




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

Topic - Once upon a time...



Area of Learning	WB: 04/11	WB: 11/11	WB: 18/11	WB:25/11	WB:02/12	WB:09/12	WB:16/12
	<p>Diwali - 31-1</p> <p>Bonfire Night - 5th</p>	<p>Remembrance Day - 11th</p> <p>Children in Need - 15th</p> <p>Anti-Bullying Week</p>			<p>Advent - 1st</p>		
Literacy: Key texts	<p>Bonfire Night</p> <p>Diwali</p> <p>The Story of Rama and Sita</p>	<p>Nursery Rhymes - Nursey Rhyme Week</p> <p>Remembrance Day</p>	<p>Little Red Riding Hood</p> <p>Traditional Tales</p>	<p>Stick Man</p> <p>By Julia Donaldson</p>	<p>Stick Man</p> <p>By Julia Donaldson</p>	<p>The First Christmas</p>	<p>The First Christmas</p>
Literacy Autumn Term Checkpoints	<p>Comprehension - To know how to tell a story to friends.</p> <p>To be able to talk about the main events in the story and predict what might happen.</p> <p>To know how to retell a story using role play or small world resources, using some story language.</p>	<p>Word reading -To know the majority of phase 2 sounds.</p> <p>To know how to join in with rhymes and stories.</p> <p>To know how to orally blend simple words demonstrating my knowledge of sounds.</p>	<p>Writing - To know how to identify sounds in words.</p> <p>Writing - To know how to segment and spell some Phase 2 CVC words.</p> <p>Comprehension -To know how to tell a story to friends.</p>	<p>Word reading - To know the majority of phase 2 sounds.</p> <p>Word reading - To know how to blend and read Phase 2 cvc words.</p> <p>Word reading - Begin to know how to read a simple caption.</p>	<p>Writing - To know how to say a simple sentence for writing (oral and count words).</p> <p>Writing - To know how to write some lower case letters correctly.</p> <p>Word reading - Begin to know how to read a simple caption.</p>	<p>Comprehension - To know retell a story using role play or small world resources, using some story language.</p> <p>Word reading - Starting to read a simple caption.</p>	<p>Writing - To know how to identify sounds in words.</p> <p>Writing - To know how to segment and spell Phase 2 CVC words.</p> <p>Comprehension - To know how to talk about the main events in the story and predict what might happen.</p>

<p>Mathematics -</p> <p>White rose maths units:3,4,5 and 6</p> <p>It's me 1,2,3</p> <p>Circles/Triangles</p> <p>1,2,3,4,5</p> <p>Shapes with 4 sides</p>	<p>Representing 1,2 and 3 - Subitise and Counting - Matching number names to numerals and quantities</p>	<p>Representing 1,2 and 3 - Counting - Counting up to 3 objects - learning how to touch count - Mark making to represent these numbers</p>	<p>Circles and Triangles - Identifying and comparing shapes</p>	<p>1,2,3,4,5 - Subitising numbers to 5</p>	<p>1 - 10 - More or Less</p>	<p>Shapes with four sides - Identifying 4-sided shapes</p>	<p>Shapes with four sides - Shapes in the environment</p>
<p>Mathematics</p> <p>Autumn Term</p> <p>Checkpoints</p>	<p>To know how to subitise to 3.</p> <p>To know how to recognise numbers to 5</p> <p>To know how to represent 1 - 5 on fingers, on a tens frame and with objects</p> <p>To know how to show accuracy when counting a group of up to 5 objects</p>	<p>To know how to show accuracy when counting a group of up to 5 objects</p> <p>To know how to demonstrate understanding of the cardinal principle (the final number you say is the total) when counting objects</p>	<p>Begin to know how to identify shapes in the environment - circles and triangles</p> <p>To know how to use comparative language when describing shapes</p> <p>To know how to compare items according to these criteria</p> <p>To know how to describe where something is using positional language</p>	<p>To know how to discuss the composition of numbers to 5, showing some automatic recall of number facts.</p> <p>To know how to subitise with numbers to 5</p>	<p>To know how to recite numbers to 20 confidently</p> <p>To know how to count back from 10</p>	<p>Begin to know how to identify shapes in the environment - 4 sided shapes</p> <p>To know how to use comparative language like taller, shorter, the same</p> <p>To know how to compare items according to these criteria</p>	<p>To know how to identify shapes around the environment</p> <p>To know how to notice shapes on the flat surface of objects in the classroom and outside</p> <p>To know how to find shapes within other shapes</p> <p>To know how to talk about the properties and make comparisons between the shapes.</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 how to remember and 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 be able to respond to a string of requests one after another.</p> <p>Speaking - To know how to use speech 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 - Begin to know how to ask other questions e.g. how, when, what etc.</p> <p>To know and understand how to listen carefully and know why listening is important.</p> <p>Speaking - To know how to use a range of new vocabulary.</p>	<p>Listening, Attention and Understanding - To know how to listen during story time.</p> <p>To be able to remember and 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 speech to communicate needs, news, feelings and ideas.</p>
<p>Personal, Social and Emotional Development Autumn Term Checkpoints</p> 	<p>Jigsaw unit 2: Celebrating Differences</p> <p>What am I good at?</p> <p>To know how to identify something I am good at and understand everyone is good at different things.</p>	<p>Anti-bullying Work</p> <p>To know how to help if someone is being bullied.</p>	<p>I am special, I am me -</p> <p>To be able to understand that being different makes us all special.</p>	<p>Families -</p> <p>To know we are all different but the same in some ways.</p> <p>To know how to help if someone is being bullied.</p>	<p>Homes -</p> <p>To know why my home is special to me.</p> <p>To know how to solve problems.</p>	<p>Making Friends -</p> <p>To know how to be a kind friend.</p> <p>To know how to use kind words.</p>	<p>Standing up for yourself -</p> <p>To know which words to use to stand up for myself when someone says or</p>

