



Learning overview – Autumn 1 – Creswell Class – Foundation 2

Topic – Our Class, Our Crew!

Area of Learning	WB: 03/09	WB: 08/09	WB: 15/09	WB:22/09	WB: 29/10	WB: 06/10	WB:13/10
Literacy: Key texts	The Colour Monster Baseline Assessments	The Colour Monster Baseline Assessments	Sharing a shell Baseline Assessments	Sharing a shell	Goldilocks and the Three Bears Autumn Time	Goldilocks and the Three Bears Celebrating Harvest	Pumpkin Soup by Helen Cooper Celebrating Autumn <i>Hatfield Farm Visit – 14th</i>
Literacy Autumn Term Checkpoints	To know how to join in with rhymes, songs and stories. To know how to tell a story to my friends. To know how to talk about the main events in the story and predict what might happen.	To know how to join in with rhymes, songs and stories. To know how to tell a story to my friends. To know how 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.	Comprehension – To know how to tell a story to my friends. To know how 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. To be able to practise writing own name	To know how to join in with rhymes and stories. To be able to recognise and practise writing own name. To know how to retell a story using role play or small world resources, using some story language. To know how to form some recognisable letters.	To know how to recognise some phase 2 sounds. To understand how to write some phase 2 sounds. To know how to practise writing my own name.	Comprehension – To know how to retell a story using role play or small world resources, using some story language. To know and understand how to write some phase 2 sounds.	Writing – To know how to recognise and identify some sounds in words. Writing – To begin to segment and blend some simple phase 2 CVC words. Comprehension – To know how to talk about the main events in the story and predict what might happen.

Mathematics –	Baseline Assessments	Baseline Assessments	Baseline Assessments	Match, Sort and Compare	Match, Sort and Compare	Match, Sort and Compare	Talk about measure and patterns
Mathematics Autumn Term Checkpoints				Step 1 – Matching objects To know how to match physical objects with other physical objects. To know how to recognise the attributes of familiar objects and point out how they are the same. To know how to identify objects that do not match using the language ‘same’ and ‘different’ Step 2 – Matching pictures and objects To know how to match objects with pictures. Step 3 – Identifying a set	Step 4 - Sorting objects into a type To know the term ‘sorting’ and learn that collections of objects can be sorted based on attributes such as colour, size or shape. Step 5 – Explore sorting techniques To know how to sort objects and discuss how they have sorted them. To know how to sort the same set of objects in a different way.	Step 6 – Creating sorting rules To know a range of sorting techniques to create your own sorting rules. Step 7 – Compare amounts To know that sets can be compared and ordered. To know how to use the language ‘more’ and ‘fewer’ when comparing sets of objects.	Step 1 – Comparing size To know that objects can be compared and ordered by size. Step 2 – Comparing mass To know how to use the language such as ‘heavy’ and ‘light’ and use this when picking up different objects. Step 3 – Comparing capacity To know that objects can be compared and ordered by their capacity.

Communication and Language – Autumn Term Checkpoints	Listening, Attention and Understanding – To know how to listen during story time. To know and remember how to ‘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 know how to respond to a string of requests one after another. Speaking – To know how to use talk 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 – To know how to and begin to ask other questions e.g. how, when, what etc. To know and understand how to listen carefully and why listening is important. Speaking – To know how to use new vocabulary.	Listening, Attention and Understanding – To know how to listen during story time. To know and remember how to ‘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 talk to communicate needs, news, feelings and ideas.
Personal, Social and Emotional Development – Autumn Term Checkpoints	Being in my World – Puzzle piece 1 – Who...me? LO: To know and understand how it feels to belong and that we are similar and different. Self-Regulation – To know how to be aware of my own feelings, and know that some actions can hurt others’ feelings. Managing self – To know how to make independent choices and be confident to	Being in my World – Puzzle piece 1 – Who...me? LO: To know and understand how it feels to belong and that we are similar and different. Self-Regulation – To know and accept the needs of others and take turns and share resources, sometimes with support. Managing self – To know how to be outgoing towards unfamiliar people and	Being in my World – Puzzle Piece 2 – How am I feeling today? LO: To know and understand how to manage my feelings Self-Regulation – To know how to tolerate delay when my needs are not immediately met, and understand that my wishes may not always be met. Managing self – To know how to show confidence in asking adults for help.	Being in my World – Puzzle Piece 3 – Being at school LO: To know to work together with others and consider other people’s feelings. Self-Regulation – To know to how to become engrossed in an activity and know what to do when I find it difficult to switch attention to another task. Managing self – To know how to persevere with fastenings on	Being in my World – Puzzle Piece 4 – Gentle hands LO: To know and understand why it is good to be kind and use gentle hands. Self-Regulation – To know how to identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful. Managing self – To know how to wash	Being in my World – Puzzle Piece 5 – Our rights LO: To begin to know and understand children’s rights and this means we should all be allowed to learn and play. Self-Regulation – To know how to focus attention in a whole class group for a teaching session.	Being in my World – Puzzle Piece 6 – Our responsibilities LO: To know and learn what being responsible means. Self-Regulation – To be able and willing to keep trying if something is difficult or challenging. Managing self – To know how to be outgoing towards unfamiliar people and more confident

