



Learning overview – Spring 1 – Creswell Class – Foundation 2

Topic – From here to everywhere!

Area of Learning	WB: 05/01 Balance Bike Training - 9 th January	WB: 12/01	WB:19/01	WB:26/01	WB:02/02	WB:09/02 Safer Internet Day - 10 th February
Literacy: Key texts	Little Red Riding Hood	Mr Gumpy's Outing By John Burningham	Whatever Next By Jill Murphy	The Naughty Bus By Jan Oke	Zog By Julia Donaldson	Mr Wolf's Pancakes By Jan Fearnley
Literacy Spring Term Checkpoints	Comprehension - To know how to talk about events and characters in books To know how to make suggestions about what might happen next in a story To know how to read simple words and simple sentences To know how to talk about my favourite books	Word reading - To know how to read simple words and simple sentences To know how to identify rhymes and rhyming words To know how to read individual letters by saying the sounds for them Writing - To know how to use some identifiable letters to communicate meaning and use them to write captions and labels To know how to re-read what they have written to check that it makes sense.	Comprehension -To know how to read simple words and simple sentences To know how to talk about the stories I have read To know how to use vocabulary and events from stories in my work and play To know how to re-read books to build up my confidence in word reading, fluency, understanding and enjoyment	Word reading - To know how to blend sounds into words, so that they can read short words made up of known letter sound correspondences. To know how to read some digraphs that represent one sound and say the sound for them Writing - To know how to write identifiable shapes and letters To know how to segment and blend the sounds in simple words, to write words with some initial and final sounds chosen correctly	Comprehension -To know how to read simple words and simple sentences To know how to talk about the stories I have read To know how to use vocabulary and events from stories in my work and play To know how to re-read books to build up my confidence in word reading, fluency, understanding and enjoyment	Writing - To know how to write identifiable shapes and letters To know how to segment and blend the sounds in simple words, to write words with some initial and final sounds chosen correctly

Mathematics - White rose maths	Alive in 5! Introducing zero Comparing numbers to 5	Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 and 5	Alive in 5! Composition of 4 and 5 Comparing Mass Comparing capacity	Mass and Capacity	Growing 6,7 and 8 Counting and recognising number 6,7 and 8 Making pairs	Growing 6,7 and 8 Making pairs Combining two groups - addition
Mathematics Spring Term Checkpoints	To know how to estimate how many objects I can see and check by counting them To know how to use the language of 'more' and 'fewer' to compare two sets of objects To fully understand 5 and all manipulations of the number To know how to compare numbers	To know how to count objects, actions and sounds. To know how to subitise with numbers 1-5 To know how to link the number symbol (numeral) with its cardinal number value	To know how to experiment with length, height, capacity and use my findings to order and group items To know the composition of numbers to 5	To know how to compare mass To know how to measure and find a balance To know how to compare and explore capacity	To understand the 'one more than/one less than' relationship between consecutive numbers To know how to continue, copy and create repeating patterns To know how to find the total number of items in two groups by counting all of them and starting to use 'counting on'	To know how to find the total number of items in two groups by counting all of them and starting to use 'counting on' To know how to use the vocabulary involved in adding and subtracting including counting on
Communication and Language - Spring Term Checkpoints	Listening, Attention and Understanding - To be able listen to a whole story and comment on what is happening. To know how to ask questions about my favourite books	Listening, Attention and Understanding - To be able to play and listen to my friends at the same time. To be able to understand how to listen carefully and why listening is important	Listening, Attention and Understanding - To listen to and talk about stories to build familiarity and understanding To listen carefully to rhymes and songs,	Listening, Attention and Understanding - To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary To know how to respond quickly to a series of instructions	Listening, Attention and Understanding -To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. To know how to respond quickly to a series of instructions	Listening, Attention and Understanding - To know how to listen to a whole story and comment on what is happening To know how to ask questions about my favourite books.

