



Learning overview – Autumn 2 – Creswell Class – Foundation 2

Topic – Terrific Tales



Area of Learning	WB: 03/11	WB: 10/11	WB: 17/11	WB:24/11	WB:01/12	WB:08/12	WB:15/12
	Bonfire Night – 5th Silent Disco – 6th – 4.15pm	Remembrance Day – 11th Non-uniform – Chocolate – 14th Anti-Bullying Week – Odd socks	EYFS stay and Play: Phonics – 20th Children in Need – 21st	Rainbow Raffle – 28th	Advent – 1st Christmas Fayre	Nativity performance – 9th Christmas Panto – 11th	Last day of term – 19th
Literacy: Key texts	The Little Red Hen- Traditional Tales – Sequencing, retelling and captions	Nursery Rhymes - Nursey Rhyme Week Owl Babies - Facts	The Three Little Pigs - Traditional Tales - Sequencing, retelling and captions	The Gingerbread Man – Traditional Tales - Posters	Stick Man By Julia Donaldson - Posters	Jolly Postman's Christmas – Letters to Father Christmas	The First Christmas – The Nativity Story
Literacy Autumn Term Checkpoints	Comprehension – To know how to tell a story to friends. To be able to talk about the main events in the story and predict what might happen. To know how to retell a story using role play or small world resources, using some story language.	Word reading - To know the majority of phase 2 sounds. To know how to join in with rhymes and stories. To know how to orally blend simple words demonstrating my knowledge of sounds.	Writing – To know how to identify sounds in words. Writing – To know how to segment and spell some Phase 2 CVC words. Comprehension -To know how to tell a story to friends.	Word reading – To know the majority of phase 2 sounds. Word reading – To know how to blend and read Phase 2 CVC words. Word reading – Begin to know how to read a simple caption.	Writing – To know how to say a simple sentence for writing (oral and count words). Writing – To know how to write some lower-case letters correctly. Word reading - Begin to know how to read a simple caption	Comprehension – To know retell a story using role play or small world resources, using some story language. Word reading - Starting to read a simple caption.	Writing – To know how to identify sounds in words. Writing – To know how to segment and spell Phase 2 CVC words. Comprehension – To know how to talk about the main events in the story and predict what might happen.

Mathematics – White rose maths units:3,4,5 and 6 It's me 1,2,3 Circles/Triangles 1,2,3,4,5 Shapes with 4 sides	Representing 1,2 and 3 – Subitise and Counting – Matching number names to numerals and quantities	Representing 1,2 and 3 – Counting – Counting up to 3 objects – learning how to touch count – Mark making to represent these numbers	Circles and Triangles – Identifying and comparing shapes	1,2,3,4,5 – Subitising numbers to 5	1 - 10 – More or Less	Shapes with four sides – Identifying 4-sided shapes	Shapes with four sides – Shapes in the environment
Mathematics Autumn Term Checkpoints	To know how to subitise to 3. To know how to recognise numbers to 5 To know how to represent 1 - 5 on fingers, on a tens frame and with objects To know how to show accuracy when counting a group of up to 5 objects	To know how to show accuracy when counting a group of up to 5 objects To know how to demonstrate understanding of the cardinal principle (the final number you say is the total) when counting objects	To know how to identify shapes in the environment – circles and triangles To know how to use comparative language when describing shapes To know how to compare items according to these criteria To know how to describe where something is using positional language	To know how to discuss the composition of numbers to 5, showing some automatic recall of number facts. To know how to subitise with numbers to 5	To know how to recite numbers to 20 confidently To know how to count back from 10	Begin to know how to identify shapes in the environment – 4 sided shapes To know how to use comparative language like taller, shorter, the same To know how to compare items according to these criteria	To know how to identify shapes around the environment To know how to notice shapes on the flat surface of objects in the classroom and outside To know how to find shapes within other shapes To know how to talk about the properties and make comparisons between the shapes.