	<p>Self-Regulation - Aware of my own feelings, and know that some actions can hurt others' feelings.</p> <p>Managing self - Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability.</p> <p>Building relationships- Initiate play, offering cues to my friends to join me-sharing and taking turns</p>	<p>Self-Regulation - Accept the needs of others and take turns and share resources, sometimes with support.</p> <p>Managing self - Outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Building relationships- Demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.</p>	<p>To know how to include others when working and playing</p> <p>Self-Regulation - Tolerate delay when my needs are not immediately met, and understand that my wishes may not always be met.</p> <p>Managing self - Show confidence in asking adults for help.</p> <p>Building relationships- Is able to identify when another child is upset and respond appropriately.</p>	<p>Self-Regulation - Can become engrossed in an activity and finds it difficult to switch attention to another task.</p> <p>Managing self - Perseveres with fastenings on coats and follows instructions to dress and undress</p> <p>Building relationships- Initiate play, offering cues to my friends to join me.</p>	<p>Self-Regulation - Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.</p> <p>Managing self - Washes hands without reminders.</p> <p>Building relationships- Demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.</p>	<p>Self-Regulation - Can focus attention in a whole class group for a teaching session.</p> <p>Managing self - Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability.</p> <p>Building relationships- Is able to identify when another child is upset and respond appropriately.</p>	<p>does something unkind</p> <p>To know how to give and receive compliments.</p> <p>Self-Regulation - Is willing to keep trying if something is difficult or challenging.</p> <p>Managing self - Outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Building relationships- 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 to move freely and with pleasure and confidence in a range of ways.</p>	<p>Gross Motor - To know to run skilfully and negotiate space successfully, adjusting speed or</p>	<p>Gross Motor - To know how to use large construction to build.</p> <p>Fine Motor - To continue to Develop</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</p>	<p>Gross Motor - To begin to show increasing control over an object in pushing, patting,</p>	<p>Gross Motor - To begin to show increasing control over an object in pushing, patting,</p>	<p>Gross Motor - To know how to run skilfully and negotiate space successfully, adjusting speed or</p>

	<p>Fine Motor - Use a tripod grasp.</p> <p>Funky fingers task - Threading and Lacing</p> <p>P.E lesson - Moving in different ways - running, walking, skipping, hopping etc</p>	<p>direction to avoid obstacles.</p> <p>Fine Motor - To know how to use a tripod grasp.</p> <p>Funky fingers task - Threading and Lacing</p> <p>P.E lesson - Moving in different ways - running, walking, skipping, hopping etc</p>	<p>their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Funky fingers task - Peg boards and Geoboards</p> <p>P.E lesson - Using large apparatus and other obstacles to build and use.</p>	<p>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 scissors in the correct position.</p> <p>Funky fingers task - Scissor control - cutting out a range of shapes.</p> <p>P.E lesson - Using large apparatus and other obstacles to build and use.</p>	<p>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 - Scissor control - cutting out a range of shapes.</p> <p>P.E lesson - Ball skills - using a range of ball sizes - practise the skill of pushing, patting, throwing, kicking and catching.</p>	<p>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 with fingers and tools.</p> <p>Funky fingers task - Play dough</p> <p>P.E lesson - Ball skills - using a range of ball sizes - practise the skill of pushing, patting, throwing, kicking and catching.</p>	<p>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 - practise the skill of pushing, patting, throwing, kicking and catching.</p>
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Understanding the world	The Gun powder plot - Past and Present - Who is Guy Fawkes and why do we celebrate Bonfire Night?	Light and Dark - The Natural World What is light and dark?	Where do we live? Where is the U.K? - The Natural World	Light and Dark - Sources of light - The Natural World	Light and Dark - Seeing in the dark - The Natural World	Light and Dark - The Natural World - What is the Sun?	The History of Toys - Past and Present - What did my mum and dad or grandparents have for Christmas as a child?
Understanding the World Autumn Term Checkpoints	Past and Present - To know how to talk about different people and their roles within our society. To be able to understand the difference between past and present and is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day.	The Natural World - To know about the natural world and talk about out the things that are noticed. To know how to explore and ask questions about the natural world. To know how to recognise changes and can describe what is happening.	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. To know how to locate the UK on a map. To know how to identify some places in the UK.	The Natural World - To know about the natural world and talk about out the things that are noticed. To know how to questions about the natural world. To know how to recognise change and can describe what is happening. To know how to talk about how things work.	The Natural World - To know about the natural world and talk about out the things that are noticed. To know how to questions about the natural world. To know how to recognise change and can describe what is happening. To know how to talk about how things work.	The Natural World - To know about the natural world and talk about the things that are noticed. To know how to ask questions about the natural world. To know how to recognise change and can describe what is happening. To know how to talk about how things work.	Past and Present - To know and remember about significant events in my own experience. To know and understand the difference between past and present and is building up knowledge of key historical objects such as toys - then and now.

