



Learning overview - Autumn 1 - 2024 - Creswell Class - Foundation 2



ST LUKE'S C OF E
PRIMARY SCHOOL

Work Together - Grow Together - Flourish Together

Topic - My World

Area of Learning	WB: 04/09	WB: 09/09	WB: 16/09	WB:23/09	WB: 30/10	WB: 07/10	WB:14/10
Literacy: Key texts		Who am I? Baseline Assessments	The Three Little Pigs Baseline Assessments	The Three Little Pigs Daily phonics begins	My World - My House - Autumn Time	Peepo by Janet and Allan Ahlberg - Celebrating Harvest	Pumpkin Soup by Helen Cooper Celebrating Autumn
Literacy Autumn Term Checkpoints		To know how to join in with rhymes, songs and stories.	Comprehension - To know how to tell a story to my friends. To know how to talk about the main events in the story and predict what might happen. To know how to retell a story using role play or small world resources, using some story language. To be able to practise writing own name	To know how to join in with rhymes and stories. To be able to recognise and practise writing own name. To know how to retell a story using role play or small world resources, using some story language. To know how to form some recognisable letters.	To know how to recognise some phase 2 sounds. To understand how to write some phase 2 sounds. To know how to practise writing my own name.	Comprehension - To know how to retell a story using role play or small world resources, using some story language. To know and understand how to write some phase 2 sounds.	Writing - To know how to recognise and identify some sounds in words. Writing - To begin to segment and some simple phase 2 CVC words. Comprehension - To know how to talk about the main events in the story and predict what might happen.

Mathematics -		Baseline Assessments	Baseline Assessments	Match, Sort and Compare	Match, Sort and Compare	Match, Sort and Compare	Talk about measure and patterns
<p>Mathematics</p> <p>Autumn Term Checkpoints</p>				<p>Step 1 - Matching objects</p> <p>To know how to match physical objects with other physical objects.</p> <p>To know how to recognise the attributes of familiar objects and point out how they are the same.</p> <p>To know how to identify objects that do not match using the language 'same' and 'different'</p> <p>Step 2 - Matching pictures and objects</p> <p>To know how to match objects with pictures.</p> <p>Step 3 - Identifying a set</p>	<p>Step 4 - Sorting objects into a type</p> <p>To know the term 'sorting' and learn that collections of objects can be sorted based on attributes such as colour, size or shape.</p> <p>Step 5 - Explore sorting techniques</p> <p>To know how to sort objects and discuss how they have sorted them. To know how to sort the same set of objects in a different way.</p>	<p>Step 6 - Creating sorting rules</p> <p>To know a range of sorting techniques to create your own sorting rules.</p> <p>Step 7 - Compare amounts</p> <p>To know that sets can be compared and ordered.</p> <p>To know how to use the language 'more' and 'fewer' when comparing sets of objects.</p>	<p>Step 1 - Comparing size</p> <p>To know that objects can be compared and ordered by size.</p> <p>Step 2 - Comparing mass</p> <p>To know how to use the language such as 'heavy' and 'light' and use this when picking up different objects.</p> <p>Step 3 - Comparing capacity</p> <p>To know that objects can be compared and ordered by their capacity.</p>

<p>Communication and Language - Autumn Term Checkpoints</p>	<p>Listening, Attention and Understanding - To know how to listen during story time.</p> <p>To know and remember how to 'join in with rhymes and stories I like.</p> <p>Speaking - To know how to communicate confidently with peers and adults.</p>	<p>Listening, Attention and Understanding - To know how to follow instructions using prepositions.</p> <p>To know how to respond to a string of requests one after another.</p> <p>Speaking - To know how to use talk to communicate needs, news, feelings and ideas.</p>	<p>Listening, Attention and Understanding - To know how to follow a story with props and pictures.</p> <p>To know how to contribute with relevant comments in discussions.</p> <p>Speaking - To know how to use vocabulary to express imaginary events in play sometimes building stories around toys and objects.</p>	<p>Listening, Attention and Understanding - To know how to and begin to ask other questions e.g. how, when, what etc.</p> <p>To know and understand how to listen carefully and why listening is important.</p> <p>Speaking - To know how to use new vocabulary.</p>	<p>Listening, Attention and Understanding - To know how to listen during story time.</p> <p>To know and remember how to 'join in with rhymes and stories I like.</p> <p>Speaking - To know how to communicate confidently with peers and adults.</p>	<p>Listening, Attention and Understanding - To know how to follow a story with props and pictures.</p> <p>To know how to contribute with relevant comments in discussions.</p> <p>Speaking - To know how to use vocabulary to express imaginary events in play sometimes building stories around toys and objects.</p>	<p>Listening, Attention and Understanding - To know how to follow instructions using prepositions.</p> <p>To know how to respond to a string of requests one after another.</p> <p>Speaking - To know how to use talk to communicate needs, news, feelings and ideas.</p>
<p>Personal, Social and Emotional Development Autumn Term Checkpoints</p>	<p>Self-Regulation - To know how to be aware of my own feelings, and know that some actions can hurt others' feelings.</p> <p>Managing self - To know how to make independent choices and be confident to try new things</p>	<p>Self-Regulation -To know and accept the needs of others and take turns and share resources, sometimes with support.</p> <p>Managing self -To know how to be outgoing towards unfamiliar people and more confident in new social situations.</p>	<p>Self-Regulation - To know how to tolerate delay when my needs are not immediately met, and understand that my wishes may not always be met.</p> <p>Managing self - To know how to show confidence in asking adults for help.</p>	<p>Self-Regulation - To know how to become engrossed in an activity and know what to do when I find it difficult to switch attention to another task.</p> <p>Managing self - To know how to persevere with fastenings on coats,</p>	<p>Self-Regulation - To know how to identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.</p> <p>Managing self - To know how to wash my hands without reminders.</p>	<p>Self-Regulation - To know how to focus attention in a whole class group for a teaching session.</p> <p>Managing self - To know how to make independent choices and be confident to try new things</p>	<p>Self-Regulation - To be able and willing to keep trying if something is difficult or challenging.</p> <p>Managing self - To know how to be outgoing towards unfamiliar people and more</p>

