Barleyhurst Park Primary School – Key learning intentions

**Classes**: Lions Summer 2 2024

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| **AREA OF LEARNING: Communication and Language** | **Intent** |
| **Vocabulary**:.  Listen, wait, turn, instruction, patient, patience, join in, hand up, questions | **Listening skills:** Children show good listening skills and can listen to one another, adults and new people with great skill. |
| **Vocabulary**: Join in, game, pretend, friend, new, game, different. | **Attention skills:** Children attend to others in play. Children show good levels of attention during learning tasks. |
| **Vocabulary**: Questions, why, what, when, how, explain, listen, heard, because. | **Responding skills:** Children asking questions and for clarification on new knowledge. Children explaining themselves if misunderstood. |
| **Vocabulary:** Book specific vocabulary, animals, man-made, Soon, early, late, square, triangle, circle, soft, hard, smooth. | **Understanding skills:** Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their conversations and during discussions. |
| **Vocabulary:** Play, pretend, topic specific vocabulary, now, then, before, after, if, because, so, could | **Speaking skills:** Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults. |
| **AREA OF LEARNING: Physical Development** | **Intent:** |
| **Vocabulary:.** Space, carefully, aware, surroundings, direction, speed, strength, coordination, play, playing, running, jumping, hopping, skipping, climbing, moving, travelling. | **Gross motor skills:**  Negotiate space and obstacles safely.Show strength, balance and coordination when playing.Move energetically in a range of different ways. |
| **Vocabulary**: Tripod, pencil, grip, skill, tools, pen, pencil, scissors, weaving, threading, accuracy, drawing, detail, tracing. | **Fine motor skills:**  Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing. |
| **AREA OF LEARNING: Personal, Social and Emotional Development** | **Intent:** |
| **Vocabulary:** Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn | **Self-regulation (expressing feelings):**.  Children showing emotional maturity ready for the emotional resilience needed for KS1. Children can use reason and resolutions with other children to keep games and play fair.. |
| **Vocabulary:**.  Independence, getting on, planning, changing, keeping on trying, reflecting | **Self-regulation (behaviour):**  Children are developing in independence and can manage their behaviour in a range of situations in school., |
| **Vocabulary:** Individual, me, my, I can, happy, good, like, better | **Managing self: Self-awareness, keeping healthy**:  Children are proud of who they are and what they can do. They talk about themselves positively. |
| **Vocabulary:** Challenge, harder, next level, healthy, food groups, fats, proteins, carbohydrates, dairy, teeth, brush, dentist | **Independence skills:**  Children continue to look after themselves and understand what healthy choices are. Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey. |
| **Vocabulary:** Your turn, my turn, you can have it, share, sad, happy, friend. | **Building relationships:** Children know if they have hurt someone’s feelings and will apologies without being asked. Children know some children might like or dislike the things they do and that it is okay. Children look after each other and want to help their friends. |
| **Vocabulary:** Teacher, peer, friends, class, nicely, turn taking, having a go. | **Communication skills:**. Children will pick up on adults language used, vocabulary, mannerisms, tone of voice, verbal and non-verbal communications and therefore adapt these into their own communication. |
| **AREA OF LEARNING: Literacy** | **Intent:** |
| **Vocabulary:** Vocabulary, words, recall, retell, next, after that, why, when, like. | **Reading comprehension:** Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Knows key vocabulary used in a range of books. Continue to develop their roleplay to involve the storylines of the books read to them. Recalls many parts of a text with accuracy. |
| **Vocabulary:** Tricky words, re-read, check, sense, edit, change, adapt, improve | **Word reading:** Children beginning to read some tricky words from Phase 4 e.g. said, like, have, so. Children can re-read what they have written to check that it makes sense. |
| **Vocabulary:** grapheme, phoneme, vowel, consonant, tricky words, polysyllabic, syllable | **Development of Phonics:**Children reading CCVCC words with previously taught graphemes. Children reading polysyllabic words and HFW: time,out,house,about,I’m,very,old,called,asked,looked,their,our,Mr,Mrs,don’t,people,could |
| **Vocabulary:** Instructions, recipe, story, non-fiction, fiction, information book, sentences, letter sounds, capital letters, finger spaces and full stops. | **Development of writing:** Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops. |
