



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

Topic - Once upon a time...



Area of Learning	WB: 06/11	WB: 13/11	WB: 20/11	WB:27/11	WB:04/12	WB:11/12	WB:18/12
	<p>World Science Day 10th</p> <p>Remembrance Day - 11th</p>	<p>Diwali - 12th</p> <p>Children in Need - 17th</p> <p>Anti-Bullying Week</p>		<p>Advent - 1st</p>	<p>Hanukkah - 7th</p>		
Literacy: Key texts	<p>The Gunpowder Plot</p> <p>Remembrance Day</p> <p>Bonfire Night</p>	<p>Diwali</p> <p>The Story of Rama and Sita</p>	<p>Little Red Riding Hood</p> <p>Traditional Tales</p>	<p>Lost and Found</p> <p>By Oliver Jeffers</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 - Can tell a story to friends.</p> <p>Is able to talk about the main events in the story and predict what might happen.</p> <p>Can retell a story using role play or small world resources, using some story language.</p>	<p>Word reading - Know the majority of phase 2 sounds.</p> <p>I can join in with rhymes and stories.</p> <p>I can orally blend simple words demonstrating my knowledge of sounds.</p>	<p>Writing - Can Identify sounds in words.</p> <p>Writing - Can segment and spell Phase 2 CVC words.</p> <p>Comprehension - Can tell a story to friends.</p>	<p>Word reading - Know the majority of phase 2 sounds.</p> <p>Word reading - Can blend and read Phase 2 cvc words.</p> <p>Word reading - Starting to read a simple caption.</p>	<p>Writing - Says a simple sentence for writing (oral and count words).</p> <p>Writing - Writes some lower case letters correctly.</p> <p>Word reading - Starting to read a simple caption.</p>	<p>Comprehension - Can 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 - Can Identify sounds in words.</p> <p>Writing - Can segment and spell Phase 2 CVC words.</p> <p>Comprehension - Is able to talk about the main events in the story and predict what might happen.</p>

<p>Mathematics -</p> <p>White rose maths unit: It's me 1,2,3!</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 Checkpoints</p>	<p>Subitise to 3.</p> <p>Recognise numbers to 5.</p> <p>Represent 1 - 5 on fingers, on a tens frame and with objects</p> <p>Show accuracy when counting a group of up to 5 objects.</p>	<p>Show accuracy when counting a group of up to 5 objects.</p> <p>Demonstrate understanding of the cardinal principle (the final number you say is the total) when counting objects.</p>	<p>Start to identify shapes in the environment - circles and triangles</p> <p>Use comparative language like taller, shorter, the same.</p> <p>Compare items according to these criteria.</p>	<p>Discuss composition of numbers to 5, showing some automatic recall of number facts.</p> <p>Learn how to subitise with numbers to 5.</p>	<p>Recite numbers to 20 confidently.</p> <p>Count back from 10.</p>	<p>Start to identify shapes in the environment - 4 sided shapes.</p> <p>Use comparative language like taller, shorter, the same.</p> <p>Compare items according to these criteria.</p>	<p>Identifying shapes around the environment.</p> <p>Provide different opportunities for children to notice shapes on the flat surface of objects in the classroom and outside</p> <p>Encourage them to find shapes within other shapes.</p> <p>Talk about the properties and make comparisons between the shapes. Find the shapes within shapes.</p>

<p>Communication and Language - Autumn Term Checkpoints</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 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>
<p>Personal, Social and Emotional Development Autumn Term Checkpoints</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</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</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</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>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</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</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-</p>