	<p>although I still may prefer to choose activities that are within my capability.</p> <p>Building relationships- To know how to initiate play, offering cues to my friends to join me- sharing and taking turns</p>	<p>Building relationships- To know how to demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.</p>	<p>Building relationships- To be able to identify when another child is upset and respond appropriately.</p>	<p>fastening buttons, putting on shoes and follows instructions to dress and undress.</p> <p>Building relationships- To know how to initiate play, offering cues to my friends to join me.</p>	<p>Building relationships- To know how to demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.</p>	<p>although prefers to choose activities that are within their capability.</p> <p>Building relationships- To know how to identify when another child is upset and respond appropriately.</p>	<p>confident in new social situations.</p> <p>Building relationships- To know how to initiate play, offering cues to my friends to join me - sharing and taking turns</p>
<p>Physical Development</p> <p>Autumn Term Checkpoints</p>	<p>Gross Motor - To know how move freely and with pleasure and confidence in a range of ways.</p> <p>Fine Motor - To know how to use a tripod grasp.</p> <p>Funky fingers task -</p> <p>Threading and Lacing</p> <p>P.E lesson - Moving in different ways - running, walking, skipping, hopping etc</p>	<p>Gross Motor - To know how to run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Fine Motor - To know how to use a tripod grasp.</p> <p>Funky fingers task -</p> <p>Threading and Lacing</p> <p>P.E lesson - Moving in different ways - running, walking, skipping, hopping etc</p>	<p>Gross Motor - To know how to use large construction to build.</p> <p>Fine Motor - To know how to develop their fine motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Funky fingers task -</p> <p>Peg boards and Geoboards</p> <p>P.E lesson - Using large apparatus and</p>	<p>Gross Motor - To know how to stand momentarily on one foot when shown.</p> <p>To know how to run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Fine Motor - To know how to draw, representing recognisable objects or shapes in work.</p> <p>To know how to use scissors to cut along curved lines, holding</p>	<p>Gross Motor - To know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Fine Motor - To know how to draw, representing recognisable objects or shapes in work.</p> <p>To know how to use scissors to cut along curved lines, holding scissors in the correct position.</p> <p>Funky fingers task -</p>	<p>Gross Motor - To know to show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>To know how to run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Fine Motor -To know how to mould and shape modelling materials</p>	<p>Gross Motor - To know how to run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Fine Motor - To know how to mould and shape modelling materials with fingers and tools.</p> <p>Funky fingers task - Play dough</p> <p>P.E lesson - Ball skills - using a range of ball sizes</p>

			other obstacles to build and use.	scissors in the correct position. Funky fingers task - Scissor control - cutting out a range of shapes. P.E lesson - Using large apparatus and other obstacles to build and use.	Scissor control - cutting out a range of shapes. P.E lesson - Ball skills - using a range of ball sizes - practise the skill of pushing, patting, throwing, kicking and catching.	with fingers and tools. Funky fingers task - Play dough P.E lesson - Ball skills - using a range of ball sizes - practise the skill of pushing, patting, throwing, kicking and catching.	- practise the skill of pushing, patting, throwing, kicking and catching.
Understanding the world			Identifying materials - Houses and Homes	Sorting and grouping materials - Naming materials	Where do I live? What can you do in our village/town?	How were home different a long time ago?	Animals at Autumn Time - Habitats
Understanding the World Autumn Term Checkpoints	The Natural World - To know how to explore the natural world and talk about out the things that are noticed. To know how to ask questions about the natural world. To know how to recognise change	Past and Present - To know how to talk about different people and their roles within our society. To know and understand the difference between past and present and is to build up knowledge of key historical events through topics,	The Natural World - To know how to ask questions about aspects of my familiar world such as the place where I live or the natural world.	The Natural World - To know how to explore the natural world and talk about out the things that are noticed. To know how to ask questions about the natural world. To know to how to recognise change and	The Natural World - To know how to explore the natural world and talk about out the things that are noticed. To know how to ask questions about the natural world. To know to how to recognise change and be able to	The Natural World - To know how to explore the natural world and talk about out the things that are noticed. To know how to ask questions about the natural world.	Past and Present - To know how to talk about significant events in my own experience. To know and understand the difference between past and present and is building up knowledge of key

