

Prime Area: Personal, Social and Emotional Development

- Continuing to take appropriate steps to resolve conflicts between other children.
- Showing confidence to try new activities and saying why they like some activities more than others.
- Knowing that they are different to others and have different opinions (Individual Liberty).
- Knowing that other children don't always enjoy the same things and are sensitive to this.
- Understanding what it means to be caring and kind.
- Exploring situations and scenarios when things are 'fair' and 'unfair'.

Prime Area: Communication and Language

- Confidently using talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Listening attentively in a range of situations.
- Developing own narratives and explanations by connecting ideas or events.
- Retelling stories in full and using key vocabulary and phrases learnt during Talk for Writing.
- Listening to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions.
- Showing an understanding of questions including who, what, why and when

Prime Area: Physical Development

- Using a range of simple tools competently and appropriately.
 - Holding a pencil with an appropriate grip (pincer).
 - Continuing to show increasing control with scissors.
- Developing the ability to move in a range of ways showing control and co-ordination.
- Showing increased ability to move around, over, under, through and onto equipment.
- Combining movements together while negotiating different equipment.



Longton Lane Primary School

'Believe and Achieve'

Learning Priorities Spring 2 Growth

Specific Area: Expressive Art and Design

- Confidently selecting tools and techniques needed to shape, assemble and join materials.
- Exploring the work of Georgia O'Keeffe
 - Understanding how to make marks with oil pastels.
 - Creating artwork linked with spring colours and inspired by flowers.
 - mixing orange paint
- Knowing that adding white to coloured paint will make it lighter.
- Representing their own ideas through role-play and stories and creating their own versions (Jack and the Beanstalk).
- Listening and responding to different styles of music.

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

Key Texts

Jack and the Beanstalk
Once There Were Giants
From Bean to Bean Plant
Stuck

Specific Area: Mathematics

- Identifying and ordering numbers 0-10.
- Counting beyond 20.
- Counting forwards and backwards from a given number within 20.
- Adding by counting on.
- Recalling number facts to 5 with some use of objects.
- Exploring and recording the composition of number within 10 with the use of objects.
- Naming and sorting coins to 10p.
- Comparing items by height and measuring using non-standard measures.
- Sequencing and ordering stages of growth.
- Exploring more complex patterns ABCABC, ABBCABBC
- Developing speed when subitising with random arrangements.

Specific Area: Literacy

- Developing the knowledge of what letters look like in capital form.
- Consolidating Set 1 sounds and beginning to learn the Set 2 sounds ay, ee, igh, ow and oo.
- Reading and understanding simple sentences.
- Beginning to write simple sentences.
- Reading the red words he, she, be, me and we.
- Continuing to write in various forms and for different purposes.
- Thinking about the structure of a story; beginning, middle/ problem and ending.
- Continuing to use non-fiction books to retrieve information
- 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

- Developing an understanding of spring and growth and observing changes.
 - growing bean plants
 - going on a spring walk
- Knowing what plants need to grow.
- Identifying special books connected to various faiths including the bible and the Qur'an.
- Identifying changes between when they were a baby and now.
 - Ordering the key stages of growth
- Exploring various forms of ICT.