



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



Topic - **SCRUMDIDDLYUMPTIOUS!**

Area of Learning	WB: 15/04 5 days	WB: 22/04 5 days Earth Day - 22 nd April	WB:29/04 5 days	WB:07/05 4 days Ascension Day 9 th May	WB:13/05 5 days Pentecost - 19 th May	WB:20/05 5 days Vesak - 23 rd May
Literacy: Key texts	The Weather - Text: Sunny days, Rainy days Seasons	Cake by Sue Hendra	Sunflowers - Non-fiction text	The Enormous Turnip - Traditional Tale	Down on the Farm - Non-fiction text	Oliver's Vegetables - Oliver's Milkshake by Vivian French
Literacy Summer Term Checkpoints	Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Word reading - Say a sound for each letter in	Comprehension - Anticipate where appropriate - key events in stories. Word reading - Read words consistent with their phonic knowledge by sound-blending. Writing - Write simple phrases and sentences	Comprehension - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word reading - Read aloud simple sentences and books that are consistent with their	Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Word reading - Say a sound for each letter in	Comprehension - Anticipate where appropriate - key events in stories. Word reading - Read words consistent with their phonic knowledge by sound-blending. Writing - Write simple phrases and	Comprehension - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word reading - Read aloud simple sentences and books that are consistent with their phonic knowledge,

	<p>the alphabet and at least 10 digraphs.</p> <p>Writing - Write recognisable letters, most of which are correctly formed.</p> <p>Writing - Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>that can be read by others.</p>	<p>phonic knowledge, including some common exception words.</p> <p>Writing - Write simple phrases and sentences that can be read by others.</p> <p>Writing - Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>the alphabet and at least 10 digraphs.</p> <p>Writing - Write recognisable letters, most of which are correctly formed.</p> <p>Writing - Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>sentences that can be read by others.</p>	<p>including some common exception words.</p> <p>Writing - Write simple phrases and sentences that can be read by others.</p> <p>Writing - Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>
<p>Mathematics - White rose maths unit:</p>	<p>Building 9 and 10</p> <p>Bonds to 10</p> <p>Doubles to 10</p> <p>3D shapes</p>	<p>To Twenty and beyond -</p> <p>Building numbers beyond 10</p> <p>Counting patterns beyond 10</p>	<p>To Twenty and beyond -</p> <p>Spatial Reasoning</p>	<p>First, then and Now -</p> <p>Adding more</p>	<p>First, then and Now -</p> <p>Taking away</p>	<p>First, then and Now -</p> <p>Spatial reasoning (2)</p>
<p>Mathematics Summer Term Checkpoints</p>	<p>Number - Have a deep understanding of numbers to 10, including the composition of each number.</p> <ul style="list-style-type: none"> • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to 	<p>Numerical Pattern - Verbally count beyond 20, recognising the pattern of the counting system.</p> <ul style="list-style-type: none"> • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. 	<p>Shape, space and measure - Use everyday language to discuss length, size, height, weight, time, position and capacity.</p> <p>Use this language to make simple observations.</p>	<p>Number - Have a deep understanding of numbers to 20, including the composition of each number.</p> <ul style="list-style-type: none"> • Subitise (recognise quantities without counting) up to 10. 	<p>Number - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 10 (including subtraction facts) including double facts.</p> <p>Compare quantities up to 10 in different</p>	<p>Shape, space and measure - Use everyday language to discuss length, size, height, weight, time, position and capacity.</p> <p>Use this language to make simple observations.</p> <ul style="list-style-type: none"> • Create, copy and continue a simple pattern.

	<p>rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<ul style="list-style-type: none"> • Understand and use correct mathematical language to describe 2D shapes and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved) with support. • Know some common 2D/3D shapes. 		<p>contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
<p>Communication and Language - Summer Term Checkpoints</p>	<p>Listening and Attention - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during small group interactions.</p> <p>Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Listening and Attention - Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Speaking - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Listening and Attention - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole interactions.</p> <p>Speaking - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of</p>	<p>Listening and Attention - Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Listening and Attention - Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Speaking - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Listening and Attention - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole interactions.</p> <p>Speaking - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

			conjunctions, with modelling and support from their teacher.			
Personal, Social and Emotional Development Summer Term Checkpoints	<p>Self regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Managing self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Building relationships - Work and play cooperatively and take turns with others.</p>	<p>Self regulation - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Managing self - Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Building relationships - Form positive attachments to adults and friendships with peers.</p>	<p>Self regulation - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing self - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building relationships - Show sensitivity to their own and to others' needs.</p>	<p>Self regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Managing self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Building relationships - Work and play cooperatively and take turns with others.</p>	<p>Self regulation - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Managing self - Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Building relationships - Form positive attachments to adults and friendships with peers.</p>	<p>Self regulation - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing self - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building relationships - Show sensitivity to their own and to others' needs.</p>
Physical Development Summer Term Checkpoints	<p>Gross Motor - Negotiate space and obstacles safely, with consideration</p>	<p>Fine motor - Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>Fine motor - Begin to show accuracy and care when drawing.</p>	<p>Gross Motor - Negotiate space and obstacles safely, with consideration</p>	<p>Fine motor - Use a range of small tools, including scissors,</p>	<p>Fine motor - Begin to show accuracy and care when drawing.</p>

