

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



Topic - Splendid Skies

Area of Learning	WB: 19/02	WB: 26/02	WB: 04/03	WB:11/03	WB:18/03	WB:25/03
			World Book Day 7 th March Mother's Day 10 th March	Red Nose Day 15 th March	World Poetry Day 21 st March	Holy Week - Easter Holi - 25 th March
Literacy: Key texts	Mr Wolf's Pancakes -	Journeys through the air! Text: Up to the Stars	Journeys through the air! Text: Up, up, up and away	Journeys into Space Text: Beegu and Q Pootle 5	Journeys to other lands Text: How to Train a Dragon!	The Weather - Text: Sunny days, Rainy days The Easter Story
Literacy Spring Term Checkpoints	<p>Comprehension - I can talk about events and characters in books.</p> <ul style="list-style-type: none"> • I can make suggestions about what might happen next in a story. • I can read simple words and simple sentences. • I can talk about my favourite books. 	<p>Word reading - I can read simple words and simple sentences.</p> <ul style="list-style-type: none"> • I can identify rhymes. • Read individual letters by saying the sounds for them. <p>Writing - I can use some identifiable letters to communicate meaning and use them to write captions and labels.</p>	<p>Comprehension - I can read simple words and simple sentences.</p> <ul style="list-style-type: none"> • I can talk about my favourite book. • I can use vocabulary and events from stories in my play. • Re-read these books to build up their confidence in word reading, their fluency and their 	<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"> • Read some letter groups that each represent one sound and say sounds for them. <p>Writing - I can start to write identifiable shapes and letters.</p>	<p>Comprehension - I can talk about events and characters in books.</p> <ul style="list-style-type: none"> • I can read simple words and simple sentences. 	<p>Word reading - Read some letter groups that each represent one sound and say sounds for them.</p> <ul style="list-style-type: none"> • Read a few common exception words matched to keyword list. • Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words.

		<ul style="list-style-type: none"> Re-read what they have written to check that it makes sense. 	understanding and enjoyment.	<ul style="list-style-type: none"> I can segment and blend the sounds in simple words and name sounds. 		
<p>Mathematics -</p> <p>White rose maths unit: Growing 6,7 and 8, Building 9 and 10</p>	<p>Growing 6,7 and 8</p> <p>Doubles! - Doubling numbers to 8</p>	<p>Growing 6,7 and 8</p> <p>Combining two groups - addition</p> <p>Conceptual Subitising</p>	<p>Length, Height and Time -</p> <p>Exploring and Comparing Length and Height</p>	<p>Length, Height and Time</p> <p>Talking about time</p> <p>Building 9 and 10 -</p> <p>Comparing numbers to 10</p>	<p>Building 9 and 10</p> <p>Bonds to 10</p>	<p>Building 9 and 10</p> <p>3.D shapes, Spatial Awareness and patterns</p>
<p>Mathematics</p> <p>Spring Term Checkpoints</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"> To know how to use the vocabulary involved in adding and subtracting including counting on 	<p>To know how to experiment with length, height, capacity and use my findings to order and group items.</p> <p>To know how to compare length, weight and capacity.</p>	<ul style="list-style-type: none"> I can recall routines and start to relate them to the time on the clock. <p>I can select the correct numeral to 1 to 10 objects.</p> <ul style="list-style-type: none"> I can begin to use 'teens' to count beyond 10. I can count an irregular arrangement of up to ten objects. I can find one more or one less from a group of up to ten objects. 	<p>I can select the correct numeral to 1 to 10 objects.</p> <ul style="list-style-type: none"> I can begin to use 'teens' to count beyond 10. I can count an irregular arrangement of up to ten objects. I can find one more or one less from a group of up to ten objects. <p>I fully understand 9 and 10 and all manipulations of these numbers.</p>	<p>Explore the composition of numbers to 10.</p> <ul style="list-style-type: none"> Automatically recall number bonds for numbers 0-10 	<p>I can notice similarities, differences, patterns and changes.</p> <ul style="list-style-type: none"> I can use the language of direction when programming toys Select, rotate and manipulate shapes in order to develop spatial reasoning skills. <p>I can recall names for 2D and 3D shapes and I can use some of the terms to describe their properties.</p> <ul style="list-style-type: none"> I can order and sort according to simple properties.

