



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

Topic - **DINOSAUR PLANET**



Area of Learning	WB: 08/01	WB: 15/01	WB:22/01	WB:29/01	WB:05/02
Literacy: Key texts	Dinosaurs By Emma Lynch	Dinosaurs By Emma Lynch	The Worrysaurus By Rachel Bright	The Worrysaurus By Rachel Bright	Dinosaur fact files
Literacy Spring Term Checkpoints	<p>Comprehension - I can talk about events and characters in books.</p> <ul style="list-style-type: none"> <li>• I can make suggestions about what might happen next in a story.</li> <li>• I can read simple words and simple sentences.</li> <li>• I can talk about my favourite book.</li> </ul>	<p>Word reading - I can read simple words and simple sentences.</p> <ul style="list-style-type: none"> <li>• I can identify rhymes.</li> <li>• Read individual letters by saying the sounds for them.</li> </ul> <p>Writing - I can use some identifiable letters to communicate meaning and use them to write captions and labels.</p> <ul style="list-style-type: none"> <li>• Re-read what they have written to check that it makes sense.</li> </ul>	<p>Comprehension - I can read simple words and simple sentences.</p> <ul style="list-style-type: none"> <li>• I can talk about my favourite book.</li> <li>• I can use vocabulary and events from stories in my play.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<p>Word reading - Blend sounds into words, so that they can read short words made up of known letter sound correspondences.</p> <ul style="list-style-type: none"> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> </ul> <p>Writing - I can start to write identifiable shapes and letters.</p> <ul style="list-style-type: none"> <li>• I can segment and blend the sounds in simple words and name sounds.</li> </ul>	<p>Comprehension - I can talk about events and characters in books.</p> <ul style="list-style-type: none"> <li>• I can read simple words and simple sentences.</li> </ul>

<p>Mathematics -</p> <p>White rose maths</p>	<p>Alive in 5!</p> <p>Introducing zero</p> <p>Comparing numbers to 5</p>	<p>Alive in 5!</p> <p>Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4 and 5</p>	<p>Alive in 5!</p> <p>Composition of 4 and 5</p> <p>Comparing Mass</p> <p>Comparing capacity</p>	<p>Growing 6,7 and 8</p> <p>Counting and recognising number 6,7 and 8</p> <p>Making pairs</p>	<p>Growing 6,7 and 8</p> <p>Making pairs</p> <p>Combining two groups - addition</p>
<p>Mathematics</p> <p>Spring Term Checkpoints</p>	<p>I can estimate how many objects I can see and check by counting them.</p> <ul style="list-style-type: none"> <li>• I can use the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• I fully understand 5 and all manipulations of the number.</li> <li>• Compare numbers.</li> </ul>	<p>To know how to count objects, actions and sounds.</p> <ul style="list-style-type: none"> <li>• Subitise numbers 1-5</li> <li>• Link the number symbol (numeral) with its cardinal number value</li> </ul>	<p>I can experiment with length, height, capacity and use my findings to order and group items.</p> <p>Explore the composition of numbers to 5.</p>	<p>To understand the 'one more than/one less than' relationship between consecutive numbers.</p> <ul style="list-style-type: none"> <li>• Continue, copy and create repeating patterns.</li> </ul> <p>I can find the total number of items in two groups by counting all of them and starting to use 'counting on'.</p>	<p>To know how to find the total number of items in two groups by counting all of them and starting to use 'counting on'.</p> <ul style="list-style-type: none"> <li>• To know how to use the vocabulary involved in adding and subtracting including counting on</li> </ul>
<p>Communication and Language -</p> <p>Spring Term Checkpoints</p>	<p>Listening, Attention and Understanding - I can listen to a whole story and comment on what is happening.</p> <ul style="list-style-type: none"> <li>• I can ask questions about my favourite books.</li> <li>• I can choose a book or game that might be different from my friends and tell you why.</li> </ul>	<p>Listening, Attention and Understanding - I can choose a book or game that might be different from my friends and tell you why.</p> <ul style="list-style-type: none"> <li>• I can play and listen to my friends at the same time.</li> <li>• Understand how to listen carefully and why listening is important.</li> </ul>	<p>Listening, Attention and Understanding - Listen to and talk about stories to build familiarity and understanding.</p> <ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>	<p>Listening, Attention and Understanding - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <ul style="list-style-type: none"> <li>• I can respond quickly to a series of instructions.</li> <li>• I can laugh at funny rhymes and jokes.</li> </ul>	<p>Listening, Attention and Understanding - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <ul style="list-style-type: none"> <li>• I can respond quickly to a series of instructions.</li> <li>• I can laugh at funny rhymes and jokes.</li> </ul>