| **Vocabulary:** Segmenting, phonemes, graphemes, sounds, sound buttons, tricky words, independent | **Development of spelling:** Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Phase 2 and 3 knowledge. Starting to spell Phase 4 words.  Spell some tricky words independently. |
| **Vocabulary:** Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, | **Development of composition**: Write sequenced simple sentences with some finger spaces – working towards including a capital letter and full stop. |
| **Vocabulary:** Pencil grip, pinch and flick, letters, formations, trace, copy, capital letters, correct, writing. | **Development of handwriting:**  Children using a tripod grip to confidently write letters that can be clearly recognised. Children are forming some capital letters correctly. |
| **AREA OF LEARNING: Mathematics** | **INTENT:** |
| **Vocabulary:** share, group, equal, fair, unequal, same, different, divide, double, twice, half, halving, odd, even, left over, number bonds, number facts, memory, repeating pattern, sequence, on top, beside, over, above, behind, in front, opposite, under | **Number and Numerical patterns:** Exploring sharing and grouping equally, doubles of numbers, odd and even numbers, addition and subtraction facts within 5 and some beyond.  **Shape and measure:** deepening understanding, patterns and relationships, spatial reasoning, positional vocabulary, mapping |
| **AREA OF LEARNING: Expressive Arts and Design** | **INTENT:** |
| **Vocabulary:**   * Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, listen, bang, tap, scratch.. * Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, purpose. * Detail, explain, thick, thin, colour, observe, notice, like, dislike. * Paint, painting, colour, choice, inspiration, feeling, emotion, imagination, observation, evaluate, like, dislike, change, similar, different, improve, better. as inspiration. * Sewing, needle, running stich * Print, paint, choice, smudge, clear print, ideas, explain, reason, why.printing materials * Tools, techniques, join, assemble, materials, glue, folds, sellotape, adapt, change, review, explain, clay, modelling * Materials, textures, weaving, instructions, in and out, natural, manmade, pattern. * Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, purpose, independence * Join in, pretend, roleplay, retell, stories, converse, conversation, represent, real life, imagination, celebrations, daily life, shopping, school | **Music:** Performing songs, rhymes, poems and stories and moving in time with the music. Composing and adapting my own music using my voice and with instruments.  **Mark making and Drawing**: Produce more detailed work and say what they have included.  **Use of colour:** (Skill) Choosing a particular colour for a purpose  **Use of paint:** Paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved. (symmetrical butterflies)  **Printing:** Create using their own ideas and explain the choices. (printing caterpillars)  **Textiles and Materials:** Sewing through felt using a running stitch (felt ladybirds)  **Modelling and 3D work:** Select tools and techniques needed to assemble and join materials they are using for a specific reason. (junk model spiders; clay snails)  **Cutting skills:** Use scissors for a particular purpose when combining different media and materials.  **Imagination and Role-Play**: Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping |
| **AREA OF LEARNING: Understanding of the World**  **Vocabulary:**   * Religion, faith, special, people, books, places, church, temple, mosque, synagogue, worship, feelings, similar, different * First, then, next, after that, finally, story. * Same, different, similar, features, environment, hot, cold, care, look * Maps, mapping, environment, features, landmarks, local area * Questions, why, country, community, where I live, story, visitor, celebrations. * Pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats, | **R.E.:** They will learn about different religions, views and values through special places, books, people and objects and through school visits (Bridgebuilder assemblies)  **Chronology/Past and Present:** Children can order experiences that have happened to them and in stories they have read.  **Enquiry:** Children are confident in comparing and contrasting the past and present and can describe and ask questions about old and new. They notice similarities and differences independently and talk about these.  **Respect/People, Cultures and Communities:** Children can compare and contrast different places. Children show respect to one another and to animals.  **Mapping skills:** Children can create own maps using grid paper and symbols.  **Scientific Skills and Knowledge:** Children are confident at naming a range of animals and where they live (habitat) and can sort some animals into the country they live in. Children care for and look after animals and encourage others to do so. Children can compare animals and observe their changes (Lifecycles) |