

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

- Continuing to work as part of a group or class, understanding and following the rules.
- Confidently talking about how they and others show feelings, talking about their own and others' behaviour, and its consequences.
- Knowing some ways to manage feelings and beginning to use these to maintain control.
- Knowing that a healthy diet and physical exercise contributes to good health and talking about different ways of keeping safe and healthy.
- Showing an understanding of how they can keep safe in hot weather.
- Sorting healthy and unhealthy food
- Knowing how to look after and care for their teeth.
- Talking about changes and how they feel when changes are unexpected.

### Prime Area: Communication and Language

- Developing more detailed narratives and explanations by connecting ideas or events.
- Expressing views about characters in stories and answering questions about why things happen.
- Listening attentively in a range of situations. Listening to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions.
- Using past, present and future forms accurately when talking about events that have happened or are about to happen in the future.
- Expressing their ideas and feelings about their experiences using full sentences.
- Making use of conjunctions when talking.

### Prime Area: Physical Development

- Showing control with gross motor movements.
- Hopping and skipping in time to music.
- Moving in a variety of ways.
- Handling equipment and tools effectively, including pencils for writing.
- Threading small beads.
- Sewing with large needles.
- Using scissors to cut around smaller items.
- Developing the ability to jump in a range of ways from one space to another.
- Creating a sequence using a jump and a balance.
- Developing the ability to roll in a range of ways.
- Performing a sequence with confidence and control.

### Specific Area: Expressive Art and Design

- Representing their own ideas, thoughts and feelings, through design and technology, art, dance, music, role play and stories.
- Safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Inventing, adapting and recreating narratives and stories.
- Continuing to mix the coloured paint they require for their work using primary colours.
- Sharing their creations, explaining the process they have used.
- Making observational drawings of found objects and living things, paying attention to the detail they can see.



Longton Lane Primary School

*'Believe and Achieve'*

### Learning Priorities Summer 2 Changes

### Specific Area: Mathematics

- Exploring the composition of each number within 10.
- Automatically recalling number bonds to 5, including subtraction facts.
- Recalling some number bonds to 10.
- Confidently identifying odd and even numbers.
- Confidently halving and doubling numbers.
- Sharing amounts equally into several groups and identifying the amount in each.
- Counting in 1's, 2's, 5's and 10's.
- Confidently subitising beyond 5.
- Identifying coins and ordering them by value.
- Using everyday language to talk about position, distance and time.
- Identifying and creating symmetrical patterns.
- Ordering days of the week and months of the year.

### Specific Area: Literacy

- Holding simple sentences and writing them independently.
- Identifying and writing letters in their capital from.
- Beginning to write identified letters when hearing the letter names rather than the sounds.
- Thinking carefully about capital letters, finger spaces and finishing sentences with a full stop.
- Reading simple sentences with more fluency and showing an understanding of what they have read.
- Reading and writing more complex words including tricky words.
- Reading and writing words containing Set 2 special friends.
- Demonstrating an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Writing letters with control, thinking carefully about starting and finishing points.

### Specific Area: Understanding the World

- Selecting and using technology for particular purposes.
- Making observations of animals and plants and explaining why some things occur and talking about changes.
- Identifying the key stages in the life cycle of a butterfly.
- Creating their own picture maps.
- Talking about how they have changed since they started in Reception (Looking through and discussing Learning Journeys).
- Talking about the world and why it is special.
- Identifying the impact of human activity on the world and what they can do to reduce this i.e. turning off light switches.
- Talking about summer, including weather and appropriate clothing.
- Identifying the four seasons and recalling key facts.
- Talking about what they would see and do at the seaside.
- Comparing the seaside with other environments.
- Exploring forces (wind, floating and sinking, magnets)

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

### Key Texts

The Magic Train Ride  
The Very Hungry Caterpillar  
Caterpillar to Butterfly  
Pirate Pete with his Smelly Feet  
Norman the Slug with a Silly Shell