



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



Topic - Paws, Claws and Whiskers!

Area of Learning	WB: 10/06 5 days	WB: 17/06 5 days	WB:24/06 5 days	WB:01/07 5 days	WB:08/07 5 days	WB:15/07 5 days	WB - 22/07 5 days
Literacy: Key texts	A Vet's Day by Claire Llewellyn Father's Day - 16th June	A Vet's Day by Claire Llewellyn	The Encyclopaedia of Wild Animals - Non-fiction text World Music Day - 21st June	The Encyclopaedia of Wild Animals - Non-fiction text Pride Day - 28th June Sports Day - 5th July	The Mixed-Up Chameleon By Eric Carle Pride Day - 12th July	Mad about Minibeasts! - Non-fiction text Class Trip - 16th July	The Lion Inside by Rachel Bright
Literacy Summer Term Checkpoints	<p>Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Word reading - Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Writing - Write recognisable letters,</p>	<p>Comprehension - Anticipate where appropriate - key events in stories.</p> <p>Word reading - Read words consistent with their phonic knowledge by sound-blending.</p> <p>Writing - Write simple phrases and sentences that can be read by others.</p>	<p>Comprehension - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word reading - Read aloud simple sentences and books that are consistent with their phonic knowledge, including</p>	<p>Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Word reading - Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Writing - Write recognisable letters,</p>	<p>Comprehension - Anticipate where appropriate - key events in stories.</p> <p>Word reading - Read words consistent with their phonic knowledge by sound-blending.</p> <p>Writing - Write simple phrases and sentences that can be read by others.</p>	<p>Comprehension - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word reading - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Comprehension - Anticipate where appropriate - key events in stories.</p> <p>Word reading - Read words consistent with their phonic knowledge by sound-blending.</p> <p>Writing - Write simple phrases and sentences that can be read by others.</p>

	<p>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>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>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>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 -</p> <p>White rose maths unit:</p>	<p>White rose unit:</p> <p>Sharing and Grouping</p>	<p>White rose unit:</p> <p>Visualise, Build and Map</p>	<p>White rose unit:</p> <p>Visualise, Build and Map</p>	<p>White rose unit:</p> <p>Making connections</p>	<p>Shape, Space and Measure - Time, Money</p>	<p>Assessment & Consolidation</p>	<p>Assessment & Consolidation</p>
<p>Mathematics</p> <p>Summer Term Checkpoints</p>	<p>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> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts</p>	<p>I can notice similarities, differences, patterns and changes.</p> <p>I can use the language of direction when programming toys</p> <p>Select, rotate and manipulate shapes in order to develop</p>	<p>I can notice similarities, differences, patterns and changes.</p> <p>I can use the language of direction when programming toys</p> <p>Select, rotate and manipulate shapes in order to develop</p>	<p>Making connections between all the aspects of maths that have been covered through the year.</p> <p>Deepening understanding through developing reasoning and problem-solving strategies.</p> <p>Engage in extended</p>	<p>I can identify money and I can start to use money in my play.</p> <p>I can recall routines and start to relate them to the time on the clock.</p>	<p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise up to 5</p> <p>Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.</p>	<p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise up to 5</p> <p>Automatically recall number bonds up to 5 and some number bonds to 10,</p>

	<p>and how quantities can be distributed equally</p> <p>Explore sharing and grouping</p> <p>Even and odd sharing</p> <p>Play with and build doubles</p>	<p>spatial reasoning skills</p> <p>Identify units of repeating patterns</p> <p>Creating and Exploring own pattern rules</p> <p>Replicate and build scenes and constructions</p> <p>Visualise from different positions</p>	<p>spatial reasoning skills</p> <p>Describe positions</p> <p>Explore mapping and represent maps with models, Create own maps from familiar places</p> <p>Create own maps and plans from story situation</p>	<p>problem solving and develop their critical thinking skills.</p>		<p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>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> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	<p>including double facts.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>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> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>
<p>Communication and Language - Summer Term Checkpoints</p>	<p>Listening and Attention - Listen attentively and respond to what they hear with relevant</p>	<p>Listening and Attention - Make comments about what they have heard and ask</p>	<p>Listening and Attention - Listen attentively and respond to what they hear with</p>	<p>Listening and Attention - Make comments about what they have heard and ask questions to</p>	<p>Listening and Attention - Make comments about what they have heard and ask questions to</p>	<p>Listening and Attention - Listen attentively and respond to what they hear with relevant</p>	<p>Listening and Attention - Listen attentively and respond to what they hear with</p>

	<p>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>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>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>	<p>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>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>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>	<p>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>
<p>Personal, Social and Emotional Development</p> <p>Summer Term Checkpoints</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</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</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>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</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</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</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>perseverance in the face of challenge.</p> <p>Building relationships - Work and play cooperatively and take turns with others.</p>	<p>and try to behave accordingly.</p> <p>Building relationships -Form positive attachments to adults and friendships with peers.</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>perseverance in the face of challenge.</p> <p>Building relationships - Work and play cooperatively and take turns with others.</p>	<p>from wrong and try to behave accordingly.</p> <p>Building relationships -Form positive attachments to adults and friendships with peers.</p>	<p>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>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>Physical Development Summer Term Checkpoints</p>	<p>Gross Motor - Negotiate space and obstacles safely, with consideration 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>Fine motor - Use a range of small tools, including scissors, 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>Fine motor - Begin to show accuracy and care when drawing.</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>Gross Motor - Negotiate space and obstacles safely, with consideration 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>Fine motor - Use a range of small tools, including scissors, 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>Fine motor - Begin to show accuracy and care when drawing.</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>Fine motor - Use a range of small tools, including scissors, 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,</p>

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Understanding the world - Past and present - The Natural World	Locating ponds/streams/lakes What is the difference?	Describing and comparing the structure of animals	Identifying a variety of animals - Mammals/Reptiles	Materials - Floating and Sinking	Materials - Waterproof materials	Locating rainforests and jungles from around the world - Using maps	The life of Sir David Attenborough - Our World
Understanding the World Summer Term Checkpoints	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. 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	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	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.	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. 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	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. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

<p>Summer Term Checkpoints</p>	<p>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>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>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>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>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>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>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.
<p>Expressive Arts: Music</p>	<p>Yolanda's Band Jam - Bass Face - What is pitch?</p>	<p>Yolanda's Band Jam - Something about that noise - Changing the dynamics</p>	<p>Yolanda's band Jam - The Funky Elephant - All about Rhythm</p>	<p>Looking at Instruments - Grouping the instruments - Orchestras</p>	<p>Looking at Instruments - Comparing sounds instruments - Orchestras</p>	<p>Anthology of Fantastic Zoology - Sprite; A Bao A Qu BBC ten pieces</p>	<p>Anthology of Fantastic Zoology - Sprite; A Bao A Qu BBC ten pieces</p>
<p>Expressive Arts: Music Summer Term Checkpoints</p>	<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; 	<p>Being imaginative and expressive - Invent, adapt and recount narratives and stories with peers and their teacher;</p>	<p>Being imaginative and expressive - Invent, adapt and recount narratives and stories with peers and their teacher;</p>	<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; 	<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; 	<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; 	<p>Being imaginative and expressive - Invent, adapt and recount narratives and stories with peers and their teacher;</p>

	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and -when appropriate - try to move in time with music. 	<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. 	<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. 	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and -when appropriate - try to move in time with music. 	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and -when appropriate - try to move in time with music. 	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and -when appropriate - try to move in time with music. 	<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.
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