	<p>for themselves and others.</p> <p>Fine motor - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Gross Motor - Move energetically, such as running, jumping.</p>	<p>Gross Motor - Demonstrate strength, balance and coordination when playing.</p> <p>Gross Motor - Move energetically, such as running, jumping, kicking, catching, throwing.</p>	<p>Gross Motor - Move energetically, such as hopping, skipping and climbing.</p> <p>Gross Motor - Demonstrate strength, balance and coordination when playing.</p>	<p>for themselves and others.</p> <p>Fine motor - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Gross Motor - Move energetically, such as running, jumping</p>	<p>paint brushes and cutlery.</p> <p>Gross Motor - Demonstrate strength, balance and coordination when playing.</p> <p>Gross Motor - Move energetically, such as running, jumping, kicking, catching, throwing.</p>	<p>Gross Motor - Move energetically, such as hopping, skipping and climbing.</p> <p>Gross Motor - Demonstrate strength, balance and coordination when playing.</p>
Understanding the world - Past and present - The Natural World	The weather - Seasons Space - The solar system	The weather - Seasons Space - The solar system	Who is our King? The Royal Family	Living in London - What would it have been like to live in London a long time ago? Who is Florence Nightingale?	Which animals live on a farm? Identifying young farm animals	Where do we get fruit and vegetables from? How do they grow?
Understanding the World Summer Term Checkpoints	The Natural World - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	The Natural World - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Past and Present - Talk about the lives of the people around them and their roles in society. Past and present - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	The Natural World - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Past and present - Know some similarities and differences between things in the past and now, drawing on their	The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants.	The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants.

			<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>experiences and what has been read in class.</p> <ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
Understanding the World - People, Culture and communities	<p>Stories from the Bible - The Good Samaritan</p>	<p>Looking at maps - What is a country? What is a continent?</p> <p>Creating maps</p>	<p>How do people celebrate Vesak?</p> <p>World religion: Buddhism</p>	<p>Using maps, globes and Google Earth - Where is London? Where do we live in the UK?</p> <p>Comparing cities to towns/villages</p>	<p>What is Ascension Day? How is it celebrated by Christians?</p>	<p>What is Pentecost?</p> <p>What is a symbol of Pentecost?</p>
<p>People, Culture and Communities</p> <p>Summer Term Checkpoints</p>	<ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts 	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from 	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>

	and, when appropriate, maps.		stories, non-fiction texts and, when appropriate, maps.			
Expressive Arts: Creating with Materials	Colour mixing - Colour wheels Creating colours for different seasons	Baking a cake - Following a recipe - Cake decorating	Designing a garden feature - Bird feeders/scarecrows	Designing a garden feature - Bird feeders/scarecrows	Artist: Giuseppe Arcimboldo Art: Feast for the eyes Fruit and Vegetable Printing	Artist: Giuseppe Arcimboldo Art: Feast for the eyes Fruit and Vegetable Printing
Expressive Arts Summer Term Checkpoints	<p>Creating with Materials - use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. 	<p>Creating with Materials - use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. 	<p>Creating with Materials - use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. 	<p>Creating with Materials - use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. 	<p>Creating with Materials - use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. 	<p>Creating with Materials - use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

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 Summer Term Checkpoints	<p>Being imaginative and expressive - Invent, adapt and recount narratives and stories with peers and their teacher;</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and -when appropriate - try to move in time with music. 	<p>Being imaginative and expressive - Invent, adapt and recount narratives and stories with peers and their teacher;</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and -when appropriate - try to move in time with music. 	<p>Being imaginative and expressive - Invent, adapt and recount narratives and stories with peers and their teacher;</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and -when appropriate - try to move in time with music. 	<p>Being imaginative and expressive - Invent, adapt and recount narratives and stories with peers and their teacher;</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and -when appropriate - try to move in time with music. 	<p>Being imaginative and expressive - Invent, adapt and recount narratives and stories with peers and their teacher;</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and -when appropriate - try to move in time with music. 	<p>Being imaginative and expressive - Invent, adapt and recount narratives and stories with peers and their teacher;</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and -when appropriate - try to move in time with music.

