



Learning overview – Spring 2 – Creswell Class – Foundation 2

Topic – Wings, Tails and Tiny Trails



Area of Learning	WB: 23/02	WB: 02/03	WB: 09/03	WB:16/03	WB:23/03
	Butterfly House Trip – 27th February Chinese New Year	World Book Day Thu 5th March Book in a Box – 6th March Holi – 4th March	British Science Week International Women's Week Mother's Day lunch – 13th	Red Nose Day 20th March	Whole School Easter Egg Hunt – 27th March National Poetry Week Easter – Holy Week
Literacy: Key texts	The Tiger Who came to Tea – Judith Kerr The Great Race	The Very Hungry Caterpillar by Eric Carle	Mad about Minibeasts – Giles Andreae Fact Files	The Three Billy Goats Gruff	Oi Frog by Kes Gray Rhyming words
Literacy Spring Term Checkpoints  	Comprehension – To know and 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. • 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 my favourite books. •To know how to use vocabulary and events from stories in my play. • To know how to re-read these books to build up their confidence in word reading, their fluency and their 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 sounds for them. Writing – To know how to write identifiable shapes and letters. • To know how to segment and blend the sounds in simple words and name sounds.	Comprehension – To know how to talk about events and characters in books. • To know how to read simple words and simple sentences. Word reading – To know how to read some digraphs that represent one sound and say sounds for them. • To know how to read a few common exception words matched to keyword list. • To know how to read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words.

Mathematics – White rose maths unit: Growing 6,7 and 8, Building 9 and 10	Growing 6,7 and 8 Doubles! – Doubling numbers to 8 Combining two groups – addition Conceptual Subitising	Length, Height and Time Exploring and Comparing Length and Height	Length, Height and Time Talking about time – Ordering and Sequencing time Building 9 and 10 – Comparing numbers to 10	Building 9 and 10 Conceptual subitising to 10 1 more and 1 less Composition to 10 Number bonds to 10	Building 9 and 10 Making arrangements to 10 Bonds to 10 (3 parts) Doubles to 10
Mathematics Spring Term Checkpoints 	To know how to double a number to 8. To know how to combine/add two groups together. To know how to accurately count to find the total amount. To know how to identify a whole quantity by subitising the smaller quantities that make up the whole number.	To know how to explore objects and begin to use the language of length to describe them. To know how to make indirect comparisons using nonstandard objects, such as blocks or cubes, to measure items. To know and understand that height is a type of length.	To know how to talk about time in more detail. To know how to discuss what is happening tomorrow, next week or at the weekend. To give children a concept of time passing – routines – days of the week. To know how a clock works and how it measures time.	To know how to represent the numbers 9 and 10. To know how to make comparisons with the numbers and amounts to 10. To know how to touch each object as they count and that the final number they say is the quantity of the set. To know how to identify a whole quantity within 10 by subitising the smaller groups.	To know the number 10 and the different ways 10 can be arranged. To notice that the overall number is still the same, no matter where they count from or what arrangements they make. To know how to double a number to 10 and the fact that this means ‘twice as many’ To know the concept of odd and even numbers.

Communication and Language –

Spring Term Checkpoints



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 know how to explore new vocabulary, sounds and intonation.

- To know how to use language to create imaginary events, storylines and themes and to 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.

Listening, Attention and Understanding – To know how to play and listen to my friends at the same time.

- To understand how to listen carefully and know why listening is important.

- To know how to engage in story times.

Speaking – To know how to use sentences that are well formed. (However, they may still have some difficulties with grammar.

- To know how to learn and use new vocabulary.

Listening, Attention and Understanding – To know how to listen to and talk about stories to build familiarity and understanding.

- To know how to listen carefully to rhymes and songs, paying attention to how they sound.

- To know how to learn some 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 know how to articulate their ideas and thoughts in well-formed sentences.