Communication and Language – Autumn Term Checkpoints	Listening, Attention and Understanding – To know how to listen during story time. To know how to remember and join in with rhymes and stories I like. Speaking – To know how to communicate confidently with peers and adults.	Listening, Attention and Understanding – To know how to follow instructions using prepositions. To be able to respond to a string of requests one after another. Speaking – To know how to use speech to communicate needs, news, feelings and ideas.	Listening, Attention and Understanding – To know how to follow a story with props and pictures. To know how to contribute with relevant comments in discussions. Speaking – To know how to use vocabulary to express imaginary events in play sometimes building stories around toys and objects.	Listening, Attention and Understanding – Begin to know how to ask other questions e.g. how, when, what etc. To know and understand how to listen carefully and know why listening is important. Speaking – To know how to use a range of new vocabulary.	Listening, Attention and Understanding – To know how to listen during story time. To be able to remember and join in with rhymes and stories I like. Speaking – To know how to communicate confidently with peers and adults.	Listening, Attention and Understanding – To know how to follow a story with props and pictures. To know how to contribute with relevant comments in discussions. Speaking – To know how to use vocabulary to express imaginary events in play sometimes building stories around toys and objects.	Listening, Attention and Understanding – To know how to follow instructions using prepositions. To know how to respond to a string of requests one after another. Speaking – To know how to use speech to communicate needs, news, feelings and ideas.
Personal, Social and Emotional Development Autumn Term Checkpoints 	Jigsaw unit 2: Celebrating Differences What am I good at? To know how to identify something I am good at and understand everyone is good at different things. Self-Regulation – Aware of my own feelings, and know that some actions can hurt others' feelings. Managing self - Makes independent choices and is confident to try new	Anti-bullying Work To know how to help if someone is being bullied. Self-Regulation – Accept the needs of others and take turns and share resources, sometimes with support. Managing self – Outgoing towards	I am special, I am me – To be able to understand that being different makes us all special. To know how to include others when working and playing Self-Regulation – Tolerate delay when my needs are not immediately met, and understand that my	Families - To know we are all different but the same in some ways. To know how to help if someone is being bullied. Self-Regulation – Can become engrossed in an activity and finds it difficult to switch attention to another task. Managing self – Perseveres with	Homes – To know why my home is special to me. To know how to solve problems. Self-Regulation – Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.	Making Friends – To know how to be a kind friend. To know how to use kind words. Self-Regulation – Can focus attention in a whole class group for a teaching session. Managing self – Makes independent choices and is	Standing up for yourself – To know which words to use to stand up for myself when someone says or does something unkind To know how to give and receive compliments. Self-Regulation – Is willing to keep trying if something

	things although prefers to choose activities that are within their capability. Building relationships- Initiate play, offering cues to my friends to join me- sharing and taking turns	unfamiliar people and more confident in new social situations. Building relationships- Demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.	wishes may not always be met. Managing self – Show confidence in asking adults for help. Building relationships- Is able to identify when another child is upset and respond appropriately.	fastenings on coats and follows instructions to dress and undress Building relationships- Initiate play, offering cues to my friends to join me.	Managing self – Washes hands without reminders. Building relationships- Demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.	confident to try new things although prefers to choose activities that are within their capability. Building relationships- Is able to identify when another child is upset and respond appropriately.	is difficult or challenging. Managing self – Outgoing towards unfamiliar people and more confident in new social situations. Building relationships- Initiate play, offering cues to my friends to join me – sharing and taking turns.
Physical Development Autumn Term Checkpoints	Ball skills unit 1: Lesson 1 - Theme: Beetles - To develop rolling a ball to a target. Bend down low and step forwards when you roll the ball. Point your hand towards your target Gross Motor Target skill – To know how to move freely and with pleasure and confidence in a range of ways. Fine Motor Target skill - Use a tripod grasp.	Ball skills unit 1: Lesson 2 Theme: Busy Bees - To develop stopping a rolling ball. Keep your eyes on the ball. Move your feet to the ball. Use wide fingers to grip the ball. Gross Motor Target skill – To know to run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. Fine Motor Target skill – To know how to use a tripod grasp.	Ball skills unit 1: Lesson 3 - Theme: Ladybirds and Butterflies To develop accuracy when throwing to a target. Keep your eyes on your target. Let go with your fingertips pointing towards your target. Gross Motor Target skill – To know how to use large construction to build. Fine Motor Target skill – To continue to Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Ball skills unit 1: Lesson 4 - Theme: Grasshoppers - To develop bouncing and catching a ball. Catch the ball at the magic moment. Use two hands to catch the ball. Gross Motor Target skill – To know how to stand momentarily on one foot when shown. Fine Motor Target skill – To know how to draw, representing recognisable objects or shapes in work. To know how to use scissors to cut along curved lines, holding scissors in the correct position.	Ball skills unit 1: Lesson 5 - Theme: Caterpillars - To develop dribbling a ball with your feet. Keep the ball close to your feet. Use soft, small touches with your feet. Gross Motor Target skill – To begin to show increasing control over an object in pushing, patting, throwing, catching or kicking it. Fine Motor – To know how to draw, representing recognisable objects or shapes in work. To know how to use scissors to cut along curved lines, holding scissors in the correct position.	Ball skills unit 1: Lesson 6 - Theme: Spiders - To develop kicking a ball. Put your standing foot next to the ball. Use the inside of your foot to kick the ball. Gross Motor – To begin to show increasing control over an object in pushing, patting, throwing, catching or kicking it. To know how to run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.	Gross Motor – To know how to run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. Fine Motor – To know how to mould and shape modelling materials with fingers and tools.

