

### Prime Area: Personal, Social and Emotional Development

- Beginning to take appropriate steps to resolve conflicts between other children.
- Joining in discussions around feelings; sad, happy and mad.
- Following, understanding and remembering classroom rules and expectations.
- Speaking confidently to others about their own needs, wants and interests, as well experiencing new social situations.
- Selecting and using activities and resources of personal choice.
- Developing their sense of responsibility and knowing that they are a member of the school community.
- Managing own basic hygiene and personal needs with some support when appropriate.
- Showing some understanding that good practises with regards to hygiene contribute to good health.
- Beginning to notice when they and others are showing key characteristics of Playing and Learning (Learning Lorraine).

### Prime Area: Communication and Language

- Enjoying listening to many stories and recalling much of what happened; stories for story time.
- Using a wider range of vocabulary.
- Understanding two- part questions or instructions.
- Understanding how and why questions.
- Beginning to use more complex sentences to link thoughts.
- Showing an understanding of prepositions.
- Initiating, listening to and responding to ideas expressed by others in conversation and being able to talk about a point of view.
- Beginning to use a range of tenses when talking.

### Prime Area: Physical Development

- Finding their own space and moving in and out of others avoiding obstacles.
- Exploring different ways of moving.
- Becoming increasingly independent when getting dressed/undressed i.e., putting on a coat, pulling up a zip.
- Balancing along a beam and jumping off to land appropriately.
- Using scissors to make snips in paper.
- Using two fingers and thumb to pick up small items and threading lace through large beads.
- Showing some control when holding and manipulating a pencil.
- Showing preference for a dominant hand.
- Holding pencil/paintbrush with a tripod grip.



Longton Lane Primary School

*'Believe and Achieve'*

Learning Priorities Autumn 1  
All About Me

### Specific Area: Expressive Art and Design

- Creating simple representations of people, places and objects.
- Beginning to show different emotions in their drawings-happiness, sadness, worried etc.
- Understanding that different media can be combined to create new effects.
- Beginning to use simple tools and techniques to shape and assemble resources they are using.
- Beginning to use colours for a purpose.
- Remembering and singing familiar songs in full and to begin to create their own.

### Specific Area: Mathematics

- Matching and sorting items by various criteria.
- Identifying numbers from 0-3 and matching these to quantities.
- Counting objects up to 3, touching each object, saying a number name for each in order and recalling the total.
- Beginning to represent numbers up to 3 in different ways including fingers and experimenting with their own symbols and marks.
- Identifying amounts of up to 3 from sight.
- Exploring the composition of number within 3.
- Adding two quantities by counting all of them and understanding the word 'altogether'.
- Exploring, building, and arranging shapes and making connections between those within the environment i.e., using a triangle as a roof.
- Comparing the shapes of everyday objects, talking about similarities and differences; beginning to use mathematical terms including sides, corners, faces, flat, round.
- Understanding positional language.
- Extending and creating simple ABAB patterns and to correct errors.
- Ordering and describing a sequence of events using language 'first', 'then'.

### Specific Area: Literacy

- Identifying rhyme in words.
- Clapping out syllables within words i.e. own names
- Recognising words with the same initial sounds.
- Following print from left to right, and top to bottom.
- Knowing that print carries meaning, and ascribing meaning to print that they see in the environment.
- Developing knowledge of the different parts of books, i.e., front cover.
- Developing knowledge of single Set 1 sounds.
- Recalling what happens in stories; talking about the events.
- Engaging in extended conversations about stories and learning new vocabulary.
- Using their knowledge of print and letters in their early writing.
- Writing some letters accurately.
- Exploring various books around the environment.

### Specific Area: Understanding the World

- Using all their senses in hands-on exploration and beginning to talk about what their senses are.
- Talking about themselves, family members and where they live, i.e., their home.
- Talking about why things happen and how things work.
- Developing an awareness of seasonal change, noticing the early signs of autumn and to join in discussions.
- Joining in discussions about the weather and talking about appropriate clothing.
- Developing positive attitudes around differences between people.
- Using simple words to talk about the passing of time.
- Knowing that the world is made up of different countries.

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

### Key Texts

Goldilocks and the Three Bears  
My Mum and Dad Make Me Laugh  
The Colour Monster