<p>Understanding the World - People, Culture and communities</p>	<p>Celebrating Diwali - How do people celebrate Diwali?</p>	<p>Incarnation - Understanding Christianity</p> <p>To understand that Christians believe God came to Earth in human form as Jesus.</p>	<p>Incarnation - Understanding Christianity</p> <p>To understand that Christians believe Jesus came to show that all people are precious and special to God.</p>	<p>Hannukah - What are the 8 days of Hannukah?</p> <p>What is Hannukah and Who celebrates it?</p>	<p>The First Christmas - Who is Mary and Joseph and what special journey did they make?</p>	<p>The First Christmas -</p> <p>Who was the special baby that was born in the stable?</p>	<p>The First Christmas -</p> <p>How did everyone find the stable and what gifts did they bring baby Jesus?</p>
<p>People, Culture and Communities</p> <p>Autumn Term Checkpoints</p>	<p>To show an interest in the lives of other people or events.</p> <p>To know about some celebrations and is able to talk about how they might be celebrated, e.g. Diwali.</p>	<p>To show an interest in the lives of other people or events.</p> <p>To know how to recognise and comment on similarities and differences between people.</p>	<p>To show an interest in the lives of other people or events.</p> <p>To know how to recognise and comment on similarities and differences between people.</p>	<p>To show an interest in the lives of other people or events.</p> <p>To know how to recognise and comment on similarities and differences between people.</p> <p>To know about some celebrations and is able to talk about how they might be celebrated, e.g. Hannukah</p>	<p>To know about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas and Advent.</p>	<p>To know about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas and Advent.</p>	<p>To know about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas and Advent.</p>

Expressive Arts	Poppy paintings and 3D poppies for display	Making puppets - Creating the characters from Nursey Rhymes	Paintings - Colour mixing - Characters from Little Red Riding Hood	Paintings - Characters from Little Red Riding Hood	Pop-up Card Design - Design and create - Stickman	Christmas Cards - Father Christmas	Christmas Cards - Father Christmas
Expressive Arts Autumn Term Checkpoints	<p>Creating with materials - To be able to explore 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 to 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>To know about creating new colours by mixing primary colours.</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 experiment with different tools and techniques.</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 use a range of shapes and colours to represent observational drawings.</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>
Expressive Arts: Music	Diwali - Bollywood/traditional Indian dancing	Diwali - Bollywood/traditional Indian dancing	Exploring beats - Using instruments	Exploring beats - Using instruments	Nativity performance and songs	Nativity performance and songs	Listening to traditional Christmas carols/songs
Expressive Arts: Music Autumn Term Checkpoints	Being imaginative and expressive - To know how to sing to myself and makes up simple songs.	Being imaginative and expressive - To know how to join in with dancing and ring games. Begin to know how	Being imaginative and expressive - To know how to sing to myself and makes up simple songs.	Being imaginative and expressive - To know how to join in with dancing and ring games. Begin to know how	Being imaginative and expressive - To know how to join in with dancing and ring games.	Being imaginative and expressive - To know how to join in with dancing and ring games.	Being imaginative and expressive - To know how to join in with dancing and ring games.

	To know how to engage in imaginative role-play based on own first-hand experiences.	to move rhythmically and imitate movement in response to music. To know how to tap out simple repeated rhythms.	To know how to engage in imaginative role-play based on own first-hand experiences.	to move rhythmically and imitate movement in response to music. To know how to tap out simple repeated rhythms	Begin to know how to move rhythmically and imitate movement in response to music. To know how to tap out simple repeated rhythms	Begin to know how to move rhythmically and imitate movement in response to music. To know how to tap out simple repeated rhythms.	Begin to know how to move rhythmically and imitate movement in response to music. To know how to tap out simple repeated rhythms.
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