	Speaking – To be able explore new vocabulary, sounds and intonation To use language to create imaginary events, storylines and themes and I can sustain imaginary play situations expressing myself to friends and adults To play alongside other children engaged in the same type of imaginary play	To engage in story times Speaking – To know how to use sentences that are well formed. (However, may still have some difficulties with grammar) To learn new vocabulary linked to topic/lessons	paying attention to how they sound To learn a wide-range of rhymes, poems and songs Speaking – To know how to use new vocabulary through the day. To know how to ask questions to find out more and to check they understand what has been said to them. To articulate their ideas and thoughts in well-formed sentences	To know how to laugh at funny rhymes and jokes To know and remember key points from a story told without props or pictures Speaking – To know how to describe events in some detail To know how to use talk to help work out problems and organise thinking and activities explain how things work and why they might happen	To know and remember key points from a story told without props or pictures Speaking – To know how to describe events in some detail To know how to use talk to help work out problems and organise thinking and activities explain how things work and why they might happen	Speaking – To be able to explore new vocabulary, sounds and intonation To know how to use language to create imaginary events, storylines and themes and I can sustain imaginary play situations expressing myself to friends and adults To know how to play alongside other children engaged in the same type of imaginary play
Personal, Social and Emotional Development Spring Term Checkpoints	Jigsaw unit – Dreams and Goals Puzzle piece 1 – Challenges To know how to persevere and tackle challenges To know how to stay motivated when faced with challenges Self-Regulation – To know how to adapt my behaviour to different	Jigsaw unit – Dreams and Goals Puzzle piece 2 – Never give up To know how to keep trying even when things are difficult Self-Regulation – To know and understand that my own actions affect other people, for example, I might become upset or try to comfort another	Jigsaw unit – Dreams and Goals Puzzle piece 3 – Setting a goal To know what a goal is, set one and think about what I need to do to achieve it Self-Regulation – To know how to negotiate and solve problems without aggression, e.g. when someone has taken my toy.	Jigsaw unit – Dreams and Goals Puzzle piece 4 – Obstacles and support To know how to help someone and use kind words to encourage someone To have a positive attitude Self-Regulation – To know that boundaries set and know the behavioural	Jigsaw unit – Dreams and Goals Puzzle piece 5 – Flight to the future To know the link between what I learn now and the job I would like in the future Self-Regulation – To know how to express their feelings and consider the feelings of others Managing self – To know how to describe myself in	Jigsaw unit – Dreams and Goals Puzzle piece 6 – Footprint awards To know how to be proud of myself To know how it feels when I achieve a goal Self-Regulation – To know that boundaries set and know the behavioural expectations in the class.

	events, social situations and changes in routine Managing self - To know how to welcome and value praise for what I have done To willingly participate in a wide range of activities. Building relationships- To know how to start conversations, attend to and take account of what others say	child when I realise I have upset them Managing self -To know how to show enthusiasm and excitement when anticipating and engaging in certain activities Building relationships- To know how to explain my own knowledge and understanding, and ask appropriate questions of others	Managing self - To become more confident to speak to others about own needs, wants, interests and opinions Building relationships- To know the steps to resolve conflicts with other children, e.g. finding a compromise.	expectations in the class. Managing self - To become more confident in speaking in front of a small group Building relationships- To know how to play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children	positive terms and talk about my abilities Building relationships- Build constructive and respectful relationships- Thinking about the perspectives of others	Managing self - To become more confident in speaking in front of a small group
Physical Development Spring Term Checkpoints	Lesson 1 - Get set 4 - Dance unit 1 - To explore different parts of the body and how they move Lesson 1 - Get set 4 - Fundamentals unit 2 - To develop balancing Fine Motor - To show a preference for a dominant hand Develop their small motor skills so that they can use a range of tools	Lesson 2 - Get set 4 - Dance unit 1 - To explore different parts of the body and how they move and remember actions Lesson 2 - Get set 4 - Fundamentals unit 2 - To develop running and stopping Fine Motor - To show a preference for a dominant hand	Lesson 3 - Get set 4 - Dance unit 1-To express and communicate ideas through movement and exploring and direction and levels Lesson 3 - Get set 4 - Fundamentals unit 2 - To develop changing direction Fine Motor - To show a preference for a dominant hand	Lesson 4 - Get set 4 - Dance unit 1-To create movements and adapt and perform simple dance routines Lesson 5 - Get set 4 - Fundamentals unit 2 - To develop jumping Fine Motor - To show a preference for a dominant hand Develop their small motor skills so that they can use a range	Lesson 5 - Get set 4 - Dance unit 1-To copy and repeat actions showing confidence and imagination Lesson 5 - Get set 4 - Fundamentals unit 2 - To develop hopping Fine Motor - Develop the foundations of a handwriting style which is accurate and efficient Use their core muscle strength to achieve a	Lesson 6 - Get set 4 - Dance unit 1- To move with control and coordination, linking, copying and repeating actions Lesson 6 - Get set 4 - Fundamentals unit 2 - To explore different ways to travel using equipment Fine Motor - Develop the foundations of a handwriting style which

