



Learning overview - Autumn 1 - 2023 - Creswell Class - Foundation 2



Topic - My World

Area of Learning	WB: 06/09	WB: 11/09	WB: 18/09	WB:25/09	WB: 02/10	WB: 09/10	WB:16/10
Literacy: Key texts		Who am I? Baseline Assessments	The Three Little Pigs Baseline Assessments	The Three Little Pigs Baseline Assessments	My World - My House - Daily phonics begins Autumn Time	Peepo by Janet and Allan Ahlberg - Celebrating Harvest	Pumpkin Soup by Helen Cooper Celebrating Autumn
Literacy Autumn Term Checkpoints		I can join in with rhymes and stories.	Comprehension - I can tell a story to my friends. Is able to talk about the main events in the story and predict what might happen. Can retell a story using role play or small world resources, using some story language. Practise writing own name.	I can join in with rhymes and stories. Practise writing own name. Can retell a story using role play or small world resources, using some story language.	Begins to recognise phase 2 sounds. Begins to understand how to write some phase 2 sounds. Practise writing own name.	Comprehension - Can retell a story using role play or small world resources, using some story language. Begins to understand how to write some phase 2 sounds.	Writing - Can Identify sounds in words. Writing - Can segment and blend some simple Phase 2 CVC words. Comprehension - Is able to talk about the main events in the story and predict what might happen.

Mathematics -		Baseline Assessments	Baseline Assessments	Baseline Assessments	Match, Sort and Compare	Match, Sort and Compare	Talk about measure and patterns
Mathematics Autumn Term Checkpoints					<p>Step 1 - Matching objects</p> <p>Step 2 - Matching pictures and objects</p> <p>Step 3 - Identifying a set</p>	<p>Step 4 - Sorting objects into a type</p> <p>Step 5 - Explore sorting techniques</p> <p>Step 6 - Creating sorting rules</p> <p>Step 7 - Compare amounts</p>	<p>Step 1 - Comparing size</p> <p>Step 2 - Comparing mass</p> <p>Step 3 - Comparing capacity</p>
Communication and Language - Autumn Term Checkpoints	<p>Listening, Attention and Understanding - Listens during story time.</p> <p>Remember and join in with rhymes and stories I like.</p> <p>Speaking - Communicating confidently with peers and adults.</p>	<p>Listening, Attention and Understanding - Follow instructions using prepositions.</p> <p>Respond to a string of requests one after another.</p> <p>Speaking - Uses talks to communicate needs, news, feelings and ideas.</p>	<p>Listening, Attention and Understanding - Follow a story with props and pictures.</p> <p>Contributes with relevant comments in discussions.</p> <p>Speaking - Use vocabulary to express imaginary events in play sometimes building stories around toys and objects.</p>	<p>Listening, Attention and Understanding - Begin to ask other questions e.g. how, when, what etc.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Speaking - Uses new vocabulary.</p>	<p>Listening, Attention and Understanding - Listens during story time.</p> <p>Remember and join in with rhymes and stories I like.</p> <p>Speaking - Communicating confidently with peers and adults.</p>	<p>Listening, Attention and Understanding - Follow a story with props and pictures.</p> <p>Contributes with relevant comments in discussions.</p> <p>Speaking - Use vocabulary to express imaginary events in play sometimes building stories around toys and objects.</p>	<p>Listening, Attention and Understanding - Follow instructions using prepositions.</p> <p>Respond to a string of requests one after another.</p> <p>Speaking - Uses talks to communicate needs, news, feelings and ideas.</p>

Personal, Social and Emotional Development Autumn Term Checkpoints	<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>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>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>
Physical Development Autumn Term Checkpoints	<p>Gross Motor - Can move freely and with pleasure and confidence in a range of ways.</p>	<p>Gross Motor - Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p>	<p>Gross Motor - Uses large construction to build.</p> <p>Fine Motor - Continue to Develop their small motor</p>	<p>Gross Motor - Stand momentarily on one foot when shown.</p> <p>Run skilfully and negotiate space successfully,</p>	<p>Gross Motor - Show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>Gross Motor - Show increasing control over an object in pushing, patting, throwing,</p>	<p>Gross Motor - Run skilfully and negotiate space successfully, adjusting speed or</p>

	<p>Fine Motor - 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>Fine Motor - 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>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 other obstacles to build and use.</p>	<p>adjusting speed or direction to avoid obstacles.</p> <p>Fine Motor - Draw, representing recognisable objects or shapes in work.</p> <p>Use scissors to cut along curved lines, holding scissors in the correct position.</p> <p>Funky fingers task -</p> <p>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>Fine Motor - Draw, representing recognisable objects or shapes in work.</p> <p>Use scissors to cut along curved lines, holding scissors in the correct position.</p> <p>Funky fingers task -</p> <p>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>catching or kicking it.</p> <p>Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Fine Motor - Is able 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 - Is able 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>
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	The Natural World - Explores the natural world and	Past and Present - Talks about different	The Natural World - Can ask questions about aspects of my	The Natural World - Explores the natural world and talk about	The Natural World - Explores the natural world and	The Natural World - Explores the natural world and	Past and Present - Can remembers and talk about