Understanding the world	Light and Dark – The Natural World What is light and dark?	Light and Dark -Sources of light – The Natural World	Light and Dark -Sources of light – The Natural World Light and Dark -Seeing in the dark – The Natural World	Light and Dark – The Natural World – What is the Sun?	Comparing Shireoaks to Worksop – Villages and Towns	Comparing Shireoaks to a city – Sheffield or Lincoln – Villages, Towns and cities	The History of Toys – Past and Present - What did my mum and dad or grandparents have for Christmas as a child?
Understanding the World Autumn Term Checkpoints	The Natural World - To know about the natural world and talk about out the things that are noticed. To know how to questions about the natural world. To know how to recognise change and can describe what is happening. To know how to talk about how things work.	The Natural World – To know about the natural world and talk about out the things that are noticed. To know how to explore and ask questions about the natural world. To know how to recognise changes and can describe what is happening.	The Natural World – To know about the natural world and talk about out the things that are noticed. To know how to questions about the natural world. To know how to recognise change and can describe what is happening. To know how to talk about how things work.	The Natural World – To know about the natural world and talk about out the things that are noticed. To know how to questions about the natural world. To know how to recognise change and can describe what is happening. To know how to talk about how things work.	The Natural World – To know how to ask questions about aspects of my familiar world such as the place where I live or the natural world. To know how to identify some places in the UK.	The Natural World – To know how to ask questions about aspects of my familiar world such as the place where I live or the natural world. To know how to identify some places in the UK.	Past and Present – To know and remember about significant events in my own experience. To know and understand the difference between past and present and is building up knowledge of key historical objects such as toys – then and now.

Understanding the World – People, Culture and communities	Celebrating Bonfire Night - Fireworks	Incarnation – Understanding Christianity To understand that Christians believe God came to Earth in human form as Jesus.	Incarnation – Understanding Christianity To understand that Christians believe Jesus came to show that all people are precious and special to God.	Hannukah – What are the 8 days of Hannukah? What is Hannukah and Who celebrates it?	The First Christmas – Who is Mary and Joseph and what special journey did they make?	The First Christmas – Who was the special baby that was born in the stable?	The First Christmas – How did everyone find the stable and what gifts did they bring baby Jesus?
People, Culture and Communities Autumn Term Checkpoints	To show an interest in the lives of other people or events. To know about some celebrations and is able to talk about how they might be celebrated, e.g. Bonfire Night	To show an interest in the lives of other people or events. To know how to recognise and comment on similarities and differences between people.	To show an interest in the lives of other people or events. To know how to recognise and comment on similarities and differences between people.	To show an interest in the lives of other people or events. To know how recognise and comment on similarities and differences between people. To know about some celebrations and is able to talk about how they might be celebrated, e.g Hannukah	To know about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas and Advent.	To know about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas and Advent.	To know about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas and Advent.

Expressive Arts	Drawing: Marvellous Marks – Lesson 1 – Drawing with Pastels – Bonfire Night	Nursery Rhyme Week: New craft each day related to the rhymes	Drawing: Marvellous Marks – Lesson 2 – Drawing with Felt tips – The Three Little Pigs	Drawing: Marvellous Marks – Lesson 3 – Drawing with Wax Crayons – Gingerbread Man	Drawing: Marvellous Marks – Lesson 4 – Observational pencil drawings	Drawing: Marvellous Marks – Lesson 5 – Drawing faces – Christmas Cards designs – Father Christmas	Drawing: Marvellous Marks – Lesson 6 – Drawing faces in colour – Christmas Cards designs – Father Christmas
Expressive Arts Autumn Term Checkpoints	To explore making marks with chalk. To make controlled large and small movements. To compare different ways of making marks and drawing.	Explore, use and refine a variety of artistic effects to express ideas and feelings. Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	To explore making marks with felt tips. To use a felt tip to make patterns.	To explore making marks with wax crayons. To investigate the marks and patterns made by different textures.	To explore mark making using pencils. To create a simple observational drawing.	To explore mark making using pencils. To create a simple observational drawing.	To use a variety of colours and materials to create a self-portrait. To express their own self-image through art.
Expressive Arts: Music	Sing up unit – Which Witch – Lesson 1	Sing up unit – Which Witch – Lesson 2	Sing up unit – Which Witch – Lesson 3	Nativity practise – The Sleepy Shephard	Nativity practise – The Sleepy Shephard	Nativity practise – The Sleepy Shephard	Sing up unit – Row, row, row your baot – Lesson 1
Expressive Arts: Music Autumn Term Checkpoints	Listen and pitch match a call-and-response song Invent their own 'witchy' call-and-response phrases. Listen to and learn to sing Witch, witch. Play the Witch, witch circle game while singing the song.	Sing with a range of voices to adopt different roles and characters Play the Witch, witch circle game. Change their voices to suit different characters. Invent new call-and-response phrases for these characters.	Improvise, compose, and play a simple accompaniment using percussion instruments Play the Witch, witch circle game. Make scratchy sounds on untuned percussion. Use tuned instruments to play an accompaniment.				Sing a tune with stepping and leaping notes Listen to and sing the song Row, row, row your boat. Understand the difference between stepping notes and leaping notes.