	competently, safely and confidently To know how to use a tripod grasp	Develop their small motor skills so that they can use a range of tools competently, safely and confidently To know how to use a tripod grasp	Develop their small motor skills so that they can use a range of tools competently, safely and confidently To know how use a tripod grasp	of tools competently, safely and confidently. To know how to use a tripod grasp	good posture when sitting at a table or sitting on the floor	is accurate and efficient Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
Understanding the World	What does floating and sinking mean?	Testing materials that float and sink - a new boat for Mr Gumpy!	When I was a baby...	When my parents/grandparents were young...	Using a world map, globe or atlas	Finding places from around the world
Understanding the World Spring Term Checkpoints	The Natural World - To know how to explore the natural world and talk about the things that are noticed To ask questions about the natural world To know how to recognise change and can describe what is happening to someone	The Natural World - To know how to explore the natural world and talk about the things that are noticed To ask questions about the natural world To know how to recognise change and can describe what is happening to someone	Past and Present - To know how to talk about different people and their roles within our society To know the difference between past and present and is building up knowledge of key historical events through topics, stories and community events	Past and Present - To know how to talk about different people and their roles within our society To know the difference between past and present and is building up knowledge of key historical events through topics, stories and community events	The Natural World - Explores the natural world and talk about the things that are noticed To ask questions about the natural world - To know that Earth has many different places/countries To know some places they might have visited and would like to visit	To know how to name some other countries and describe some key features about them To know how that the world is split up into different continents

Understanding the World – People, Culture and communities	Bible Buddies: God made Adam and Eve	World Religion Day - Judaism	Bible Buddies - The story of Noah's Ark	Which people are special and why?	Why is Jesus special to us? - Special people in Christian Stories	Everyone is special!
People, Culture and Communities Spring Term Checkpoints	To know that Christians believe God created people. To know that Christians believe people are special and important. To know that the creation story is a Christian story. To know that religious stories help believers understand what they believe. To know that different people may have different beliefs about how the world began.	To know that Judaism is a religion. To know that Jewish families celebrate Hanukkah. To know that artefacts help us learn about what people believe. To know that religious celebrations are important to believers. To know that people and families may celebrate in different ways.	To know that Christians believe the story of Noah's Ark is in the Bible. To know that God cared for people and animals in the story. To know that Bible stories tell Christians what they believe. To know that religious stories can teach people how to care for others and the world. To know that not everyone believes the same stories.	To know that some people are special to me. To know why people can be special. To know that different people may think different people are special. To know that listening to others helps us understand their ideas.	To know that some people are special in Christian stories. To know why these people are important to Christians. To know that stories help believers understand what is important. To know that religious stories are important to some people.	To know that everyone is special. To know that people are special in different ways. To know that learning about beliefs helps us treat others kindly. To know that everyone deserves respect.
Expressive Arts	Kapow unit: Painting and mixed media - Paint my	Kapow unit: Painting and mixed media - Paint my	Kapow unit: Painting and mixed media -	Kapow unit: Painting and mixed media - Paint my	Kapow unit: Painting and mixed media - Paint my	Kapow unit: Painting and mixed media - Paint my

	world - Lesson 1 - Finger painting	world - Lesson 2 - Outdoor painting	Paint my world - Lesson 3 - Painting to music	world - Lesson 4 - Collage and transient art	world - Lesson 5 - Landscape art	world - Lesson 6 - Group art
Expressive Arts Autumn Term Checkpoints	To explore paint through finger painting To describe the texture and colours as they paint To talk about their work and decide whether it is abstract or figurative	To create natural paintbrushes using found objects To use natural paint brushes and mud paint to create artwork To talk about their work and decide whether it is abstract or figurative	To respond to music through the medium of paint To use paint to express ideas and feelings	To make child-led collages using mixed media To use loose parts to create a piece of transient art	To create landscape collages inspired by the work of Megan Coyle	To create a large piece of group artwork based around Chinese New Year - Fireworks To experiment with colour, design and painting techniques
Expressive Arts: Music	Sing up: Bird spotting: Cuckoo Polka - Lesson 1	Sing up: Bird spotting: Cuckoo Polka - Lesson 2	Sing up: Bird spotting: Cuckoo Polka - Lesson 3	Sing up: Shake my sillies out - Lesson 1	Sing up: Shake my sillies out - Lesson 2	Sing up: Shake my sillies out - Lesson 3
Expressive Arts: Music Spring Term Checkpoints	To know how to imitate birdsong using vocal play and develop singing skills To know how to take turns in singing and echoing phrases	Active listening to Cuckoo polka by Johann Strauss II To know how to take turns in singing and keep in time with the pulse To listen carefully to a piece of music	Free, imaginative movement to Ralph Vaughan Williams's The lark ascending To know how to listen to a piece of classical music and talk about how it makes them feel To know how to	Sing an action song observing contrasting speeds To learn a chant To know about the steady beat and move to it. To know about changing tempo (speed) through singing an action song	Play a rhythmic accompaniment on percussion instruments To know how to replace action words with instrumental sounds To make up new lyrics about our instruments	Choose and play percussion instruments to accompany a story To know how to consider the timbre (sound quality) of instruments

	To know how to explore their voices by copying different bird sounds		respond to the music with movement	including contrasting speeds	To know how to play a rhythmic accompaniment on classroom percussion instruments	To know how to choose instruments to represent different sound
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