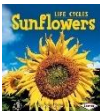
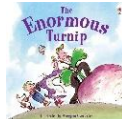
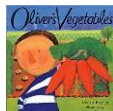


Learning overview – Summer 1 – Creswell Class – Foundation 2

Topic – Sunshine and Seeds



Area of Learning	WB: 13/04 5 days	WB: 20/04 5 days	WB:27/04 5 days	WB:05/05 4 days	WB:11/05 5 days	WB:18/05 5 days
Literacy: Key texts	Sunflowers – Non-fiction text – Writing outcome - Instructions 	Jack and the Beanstalk - Writing outcome – Retelling stories 	The Tiny Seed – Eric Carle- Writing outcome - Description 	The Enormous Turnip – Writing outcome – Sequencing stories 	Oliver's Vegetables by Vivian French - Writing outcome- Description 	Farmer Duck by Martin Wadell – Writing outcome – Speech bubbles 
Literacy Summer Term Checkpoints	Comprehension – To know what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Word reading – To know how to say a sound for each letter in the alphabet and know at least 10 digraphs. Writing – To know how to write recognisable letters, most of which are correctly formed. Writing – To know how to spell words	Comprehension – To know how to anticipate where appropriate – key events in stories. Word reading – To know how to read words consistent with their phonic knowledge by sound-blending. Writing – To know how to write simple phrases and sentences that can be read by others.	Comprehension – To know how to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word reading – To know how to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing – To know how to write simple phrases and sentences that can be	Comprehension – To know what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Word reading – To know how to say a sound for each letter in the alphabet and know at least 10 digraphs. Writing – To know how to write recognisable letters, most of which are correctly formed. Writing – To know how to spell words by identifying sounds in them and representing	Comprehension – To know how to anticipate where appropriate – key events in stories. Word reading – To know how to read words consistent with their phonic knowledge by sound-blending. Writing – To know how to write simple phrases and sentences that can be read by others.	Comprehension – To know how to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word reading – To know how to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing – To know how to write simple phrases and sentences that can be

	by identifying sounds in them and representing the sounds with a letter or letters.		read by others. Writing – To know how spell words by identifying sounds in them and representing the sounds with a letter or letters.	the sounds with a letter or letters.		read by others. Writing – To know how spell words by identifying sounds in them and representing the sounds with a letter or letters.
Mathematics – White rose maths unit:	To Twenty and beyond	To Twenty and beyond	How many now? Adding and taking away	Explore 3D shapes	Manipulate, compose and decompose	Manipulate, compose and decompose
Mathematics Summer Term Checkpoints  	To know how to build numbers beyond 10. (Focus on 10-13) To know how to continue patterns of numbers beyond 10 (10-13) To know how to write numbers 10 – 13.	To know how to build on numbers beyond 10. (14-20) To know how to continue patterns of numbers beyond 10 (14-20) To know how to verbally count numbers beyond 20. To know how to verbally count in patterns of number. To know how to write numbers 14-20.	To know how to add more. To know how to increase a quantity by a given amount, while continuing to work within 10. To develop our understanding of the addition change structure by adding more. To develop our understanding and explore the change structure of subtraction by taking away. To know how many, I have taken away from a given amount.	Recognise and name 3D shapes Find 2D and 3D shapes – Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns	To know how to select shapes for a purpose. To know how to rotate and manipulate shapes. To know how to explain shape arrangements.	To know and understand that shapes can be arranged together to create new shapes. (Compose) To know that shapes can also be separated to create new shapes. (Decompose) To know how to copy 2D shape pictures. To know how to find 2D shapes within 3D shapes.

Communication and Language –

Summer Term Checkpoints



Listening and Attention -To know how to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during small group interactions.

Speaking – To know how to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Listening and Attention – To know how to make comments about what they have heard and ask questions to clarify their understanding.

Speaking – To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Listening and Attention – To know how to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole interactions.

Speaking – To know how to 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.

Listening and Attention – To know how to make comments about what they have heard and ask questions to clarify their understanding.

Speaking – To know how to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Listening and Attention – To know how to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole interactions.

Speaking – To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Listening and Attention – To know how to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole interactions.