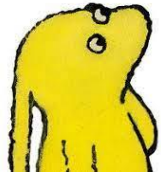
				<ul style="list-style-type: none"> • Subitise - numbers to 10 • Link the number symbol (numeral) with its cardinal number value. 		<ul style="list-style-type: none"> • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
<p>Communication and Language - 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"> • I can ask questions about my favourite books. • I can choose a book or game that might be different from my friends and tell you why. <p>Speaking - I can explore new vocabulary, sounds and intonation.</p> <ul style="list-style-type: none"> • I can use language to create imaginary events, storylines and themes and I can sustain imaginary play situations expressing myself to friends and adults. • I can play alongside other children engaged in 	<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"> • I can play and listen to my friends at the same time. • Understand how to listen carefully and why listening is important. • Engage in story times. <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"> • Learn new vocabulary 	<p>Listening, Attention and Understanding - I can listen to and talk about stories to build familiarity and understanding.</p> <ul style="list-style-type: none"> • I know how to listen carefully to rhymes and songs, paying attention to how they sound. • I can learn some rhymes, poems and songs. <p>Speaking - To know how to use new vocabulary through the day.</p> <ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in 	<p>Listening, Attention and Understanding - I can 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"> • I can respond quickly to a series of instructions. • I can laugh at funny rhymes and jokes. • I can remember key points from a story told without props or pictures. <p>Speaking - Describe events in some detail.</p> <ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. 	<p>Listening, Attention and Understanding - I can 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"> • I can respond quickly to a series of instructions. • I can laugh at funny rhymes and jokes. • I can remember key points from a story told without props or pictures. <p>Speaking - Describe events in some detail.</p> <ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen 	<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"> • I can respond quickly to a series of instructions. • I can laugh at funny rhymes and jokes. <p>Engage in non-fiction books.</p> <p>Speaking - Develop social phrases.</p> <ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts.

	the same type of imaginary play.		well-formed sentences.			
Personal, Social and Emotional Development Spring Term Checkpoints	<p>Self-Regulation - I can usually adapt my behaviour to different events, social situations and changes in routine.</p> <p>Managing self - I welcome and value praise for what I have done.</p> <ul style="list-style-type: none"> • I willingly participate in a wide range of activities. <p>Building relationships- I start conversations, attend to and take account of what others say.</p>	<p>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.</p> <p>Managing self - I can show enthusiasm and excitement when anticipating and engaging in certain activities</p> <p>Building relationships- I can explain my own knowledge and understanding, and ask appropriate questions of others.</p>	<p>Self-Regulation - I can start to negotiate and solve problems without aggression, e.g. when someone has taken my toy.</p> <p>Managing self - I am confident to speak to others about own needs, wants, interests and opinions.</p> <p>Building relationships - I can take steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p>Self-Regulation - I am aware of the boundaries set and of behavioural expectations in the class.</p> <p>Managing self - I am confident in speaking in front of a small group.</p> <p>Building relationships- I can play in a group, extending and elaborating play ideas, e.g. building up a roleplay activity with other children.</p>	<p>Self-Regulation - Express their feelings and consider the feelings of others.</p> <p>Managing self - I can describe myself in positive terms and talk about my abilities.</p> <p>Building relationships- Build constructive and respectful relationships.</p> <ul style="list-style-type: none"> • Think about the perspectives of others. 	<p>Self-Regulation - Identify and moderate their own feelings socially and emotionally.</p> <p>Managing self - See themselves as a valuable individual.</p> <p>Building relationships - Build constructive and respectful relationships.</p> <ul style="list-style-type: none"> • Think about the perspectives 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>	<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 Develop</p>	<p>Gross Motor - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping.</p>	<p>Gross Motor - Revise and refine the fundamental movement skills they have already acquired: running, hopping, skipping and climbing.</p> <p>Fine Motor - I can show a preference for a</p>	<p>Gross Motor - Combine different movements with ease and fluency.</p> <ul style="list-style-type: none"> • Confidently and safely use a range of large and small apparatus indoors and 	<p>Gross Motor - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <ul style="list-style-type: none"> • Develop confidence, competence, precision and