	<p>within their capability.</p> <p>Building relationships- Initiate play, offering cues to my friends to join me-sharing and taking turns</p>	<p>behaviour, initiating conversations and form good relationships with friends and familiar adults.</p>	<p>able to identify when another child is upset and respond appropriately.</p>	<p>Building relationships- Initiate play, offering cues to my friends to join me.</p>	<p>friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.</p>	<p>within their capability.</p> <p>Building relationships- Is able to identify when another child is upset and respond appropriately.</p>	<p>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 - Can move freely and with pleasure and confidence in a range of ways.</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>Gross Motor - Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</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>Gross Motor - Uses large construction to build.</p> <p>Fine Motor - Continue to Develop 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>Gross Motor - Stand momentarily on one foot when shown.</p> <p>Run skilfully and negotiate space successfully, 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>Gross Motor - Show increasing control over an object in pushing, patting, throwing, catching or kicking it.</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 - Scissor control - cutting out a range of shapes.</p> <p>P.E lesson - Ball skills - using a range of ball</p>	<p>Gross Motor - Show increasing control over an object in pushing, patting, throwing, 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>Gross Motor - 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>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>sizes - practise the skill of pushing, patting, throwing, kicking and catching.</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	<p>Light and Dark - The Natural World</p> <p>What is light and dark?</p>	<p>The Gun powder plot - Past and Present - Who is Guy Fawkes?</p>	<p>Where do we live? Where is the U.K? - The Natural World</p>	<p>Light and Dark - Sources of light - The Natural World</p>	<p>Light and Dark - Seeing in the dark - The Natural World</p>	<p>Light and Dark - The Natural World - What is the Sun?</p>	<p>The History of Toys - Past and Present</p>
<p>Understanding the World</p> <p>Autumn Term Checkpoints</p>	<p>The Natural World - Explores the natural world and 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>Past and Present - Talks about different 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>The Natural World - Can ask questions about aspects of my familiar world such as the place where I live or the natural world.</p>	<p>The Natural World - Explores the natural world and 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>The Natural World - Explores the natural world and 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>The Natural World - Explores the natural world and 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>Past and Present - Can remembers and talk about 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>

Understanding the World - People, Culture and communities	<p>Incarnation - Understanding Christianity</p> <p>Christians believe God came to Earth in human form as Jesus.</p>	<p>Celebrating Diwali - How do people celebrate Diwali?</p>	<p>Incarnation - Understanding Christianity</p> <p>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>	The First Christmas	The First Christmas	The First Christmas
<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, e.g. Diwali.</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>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, e.g. Christmas and Advent.</p>	<p>Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas and Advent.</p>	<p>Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas and Advent.</p>
Expressive Arts	<p>Making puppets- The Story of Rama and Sita - Peg/paper doll puppets</p>	<p>Making puppets - Creating the characters</p>	<p>Painting the characters from Little Red Riding Hood</p>	<p>Pop-up card - Design and create - Stickman</p>	<p>Paintings from the story Lost and Found - colour mixing</p>	<p>Christmas Cards - Snowmen</p>	<p>Christmas Cards - Snowmen</p>
Expressive Arts	<p>Creating with materials - Explore colour and how colours can be changed.</p>	<p>Creating with Materials - Uses different textures in creations and will combine media.</p>	<p>Creating with materials - Experiments with different tools and techniques.</p>	<p>Creating with materials - Experiments with different tools and techniques.</p>	<p>Creating with materials - Uses a range of shapes and colours to represent</p>	<p>Creating with materials - Uses a range of shapes and colours to represent</p>	<p>Creating with materials - Uses a range of shapes and colours to represent</p>

	Makes some independent choices about the resources needed and talks about creations. Experiments with different tools and techniques.	Makes some independent choices about the resources needed and talks about creations.		Explore colour and how colours can be changed.	observational drawings.	observational drawings. Explore colour and how colours can be changed.	observational drawings.
Expressive Arts: Music	Diwali - Bollywood/traditional Indian dancing	Diwali - Bollywood/traditional Indian dancing	BBC ten pieces - In the Hall of the Mountain King - Composer: Greig	BBC ten pieces - In the Hall of the Mountain King - Composer: Greig	Exploring beats - Using instruments	Exploring beats - Using instruments	Listening to traditional Christmas carols
Expressive Arts: Music Autumn Term Checkpoints	Being imaginative and expressive - Sing to myself and makes up simple songs. Engage in imaginative role-play based on own first-hand experiences.	Being imaginative and expressive - Enjoy joining in with dancing and ring games. Begin to move rhythmically. Imitate movement in response to music. Tap out simple repeated rhythms.	Being imaginative and expressive - Sing to myself and makes up simple songs. Engage in imaginative role-play based on own first-hand experiences.	Being imaginative and expressive - Enjoy joining in with dancing and ring games. Begin to move rhythmically. Imitate movement in response to music. Tap out simple repeated rhythms.	Being imaginative and expressive - Begin to move rhythmically. Imitate movement in response to music. Tap out simple repeated rhythms.	Being imaginative and expressive - Begin to move rhythmically. Imitate movement in response to music. Tap out simple repeated rhythms.	Being imaginative and expressive - Sing to myself and makes up simple songs. Engage in imaginative role-play based on own first-hand experiences. Enjoy joining in with dancing and ring games.