Speaking – To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Personal, Social and Emotional Development Jigsaw unit: Relationships Summer Term Checkpoints 	Week 1: My Family and me To know how to make friends. To know some of the jobs that I do in my family. Self-regulation – To know how to show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Managing self – To know how to be more confident to try new activities and show independence, resilience and perseverance in the face of challenge. Building relationships – To know how to work and play cooperatively and take turns with others.	Week 2: Make friends – Part 1 To know how to solve problems in friendships. To know how to make friends so that I don't feel lonely. Self-regulation – To know how to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Managing self – To know how explain the reasons for rules, know right from wrong and try to behave accordingly. Building relationships -To know how to form positive attachments to adults and friendships with peers.	Week 3: Make friends – Part 2 To know how to help others feel part of a group. To know how to solve problems and stay friends. Self-regulation – To know how to 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. Managing self – To know how to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building relationships – To know how to show sensitivity to their own and to others' needs.	Week 4: Falling out and Bullying – Part 1 To know how to show respect for others. To understand the impact that unkind words can have to others. To know how to help themselves and others when they are hurt and upset. Self-regulation – To know how to show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Managing self – To know how to be more confident to try new activities and show independence, resilience and perseverance in the face of challenge. Building relationships - To know how to work and play cooperatively and take turns with others.	Week 5: Falling out and Bullying – Part 2 To know how to show respect for others. To understand the impact that unkind words can have to others. To know how to help themselves and others when they are hurt and upset. Self-regulation – To know how to show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Managing self – To know how to be more confident to try new activities and show independence, resilience and perseverance in the face of challenge. Building relationships -To know how to work and play cooperatively and take turns with others.	Week 6: Being the best friends we can be To know and show what makes a good relationship. To know how to be a good friend. Self-regulation – To know how to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Managing self – To know how to explain the reasons for rules, know right from wrong and try to behave accordingly. Building relationships -To know how to form positive attachments to adults and friendships with peers.
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Physical Development Get Set Go 4 – Games: unit 1 and athletics Summer Term Checkpoints 	Lesson 1: Games unit 1: Cars Gross Motor - To know how to work safely and develop running and stopping. To know how to travel in your own space. Lesson 1: Athletics - To know how to change speed over a distance – Running – Short and long distances. Fine motor – To know how to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Funky fingers challenge – small spoons, scoops, rice, small pots, balance scales – Transferring and weighing rice	Lesson 2: Games unit 1: Aeroplanes Gross motor - To know how to develop throwing skills and to learn how to keep a score. To know how to finish with your hands pointing towards a target. Lesson 2: Athletics – To develop balance – Using apparatus – Jumping and landing safely. Fine motor – To know how to use a range of small tools, including scissors, paint brushes, pincers, pegs etc. Funky fingers challenge – Cutting along lines using a range of scissors	Lesson 3: Games unit 1: Cyclists Gross motor – To know how to play games by showing an understanding of different roles within it, To know how to change direction to avoid others. To know how to listen carefully to the rules of game. Lesson 3: Athletics – Moving safely and changing direction – using apparatus to move across obstacles – balance and coordination. Fine motor – To know how to show accuracy and care when drawing. Funky fingers challenge – Pom poms – golf tees and pincers – children place tees into boxes and then balance the pom poms on top of them using the pincers	Lesson 4: Games unit 1: Buses Gross motor - To know how to follow instructions and move safely when playing tagging games. To know how to change directions to avoid others. To know how to tag someone gently on the arm or on the back. Lesson 4: Athletics – To explore hopping, jumping and leaping for distance – Using boxes – apparatus for jumps. Fine motor – To know how to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Funky fingers challenge – Weaving – Children to make their own loom – using wool and needles to weave.	Lesson 5: Games unit 1: Boats Gross motor - To know how to work cooperatively and to take turns. To know how to work with others to play team games. Lesson 5: Athletics – Throwing - To develop throwing for distance and accuracy. Fine motor - Use a range of small tools, including scissors, paint brushes and cutlery. Funky fingers challenge – Vegetable people – using tiny vegetables, lollipop sticks and cocktail stick the children make a character from these objects.	Lesson 6t: Games unit 1: Trains Gross motor – To know how work with others and play team games To know how to listen to others and follow rules in a game. Fine motor - Use a range of small tools, including scissors, paint brushes and cutlery. Funky fingers challenge – Vegetable people – using tiny vegetables, lollipop sticks and cocktail stick the children make a character from these objects.
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Understanding the world – Past and present – The Natural World	Growing and planting – Sunflowers – What does a seed need to grow?	Growing and planting – Planting vegetables – Beans and Peas – How do we look after and take care of a plant?	The History of Transport – Cars and Buses Comparing differences and similarities of transport – Past and present	The History of Transport – Trains and planes Comparing differences and similarities of transport – Past and present	Where does our food travel from?	Food here in the UK and food around the world
Understanding the World Summer Term Checkpoints   	The Natural World - To know and understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	The Natural World - To know and understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Past and Present – To know how to talk about the lives of the people around them and their roles in society. Past and present – 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 know and understand the past through settings, characters and events encountered in books read in class and storytelling.	Past and present – 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 know and understand the past through settings, characters and events encountered in books read in class and storytelling.	To know how to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. To know how to 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.	To know how to explain similarities and differences between life in the UK and other countries. To know how to use stories and non-fiction to learn about food in different cultures. To describe a range of foods and the environment that it comes from.