	<p>Speaking - I can explore new vocabulary, sounds and intonation.</p> <ul style="list-style-type: none"> <li>· I can use language to create imaginary events, storylines and themes and I can sustain imaginary play situations expressing myself to friends and adults.</li> <li>· I can play alongside other children engaged in the same type of imaginary play.</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Engage in story times.</b></li> </ul> <p>Speaking - I can use sentences that are well formed. (However, they may still have some difficulties with grammar.</p> <ul style="list-style-type: none"> <li>· Learn new vocabulary</li> </ul>	<p>Speaking - To know how to use new vocabulary through the day.</p> <ul style="list-style-type: none"> <li>· Ask questions to find out more and to check they understand what has been said to them.</li> <li>· Articulate their ideas and thoughts in well-formed sentences.</li> </ul>	<ul style="list-style-type: none"> <li>· <b>I can remember key points from a story told without props or pictures.</b></li> </ul> <p>Speaking - Describe events in some detail.</p> <ul style="list-style-type: none"> <li>· Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> </ul>	<ul style="list-style-type: none"> <li>· <b>I can remember key points from a story told without props or pictures.</b></li> </ul> <p>Speaking - Describe events in some detail.</p> <ul style="list-style-type: none"> <li>· Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> </ul>
<p><b>Personal, Social and Emotional Development</b></p> <p><b>Spring Term Checkpoints</b></p>	<p><b>Self-Regulation - I can usually adapt my behaviour to different events, social situations and changes in routine.</b></p> <p><b>Managing self - I welcome and value praise for what I have done.</b></p> <ul style="list-style-type: none"> <li>· I willingly participate in a wide range of activities.</li> </ul> <p>Building relationships- I start conversations, attend to and take account of what others say.</p>	<p><b>Self-Regulation - I understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them.</b></p> <p><b>Managing self - I can show enthusiasm and excitement when anticipating and engaging in certain activities</b></p> <p>Building relationships- I can explain my own knowledge and understanding, and ask</p>	<p><b>Self-Regulation - I can start to negotiate and solve problems without aggression, e.g. when someone has taken my toy.</b></p> <p><b>Managing self - I am confident to speak to others about own needs, wants, interests and opinions.</b></p> <p>Building relationships- I can take steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p><b>Self-Regulation - I am aware of the boundaries set and of behavioural expectations in the class.</b></p> <p><b>Managing self - I am confident in speaking in front of a small group.</b></p> <p>Building relationships- I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p>	<p><b>Self-Regulation - Express their feelings and consider the feelings of others.</b></p> <p><b>Managing self - I can describe myself in positive terms and talk about my abilities.</b></p> <p>Building relationships- Build constructive and respectful relationships.</p> <ul style="list-style-type: none"> <li>· Think about the perspectives of others.</li> </ul>

		appropriate questions of others.			
Physical Development Spring Term Checkpoints	<p>Gross Motor - I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <ul style="list-style-type: none"> <li>I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> </ul> <p>Fine Motor - I can show a preference for a dominant hand</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>I can use a tripod grasp.</p>	<p>Gross Motor - I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Fine Motor - I can show a preference for a dominant hand</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>I can use a tripod grasp.</p>	<p>Gross Motor - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing</p> <p>Fine Motor - I can show a preference for a dominant hand</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>I can use a tripod grasp.</p>	<p>Gross Motor - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing</p> <p>Fine Motor - I can show a preference for a dominant hand</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>I can use a tripod grasp.</p>	<p>Gross Motor - Combine different movements with ease and fluency.</p> <ul style="list-style-type: none"> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> </ul> <p>Fine Motor - Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>
Understanding the World	<p>Light and Dark - The Natural World</p> <p>What is light and dark?</p>	<p>Light and Dark - The Natural World</p> <p>What is light and dark?</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><b>Understanding the World</b></p> <p><b>Spring Term Checkpoints</b></p>	<p><b>The Natural World -</b> 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><b>Past and Present -</b> 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.</p>	<p><b>The Natural World -</b> Can ask questions about aspects of my familiar world such as the place where I live or the natural world.</p>	<p><b>The Natural World -</b> 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><b>The Natural World -</b> 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><b>Understanding the World - People, Culture and communities</b></p>	<p>Which people are special and why?</p>	<p>Why is Jesus special to us?</p>	<p>-</p>		<p>Families around the world</p>
<p><b>People, Culture and Communities</b></p> <p><b>Spring Term Checkpoints</b></p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <ul style="list-style-type: none"> <li>• I can start to show an interest in different occupations and ways of life.</li> </ul>	<p>Talk about members of their immediate family and community.</p> <ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them.</li> </ul>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <ul style="list-style-type: none"> <li>• I can start to show an interest in different occupations and ways of life.</li> <li>• Talk about members of their immediate family and community.</li> </ul>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>

			<ul style="list-style-type: none"> <li>Name and describe people who are familiar to them.</li> </ul>		
Expressive Arts	Dinosaur paintings - colour mixing	Dinosaur paintings - colour mixing	Moving dinosaurs - peg and pop-up puppets	Moving dinosaurs - peg and pop-up puppets	Clay fossils and printing
Expressive Arts Autumn Term Checkpoints	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> </ul>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> <li>I can understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> </ul>	<p>I can show interest in and describe the texture of things.</p> <ul style="list-style-type: none"> <li>I can use various construction materials - fine motor</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> </ul>	<p>I can show interest in and describe the texture of things.</p> <ul style="list-style-type: none"> <li>I can use various construction materials.</li> <li>I can join construction pieces together to build</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> </ul>
Expressive Arts: Music	Playing instruments with control - Changing the dynamics	Playing instruments with control - Changing the pitch and tempo	Long and short sounds - Changing sounds	Moving our bodies to the beat	Moving our bodies to the beat
Expressive Arts: Music Spring Term Checkpoints	Explore and engage in music making and dance, performing solo or in groups.	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>I can explore and learn how sounds can</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>I can explore and learn how sounds</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>I can explore and learn how sounds can</p>	Explore and engage in music making and dance, performing solo or in groups.

	<p>I can explore and learn how sounds can be changed.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and</p> <ul style="list-style-type: none"> <li>• Play pitch-matching games, humming or singing short</li> </ul>	<p>be changed.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>can be changed.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and</p> <ul style="list-style-type: none"> <li>• Play pitch-matching games, humming or singing short</li> </ul>	<p>be changed.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>I can explore and learn how sounds can be changed.</p> <p>I can develop preferences for forms of expression.</p> <ul style="list-style-type: none"> <li>• I can use movement to express feelings.</li> <li>• I can create movement in response to music.</li> </ul>
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