<p>Autumn Term Checkpoints</p>	<p>talk about out the things that are noticed.</p> <p>Ask questions about the natural world.</p> <p>Recognises change and can describe what is happening.</p>	<p>people and their roles within our society.</p> <p>Understands 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.</p>	<p>familiar world such as the place where I live or the natural world.</p>	<p>out the things that are noticed.</p> <p>Ask questions about the natural world.</p> <p>Recognises change and can describe what is happening.</p> <p>Talk about how things work.</p>	<p>talk about out the things that are noticed.</p> <p>Ask questions about the natural world.</p> <p>Recognises change and can describe what is happening.</p> <p>Talk about how things work.</p>	<p>talk about out the things that are noticed.</p> <p>Ask questions about the natural world.</p> <p>Recognises change and can describe what is happening.</p> <p>Talk about how things work.</p>	<p>significant events in my own experience.</p> <p>Understands the difference between past and present and is building up knowledge of key historical objects such as toys.</p>
<p>Understanding the World – People, Culture and communities</p>		<p>Who is God?</p>	<p>How can we talk to God?</p>	<p>Stories from the Bible – How di God create the Earth?</p>	<p>What is Harvest?</p>	<p>What can we do to help others at Harvest Time?</p>	<p>Thanking our God at Harvest Time</p>
<p>People, Culture and Communities</p> <p>Autumn Term Checkpoints</p>	<p>Show interest in the lives of other people or events.</p> <p>Knows about some celebrations and is able to talk about how they might be celebrated.</p>	<p>Show interest in the lives of other people or events.</p> <p>Recognise and comment on similarities and differences between people.</p>	<p>Show interest in the lives of other people or events.</p> <p>Recognise and comment on similarities and differences between people.</p>	<p>Show interest in the lives of other people or events.</p> <p>Recognise and comment on similarities and differences between people.</p>	<p>Knows about some celebrations and is able to talk about how they might be celebrated.</p>	<p>Knows about some celebrations and is able to talk about how they might be celebrated.</p>	<p>Knows about some celebrations and is able to talk about how they might be celebrated.</p>

Expressive Arts	Self portraits - Paint	Self portraits - Paint	Colour mixing - Using powder paints	House collages - Cutting and sticking	House collages - Cutting and sticking	Harvest printing - Fruit and Vegetables	Making Harvest Soup
Expressive Arts Autumn Term Checkpoints	<p>Creating with materials - Explore colour and how colours can be changed.</p> <p>Makes some independent choices about the resources needed and talks about creations.</p> <p>Experiments with different tools and techniques.</p>	<p>Creating with Materials - Uses different textures in creations and will combine media.</p> <p>Makes some independent choices about the resources needed and talks about creations.</p>	<p>Creating with materials - Experiments with different tools and techniques.</p>	<p>Creating with materials - Experiments with different tools and techniques.</p> <p>Explore colour and how colours can be changed.</p>	<p>Creating with materials - Uses a range of shapes and colours to represent observational drawings.</p>	<p>Creating with materials - Uses a range of shapes and colours to represent observational drawings.</p> <p>Explore colour and how colours can be changed.</p>	<p>Creating with materials - Uses 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 - Sing to myself and makes up simple songs.</p> <p>Engage in imaginative role-play based on own first-hand experiences.</p>	<p>Being imaginative and expressive - Enjoy joining in with dancing and ring games.</p> <p>Begin to move rhythmically.</p> <p>Imitate movement in response to music.</p> <p>Tap out simple repeated rhythms.</p>	<p>Being imaginative and expressive - Sing to myself and makes up simple songs.</p> <p>Engage in imaginative role-play based on own first-hand experiences.</p>	<p>Being imaginative and expressive - Enjoy joining in with dancing and ring games.</p> <p>Begin to move rhythmically.</p> <p>Imitate movement in response to music.</p> <p>Tap out simple repeated rhythms.</p>	<p>Being imaginative and expressive - Begin to move rhythmically.</p> <p>Imitate movement in response to music.</p> <p>Tap out simple repeated rhythms.</p>	<p>Being imaginative and expressive - Begin to move rhythmically.</p> <p>Imitate movement in response to music.</p> <p>Tap out simple repeated rhythms.</p>	<p>Being imaginative and expressive - Sing to myself and makes up simple songs.</p> <p>Engage in imaginative role-play based on own first-hand experiences.</p>

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