	try new things although I still may prefer to choose activities that are within my capability. Building relationships- To know how to initiate play, offering cues to my friends to join me- sharing and taking turns	more confident in new social situations. Building relationships- To know how to demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.	Building relationships- To be able to identify when another child is upset and respond appropriately.	coats, fastening buttons, putting on shoes and follows instructions to dress and undress. Building relationships- To know how to initiate play, offering cues to my friends to join me.	my hands without reminders. Building relationships- To know how to demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.	Managing self – To know how to make independent choices and be confident to try new things although prefers to choose activities that are within their capability. Building relationships- To know how to identify when another child is upset and respond appropriately.	in new social situations. Building relationships- To know how to initiate play, offering cues to my friends to join me – sharing and taking turns
Physical Development Autumn Term Checkpoints	Gross Motor – To know how move freely and with pleasure and confidence in a range of ways. Fine Motor – To know how to use a tripod grasp. Funky fingers task – Threading and Lacing	PE lesson 1 – Get set go 4: Introduction to PE – Unit 1 LO: To know how to move sensibly and safely in a space with consideration to others 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 use a tripod grasp. Funky fingers task – Threading and Lacing	PE lesson 2 – Get set go 4: Introduction to PE – Unit 1 LO: To know how to move safely and stop with control. Gross Motor – To know how to use large construction to build. Fine Motor – To know how to develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Funky fingers task –	PE lesson 3 – Get set go 4: Introduction to PE – Unit 1 LO: To know how to use equipment safely and responsibly. Gross Motor – To know how to stand momentarily on one foot when shown. To know how to run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. Fine Motor – To know how to draw, representing	PE lesson 4 – Get set go 4: Introduction to PE – Unit 1 LO: To know how to use different travelling actions whilst following a path. Gross Motor – To know how 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.	PE lesson 5 – Get set go 4: Introduction to PE – Unit 1 LO: To know how to work with others cooperatively and play as a group. Gross Motor – To know 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	PE lesson 6 – Get set go 4: Introduction to PE – Unit 1 LO: To know how to follow, copy and lead a partner. 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.

		Dough disco – Lesson 1	Peg boards and Geoboards Dough disco – Lesson 2	recognisable objects or shapes in work. To know how to use scissors to cut along curved lines, holding scissors in the correct position. Funky fingers task – Balancing Pom poms on tees using pincers. Dough disco – Lesson 3	To know how to develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Funky fingers task – Balancing bears – small pegs, lollipop sticks and small pegs, cups – making paths Dough disco – Lesson 4	direction to avoid obstacles. Fine Motor - To know how to use scissors to cut along curved lines, holding scissors in the correct position. Funky fingers task – Conker patterns – placing conkers on a line/pattern using pincers Dough disco – Lesson 5	Funky fingers task – Play dough Dough disco – Lesson 6
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Understanding the world		Exploring and Identifying materials – Link: Sharing a shell/Rainbow fish	Comparing materials and their properties – Link: Goldilocks and the Three Bears	Investigating materials through play – Link: Goldilocks and the Three Bears	Where do I live? What can you do in our village/town?	How were homes different a long time ago?	I can compare my home with homes in other countries.
Understanding the World Autumn Term Checkpoints	The Natural World – To know how to explore the natural world and talk about out the things that are noticed. To know how to ask questions about the natural world. To know how to recognise change and can describe what is happening.	To know how to explore and identify different materials. 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 compare materials and explain why some are used for different purposes. The Natural World – To know how to explore the natural world and talk about out the things that are noticed.	To know how to ask questions about the natural world. To know to how to recognise change and be able to describe what is happening. To know how to talk about how things work. To know how to investigate materials and describe their properties. 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.	The Natural World – To know how to explore the natural world and talk about out the things that are noticed.	Past and Present – To know how to talk 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 homes	To know how to ask and answer questions about pictures. To know how to notice similarities (all homes give shelter) and differences (shape, material, size).