Listening, Attention and Understanding – To know how to listen to and talk about selected non-fiction information to develop a deep familiarity with new knowledge and vocabulary.

- To know how to respond quickly to a series of instructions.

- To know how to 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.

Listening, Attention and Understanding – To know how to listen to and talk about selected non-fiction information and to develop a deep familiarity with new knowledge and vocabulary.

- To know how to respond quickly to a series of instructions.

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Personal, Social and Emotional Development

Spring Term Checkpoints



Jigsaw PSE – Lesson 1: Everybody's body - To understand that I need to exercise to keep my body healthy.

Self-Regulation – To know how to adapt my behaviour to different events, social situations and changes in routine.

Managing self – To know how to welcome and value praise for what I have done.

- To know how 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.

Jigsaw PSE – Lesson 2: We like to move it, move it! – To know and understand how moving and resting are good for my body.

Self-Regulation – To know and understand that my own actions affect other people.

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.

Jigsaw PSE – Lesson 3: Food glorious food! - To know which foods are healthy and not so healthy and can make healthy eating choices.

Self-Regulation – To know how to negotiate and solve problems without aggression.

Managing self – To know how to confidently speak to others about own needs, wants, interests and opinions.

Building relationships – To know how to take steps to resolve conflicts with other children.

Jigsaw PSE – Lesson 4: Sweet dreams – To know how to help myself go to sleep and understand why sleep is good for me.

Self-Regulation – To know and be aware of the boundaries set and of behavioural expectations in the class.

Managing self – To know how to confidently speak in front of a small group.

Building relationships-To know how to play in a group, extending and elaborating play ideas.

Jigsaw PSE – Lesson 5: Keeping clean -To know how to wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.

Self-Regulation – To know how to express their feelings and consider the feelings of others.

Managing self – To know how to describe myself in positive terms and talk about my abilities.

Building relationships- To know how to build constructive and respectful relationships.

- To know and think about the perspectives of others.

**Physical
Development**

**Spring Term
Checkpoints**



Get Set Go 4 PE –

Ball Skill:Unit 2 – Windy weather
– To know how develop rolling
and tracking a ball.

Fine Motor – To know I have a
preference for a dominant hand.
Continue to develop fine motor
skills so that they can use a
range of tools competently, safely
and confidently.

To know how to use a tripod
grasp.

Get Set Go 4 PE –

Ball Skill:Unit 2 – Snow is falling
– To know how to develop
accuracy when aiming at a
target.

Fine Motor – To know I have a
preference for a dominant hand.
Continue to develop fine motor
skills so that they can use a
range of tools competently,
safely and confidently.

To know how to use a tripod
grasp.

Get Set Go 4 PE –

Ball Skill:Unit 2 –There's a
storm coming – To know how
to develop dribbling with your
hand.

Fine Motor – To know I have a
preference for a dominant
hand. Continue to develop fine
motor skills so that they can
use a range of tools
competently, safely and
confidently.

To know how to use a tripod
grasp.

Get Set Go 4 PE –

Ball Skill:Unit 2 – Rainy days –
To know how to develop
throwing and catching with a
partner.

Fine Motor – To develop the
foundations of a handwriting
style which is fast, accurate
and efficient.

To know how to use their core
muscle strength to achieve a
good posture when sitting at a
table or sitting on the floor.

Get Set Go 4 PE –

Ball Skill:Unit 2 – Sunshine and
Rainbows - To know how dribble
a ball with my feet.

Fine Motor – To develop the
foundations of a handwriting
style which is fast, accurate and
efficient.

To know how to use their core
muscle strength to achieve a
good posture when sitting at a
table or sitting on the floor.