	<p>• 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 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>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>Fine Motor - I can show a preference for a dominant hand 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>dominant hand 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>outside, alone and in a group</p> <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>	<p>accuracy when engaging in activities that involve a ball.</p> <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>Growing plants -</p> <p>Finding plants</p>	<p>Watching plants grow -</p> <p>Plants for our food</p>	<p>Famous Astronauts from the Past</p>	<p>The weather - Seasons</p>	<p>Looking at Maps -</p> <p>Finding where we live - using a globe - World Maps</p>	<p>Space - The solar system</p>
<p>Understanding the World</p> <p>Spring 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>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 - 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>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>The Natural World - I 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>

				Talk about how things work.		
Understanding the World - People, Culture and communities	Stories from the Bible - How did God create the World?	Stories from the Bible - Who built the ark that saved lots of animals?	What is Mothering Sunday? Who is special to us in our lives?		Why is Easter important to Christians? The Easter Story - Palm Sunday and Maundy Thursday	The Easter story - The Last supper, Good Friday and Easter Sunday How do we celebrate Easter? What is the festival of Holi? Holi - The Festival of Colour Hinduism
People, Culture and Communities Spring Term Checkpoints	Recognise that people have different beliefs and celebrate special times in different ways. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.	Recognise that people have different beliefs and celebrate special times in different ways.	Talk about members of their immediate family and community. - Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways.	Recognise that people have different beliefs and celebrate special times in different ways.

Expressive Arts		Van Gogh - Starry Night Paintings	Mother's Day Cards	Alien Space Rockets - DT - Box Modelling	Alien Space Rockets - DT - Box Modelling	Easter Cards - Pop-up - Moving Cards
<p>Expressive Arts</p> <p>Spring Term Checkpoints</p>		<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. 	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> I can understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects. Create collaboratively sharing ideas, resources and skills. 	<p>I can show interest in and describe the texture of things.</p> <ul style="list-style-type: none"> I can use various construction materials - fine motor Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively sharing ideas, resources and skills. 	<p>I can show interest in and describe the texture of things.</p> <ul style="list-style-type: none"> I can use various construction materials. I can join construction pieces together to build Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.
Expressive Arts: Music	Yolanda's Band Jam - Bass Face - What is pitch?	Yolanda's Band Jam - Something about that noise - Changing the dynamics	Yolanda's band Jam - The Funky Elephant - All about Rhythm	Looking at Instruments - Grouping the instruments - Orchestras	Looking at Instruments - Comparing sounds instruments - Orchestras	Yolanda's Band Jam - Let me see you move - All about dance moves
Expressive Arts: Music	Explore and engage in music making and dance, performing solo or in groups.	Explore and engage in music making and dance, performing solo or in groups.	Explore and engage in music making and dance, performing solo or in groups.	Explore and engage in music making and dance, performing solo or in groups.	Explore and engage in music making and dance, performing solo or in groups.	I can explore and learn how sounds can be changed.
		I can explore and learn how sounds can be	I can explore and learn how sounds	I can explore and learn how sounds can be		



I can explore and learn how sounds can be changed.

Listen attentively, move to and talk about music, expressing their feelings and

- Play pitch-matching games, humming or singing short

changed.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

can be changed.

Listen attentively, move to and talk about music, expressing their feelings and

- Play pitch-matching games, humming or singing short

changed.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

I can explore and learn how sounds can be changed.

I can develop preferences for forms of expression.

- I can use movement to express feelings. • I can create movement in response to music.

I can develop preferences for forms of expression.

- I can use movement to express feelings.
- I can create movement in response to music.