Understanding the World – People, Culture and communities		Who is God?	How can we talk to God?	Stories from the Bible – How did God create the Earth?	What is Harvest?	What can we do to help others at Harvest Time?	Thanking our God at Harvest Time
People, Culture and Communities Autumn Term Checkpoints	To know how to show 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.	Show interest in the lives of other people or events. To know how to recognise and comment on similarities and differences between people.	Show interest in the lives of other people or events. To know how to recognise and comment on similarities and differences between people.	To know how to show interest in the lives of other people or events. To know how to 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.	To know about some celebrations and is able to talk about how they might be celebrated.	To know about some celebrations and is able to talk about how they might be celebrated.

Expressive Arts: DT	Self-portraits - Paint	Kapow unit – DT – Cooking and nutrition - Soup	Kapow unit – DT – Cooking and nutrition - Soup	Kapow unit – DT – Cooking and nutrition - Soup	Kapow unit – DT – Cooking and nutrition - Soup	Kapow unit – DT – Cooking and nutrition - Soup	Kapow unit – DT – Cooking and nutrition - Soup
Expressive Arts Autumn Term Checkpoints	Creating with materials – To know how to explore with colour and how colours can be changed. To know how to make some independent choices about the resources needed and talk about my creations. To know how experiment with different tools and techniques.	Lesson 1 – Fantastic fruit and vegetables. To know how to explore fruits and vegetables and the differences between them. To know how to use adjectives to describe how fruits and vegetables look, feel, smell and taste.	Lesson 2 – Pumpkin Soup To know how to listen to and recall elements from the story 'The Best Pumpkin Soup.' To explore a pumpkin and describe it using the five senses.	Lesson 3 – Designing Soup To know how to design a fruit and vegetable soup recipe.	Lesson 4 – Fine motor skills To practise cutting with a knife. To learn how to use a knife safely.	Lesson 5 – Making Soup To observe and help (where appropriate) with the use of tools to prepare ingredients. To describe the finished product and evaluate the process.	Lesson 6 – Designing soup packaging. To design food packaging.
Expressive Arts: Music		Sing up – Lesson 1 – I've got a grumpy face	Sing up – Lesson 2 – I've got a grumpy face	Sing up – Lesson 3 – I've got a grumpy face	Sing up – Lesson 1 – The Sorcerer's Apprentice	Sing up – Lesson 2 – The Sorcerer's Apprentice	Sing up – Lesson 3 – The Sorcerer's Apprentice
Expressive Arts: Music Autumn Term Checkpoints	Being imaginative and expressive – To know how to sing to myself and makes up simple songs. To know how to engage in imaginative role-play based on own first-hand experiences.	Learn the song and think about how we show feelings and emotions in music. To know how to listen to the words of the song, joining in with actions. Sing with a sense of the pitch, following the shape of the melody with their voices. To know how to tap	Compose new lyrics and actions for the song. To know how to describe the character of the song. To know how to join in with a call-and-response singing game. To be able to contribute ideas for	To know how to explore sounds (timbre) to create different feelings and emotions. To know how to recognise emotion/feeling in music and describe it in words or movement. To know how to explore sounds (timbre) using voices and instruments to create	To know how to move to music. To know how to sing Alice the camel and talk about the speed of the music. To know how to listen to The sorcerer's apprentice by Paul Dukas. To know how to respond to the music	To know how to explore classroom percussion instruments. To know how to sing Alice the camel. To learn about percussion instruments. To know how to explore playing	To know how to explore the story of Fantasia and create a new version as a class. To know and learn the story of Fantasia. To know how to retell the story of Fantasia using their own ideas.

		in time to the beat of the song. To know how to recognise feeling/emotion in music and describe it in words or movement.	new lyrics and/or actions. To know how to sing the song with new words and actions.	different feelings and moods, and talk about how they made those sounds. To know how to talk about the emotion/feeling they created using voices and instruments.	through movement and talking about it.	percussion instruments.	To know how to create a story map.
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