	and can describe what is happening.	stories and community events, e.g. Bonfire Night, Remembrance Day.		be able to describe what is happening. To know how to talk about how things work.	describe what is happening. To know how to talk about how things work.	To know how to recognise change and can describe what is happening.	historical objects such as toys.
Understanding the World - People, Culture and communities		Who is God?	How can we talk to God?	Stories from the Bible - How did God create the Earth?	What is Harvest?	What can we do to help others at Harvest Time?	Thanking our God at Harvest Time
People, Culture and Communities Autumn Term Checkpoints	To know how to show interest in the lives of other people or events. To know about some celebrations and is able to talk about how they might be celebrated.	Show interest in the lives of other people or events. To know how to recognise and comment on similarities and differences between people.	Show interest in the lives of other people or events. To know how to recognise and comment on similarities and differences between people.	To know how to show interest in the lives of other people or events. To know how to recognise and comment on similarities and differences between people.	To know about some celebrations and is able to talk about how they might be celebrated.	To know about some celebrations and is able to talk about how they might be celebrated.	To know about some celebrations and is able to talk about how they might be celebrated.

Expressive Arts	Self-portraits - Paint	Self-portraits - Paint	Colour mixing - Using powder paints	House collages - Cutting and sticking	House collages - Cutting and sticking Family drawings	Harvest printing - Fruit and Vegetables	Making Harvest Soup
Expressive Arts Autumn Term Checkpoints	<p>Creating with materials - To know how to explore with colour and how colours can be changed.</p> <p>To know how to make some independent choices about the resources needed and talk about my creations.</p> <p>To know how experiment with different tools and techniques.</p>	<p>Creating with Materials - To know how to use different textures in creations and will combine media.</p> <p>To know how to make some independent choices about the resources needed and talks about creations.</p>	<p>Creating with materials - To know how to experiment with different tools and techniques.</p>	<p>Creating with materials - To know how to experiment with different tools and techniques.</p> <p>To know how to explore colour and how colours can be changed.</p>	<p>Creating with materials - To know how to use a range of shapes and colours to represent observational drawings.</p>	<p>Creating with materials - To know how to use a range of shapes and colours to represent observational drawings.</p> <p>To know how to explore with colour and how colours can be changed.</p>	<p>Creating with materials - To know how to use a range of shapes and colours to represent observational drawings.</p>
Expressive Arts: Music	Listening to rhymes and songs - Singing	Listening to rhymes - Following a beat	Exploring sounds and instruments	Exploring sounds and instruments			
Expressive Arts: Music Autumn Term Checkpoints	<p>Being imaginative and expressive - To know how to sing to myself and makes up simple songs.</p> <p>To know how to engage in imaginative role-play</p>	<p>Being imaginative and expressive - To be able to join in with dancing and ring games.</p> <p>To know how to move rhythmically. To know how imitate movement in</p>	<p>Being imaginative and expressive - To know how to sing to myself and makes up simple songs.</p> <p>To know how to engage in imaginative role-</p>	<p>Being imaginative and expressive - To be able to join in with dancing and ring games.</p> <p>To know how to move rhythmically. To know how imitate movement in</p>	<p>Being imaginative and expressive - To know how to sing to myself and makes up simple songs.</p> <p>To know how to engage in imaginative role-</p>	<p>Being imaginative and expressive - To be able to join in with dancing and ring games.</p> <p>To know how to move rhythmically.</p>	<p>Being imaginative and expressive - To know how to sing to myself and makes up simple songs.</p> <p>To know how to engage in</p>

	<p>based on own first-hand experiences.</p>	<p>response to music.</p> <p>To know how to tap out simple repeated rhythms.</p>	<p>play based on own first-hand experiences.</p>	<p>response to music.</p> <p>To know how to tap out simple repeated rhythms.</p>	<p>play based on own first-hand experiences.</p>	<p>To know how imitate movement in response to music.</p> <p>To know how to tap out simple repeated rhythms.</p>	<p>imaginative role-play based on own first-hand experiences.</p>
--	---	--	--	--	--	--	---

