific Area: Expressive Art and Design

- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Beginning to construct with a purpose in mind, using a variety of resources.
- Introducing a storyline/ narrative into their play.
- Sharing and performing the learning that has taken place in music lessons.
- Exploring with colour and how colours can be changed.
- Beginning to manipulate materials to achieve a planned effect.
  -Creating their own natural art.

Specific Area: Literacy

- Orally blending and segmenting sounds in simple VC and CVC words such as 'at' and 'dog'.
- Connecting sounds to letters; sounding the letters of the alphabet and beginning to learn Set 1 special friends ng, nk, sh, th, qu and ch.
- Beginning to read the red words I, the, no, go, so and of.
- Continuing a range of rhyming strings.
- Clapping out rhythms in many words.
- Developing an understanding that non-fiction books can be used to retrieve information.
- Using language connected to books including front cover, title, contents page, author.
- Using more clearly identifiable letters when writing, representing some sounds correctly and in sequence.

Specific Area: Mathematics

- Identifying numbers from 0-5 and to match numerals to quantities.
- Counting objects up to 5 touching each object, saying a number name for each in order and to recall the total.
- Beginning to represent numbers up to 5 in different ways including fingers, tally, pictures etc
- Identifying 'I more' and 'I less' than a number from 1-5.
- Confidently using the language 'more' and 'fewer' to compare two groups of objects.
- Counting forwards and backwards to 10.
- Adding two groups of objects together by counting all of them.
- Counting out up to 5 objects from a larger group.
- Identifying the total number of dots on each face of a dice without counting.
- Comparing 2 to 3 items by weight.
- Using everyday language to talk about volume and capacity.
- Comparing items by size.
- Ordering and sequencing a range of familiar events.
- Confidently selecting and naming a particular 2D shape and using mathematical names and terms to describe them.
- Confidently completing various simple jigsaw puzzles.

Specific Area: Understanding the World

- Recognising that people have different beliefs and celebrate special times in different ways (birthdays, Christmas, Hanukkah, Halloween, bonfire night, Diwali).
- Talking about similarities and differences between celebrations.
- Knowing about the roles of postal workers and firefighters within the community.
- Knowing the difference between past and present in their own lives.
- Developing a deeper understanding of autumn; observing seasonal change, comparing environments, discussions around weather, animals etc.
  -hibernation
  -autumn walk around school grounds and the woodland area.
- Identifying key features within the school grounds.
- Investigating with torches and other light sources and talking about their findings.

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

Key Texts

A World Full of Festivals
The Jolly Postman
The Squirrels Who Squabbled