Understanding the World – People, Culture and communities – Which stories are special and why?	What can we find in the bible and why is it important to us?	Stories from the Bible – The Good Samaritan	Places of worship – Looking around a mosque – Comparing this to our church	How do people celebrate Vesak? World religion: Buddhism	What is Ascension Day? What happened to Jesus at this time?	Stories from the Bible – The story of David and Goliath
People, Culture and Communities Summer Term Checkpoints   	To know how to name and identify features of a Bible. To know how to listen carefully to a religious story. To know how to talk about the plot of the Calming of the Storm. To know how to recognise that religious stories have meanings for believers.	To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	To know how to talk about some religious stories. To know how to recognise some religious words. To know how to listen to and talk about the story of David and Goliath To know how to recognise some words that religious people might use to describe God in the story of David and Goliath.

Expressive Arts: Creating with Materials	Lesson 1: Clay Creating sunflowers	Lesson 2 – Playdough Creating a playdough station	Lesson 3 – 3D landscape art Andy Goldsworthy and Nick Bibby – Artist study	Lesson 4 – Designing our own fruit, vegetables and plants sculptures	Lesson 5 – Creating our sculptures using clay	Lesson 6 – Painting fruit, vegetable and plants
Expressive Arts Kapow unit: Sculpture and 3D: Creation station Summer Term Checkpoints 	To know how to explore and understand clay through manipulation and experimentation; developing small motor skills. To know how to pinch, roll and mould the clay into various shapes. To know how to use a range of tools to manipulate the clay and create textures such as seeds and petals. To know and learn where clay comes from.	To know how to explore the properties of playdough using hands and tools to manipulate it in different ways. To know how to follow a recipe to make their own playdough. To know how to design and create own playdough station.	To know how to create 3D landscape pictures using natural found objects; using their imagination to choose and arrange objects. To know how to use natural objects and materials to create a landscape scene. To use your own imagination to create a scene.	To generate inspiration and conversation about sculpture art and artists. To create a design for a 3D fruit/vegetable/plant sculpture.	To know how to shape clay into fruit/vegetable/plant sculptures; refining their ideas as they follow their designs and problem solving as they work.	To know how to make a 3D clay sculpture using the designs created last lesson. To know how to share their creation, explaining the processes they have used.

Expressive Arts: Music	Lesson 1: Down there under the sea – The big blue ocean	Lesson 2: Down there under the sea – Sounds like the sea	Lesson 3: Down there under the sea – Swim and sing	Lesson 1: It's oh so quiet – Learn about the singer Björk	Lesson 2: It's oh so quiet – Exploring dynamics with actions	Lesson 3: It's oh so quiet – Responding to music through movement
Expressive Arts: Music Sing up unit: Down there under the sea – 3 weeks It's oh so quiet – 2 weeks Summer Term Checkpoints  	To learn a song inspired by sea creatures and take turns singing. To know how to explore how different sea creatures move. To know how to make a sea-themed soundscape using vocal and body percussion sounds. To know how to explore the term 'call-and-response' through singing and playing tuned percussion.	To know how to complete warm-up activities inspired by the sea. To know how to sing a song with 'stepping' and 'jumping' notes and a call-and-response structure. To know how to make up a sea-themed soundscape using percussion instruments and perform it with the song.	To listen to music and respond through movement e.g. with higher/lower, faster/slower movements. To know how to make up new song lyrics. To choose actions and props to go with the new lyrics.	To know and learn about the singer and performer Björk. To know how to explore dynamics with actions. To know and respond to music with movement. To know how to do some vocal play and collect sounds from around them. To play percussion instruments along to a track varying the dynamics. To know how to improvise a group piece with instruments.	To know how to do some vocal play and collect sounds from around them. To know how to play percussion instruments along to a track varying the dynamics. To improvise a group piece with instruments.	To know how to listen to big band music. To be able to play along with the song Bang my drum. To know how to create characters based on music.