Understanding the world	Growing plants – Finding plants	Watching plants grow – Plants for our food The life cycle of a butterfly	The weather – Seasons – Learning about Spring time Wildlife and Minibeasts	The weather – Seasons – What changes can we see in the weather?	Looking at Maps – Finding out about where we live – Our country – using a globe – World Maps
Understanding the World Spring 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 and recognise change and can describe what is happening.	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 and recognise change and can describe what is happening.	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 and recognise change and can describe what is happening.	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 and recognise change and can describe what is happening.	People, culture and communities – To know how to ask questions about aspects of my familiar world such as the place where I live or the natural world.
Understanding the World – People, Culture and communities	Salvation – Lesson 1 – Palm Sunday – To know that Christians believe Jesus came to show God’s love. How did people show love and welcome to Jesus?	Celebrating Holi – The Festival of Colour Hindu festival of colour What is the festival of Holi?	What is Mothering Sunday? Who is special to us in our lives?	Salvation – Lesson 2 – Good Friday – To know that Christians remember Jesus’ last week at Easter. Why do Christians feel sad on Good Friday?	Salvation – Lesson 3 – Easter Sunday - To know that Christians believe Jesus rose from the dead and that he brings hope. Why is Easter Sunday a happy day?
People, Culture and Communities Spring Term Checkpoints 	To know how to recognise that people have different beliefs and celebrate special times in different ways. To understand the past through settings, characters and events encountered in books read in class and storytelling.	To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. To understand the past through settings, characters and events encountered in books read in class and storytelling.	To know and recognise that people have different beliefs and celebrate special times in different ways.	To know and talk about members of their immediate family and community. To know and name and describe people who are familiar to them.	To know and recognise that people have different beliefs and celebrate special times in different ways.

Expressive Arts	Kapow unit: Structures – Junk modelling – Lesson 1 – Exploring junk modelling Ladybird playground	Kapow unit: Structures – Junk modelling – Lesson 2 – Cutting and scissor skills Ladybird playground	Mother's Day Cards	Kapow unit: Structures – Junk modelling – Lesson 3 – Ladybird playground - Final	Easter Cards Kapow unit: Structures – Junk modelling – Lesson 4 – Evaluation and Presentation
Expressive Arts Spring Term Checkpoints 	To explore and investigate the tools and materials in our creation station. To know how to explore, use and refine a variety of artistic effects to express ideas and feelings. To know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	To develop scissor skills. To investigate cutting different materials. To know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	To learn how to plan and select the correct resources needed to make a model. To know how to create collaboratively, sharing ideas, resources and skills. To know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	To verbally plan and create a junk model. To know how to explore, use and refine a variety of artistic effects to express ideas and feelings. To know how to return to and build on their previous learning, refining ideas and developing their ability to represent them. To share a finished model and talk about the processes in its creation.	To know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Expressive Arts: Music	Sing up: Unit: Up and Down – Lesson 1 – Higher and Lower	Sing up: Unit: Up and Down – Lesson 2 – Flying up and down	Sing up: Unit: Up and Down – Lesson 3 – Climbing up and rolling down	Sing up: Unit: Five Fine Bumble Bees – Lesson 1 Singing a call-and-response section and change voices to make a buzzing sound.	Sing up: Unit: Five Fine Bumble Bees – Lesson 2 - Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.
Expressive Arts: Music Spring Term Checkpoints	To know how to explore higher and lower pitches using vocal sounds. To know how to use hand actions to show a tune going up and down.	To know how to listen to two contrasting pieces of European classical music. To know how to talk about the pieces beginning to use musical language (e.g. faster/slower,	To know how to make up new words and actions for a song. To know how to make up an 'up and down' stepping tune on an instrument.	To know how to listen to music based on minibeasts and move around the space in response. To know how to make rising and falling buzzing	To know how to listen to music and explore how it can represent minibeasts. To know how to recognise a change in tempo.

	To know how to sing songs with phrases that move up and down in step.	higher/lower). To know how to recognise a tune that goes up and down. To know how to sing the tune clearly.		sounds. To know how to sing a song in a call-and-response style.	To know how to play an accompaniment using tuned and untuned percussion.
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