



Learning overview – Summer 2 – Creswell Class – Foundation 2

Topic – Jurassic Journeys



Area of Learning	WB:01/06 5 days	WB:08/06 5 days	WB:15/06 5 days	WB:22/06 5 days	WB:29/07 5 days	WB:06/07 5 days	WB:13/07 5 days	WB:20/07 5 days
Literacy: Key texts	Dinosaurs love underpants	Flip Flap Dinosaurs	The Worrysaurus Father's Day – 21st June World Music Day – 21st June	The Worrysaurus Originality Day – Friday 26th June Whole School Protected Characteristic week – Not like the others by Jana Broecker	Dinosaur Roar!	Dinosaur Roar! Sports Day – Friday 12th July	First Dinosaur Encyclopaedia School Summer Fayre – Saturday 18th July	First Dinosaur Encyclopaedia Last day of term – Friday 24th July
Literacy Summer Term Checkpoints	Comprehension – To know how to demonstrate understanding of 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 at least 10 digraphs. Writing – To know how to write recognisable letters, most of which are correctly formed.	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	Comprehension – To know how to demonstrate understanding of 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 at least 10 digraphs. Writing – To know how to write recognisable letters, most of which are correctly formed.	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.	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 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.

	Writing – To know how to spell words by identifying sounds in them and representing the sounds with a letter or letters.		sentences that can be read by others. Writing – To know how to spell words by identifying sounds in them and representing the sounds with a letter or letters.	Writing – To know how to spell words by identifying sounds in them and representing the sounds with a letter or letters.		Writing – To know how to write simple phrases and sentences that can be read by others. Writing – To know how to spell words by identifying sounds in them and representing the sounds with a letter or letters.		
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Mathematics – White rose maths unit:	White rose unit: Sharing and Grouping	White rose unit: Visualise, Build and Map	White rose unit: Visualise, Build and Map	White rose unit: Making connections	Shape, Space and Measure – Time, Money	Shape, Space and Measure – Time, Money	Assessment & Consolidation	Assessment & Consolidation
Mathematics Summer Term Checkpoints	To know how to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity To know how to explore and represent patterns within numbers up to 10, including evens and odds, double facts To know how quantities can be distributed equally To know how to explore sharing and grouping To know about even and odd sharing To know how to play with and build doubles	To know how to notice similarities, differences, patterns and changes. To know how to use the language of direction when programming toys To know how to select, rotate and manipulate shapes in order to develop spatial reasoning skills To know how to identify units of repeating patterns To know how to create and explore pattern rules To know how to replicate and build scenes and constructions To know how to visualise from different positions	To know how to notice similarities, differences, patterns and changes. To know how to use the language of direction when programming toys To know how to select, rotate and manipulate shapes in order to develop spatial reasoning skills To know how to describe positions To know how to explore mapping and represent maps with models, Create own maps from familiar places To know how to create own maps and plans from story situations	To know how to make connections between all the aspects of maths that have been covered through the year To be able to deepen understanding through developing reasoning and problem-solving strategies To be able to engage in extended problem solving and develop their critical thinking skills	To know how to identify money and I can start to use money in my play To know how to recall routines and start to relate them to the time on the clock	To know how to identify money and I can start to use money in my play To know how to recall routines and start to relate them to the time on the clock	To be able to deepen my understanding of number to 10, including the composition of each number To know how to subitise up to 5 To know how to automatically recall number bonds up to 5 and some number bonds to 10, including double facts To know how to verbally count beyond 20, recognising the pattern of the counting system To know how to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity To know how to explore and represent patterns within numbers up to 10, including evens and odds and double facts	To be able to deepen my understanding of number to 10, including the composition of each number To know how to subitise up to 5 To know how to automatically recall number bonds up to 5 and some number bonds to 10, including double facts To know how to verbally count beyond 20, recognising the pattern of the counting system To know how to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity To know how to explore and represent patterns within numbers up to 10, including evens and odds and double facts

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.	Listening and Attention – To know how to make comments about what they have heard and ask questions to clarify their understanding.	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.	Listening and Attention – To know how to make comments about what they have heard and ask questions to clarify their understanding.	Listening and Attention – To know how to make comments about what they have heard and ask questions to clarify their understanding.	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.	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.	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.	Speaking – To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	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.	Speaking – To know how to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Speaking – To know how to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Speaking – To be able 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.	Speaking – To be able 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.	Speaking – To know how to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Personal, Social and Emotional Development Summer Term Checkpoints Jigsaw PSE – Changing me 	Puzzle Piece 1 – Changing me unit – My body – To know and name the different body parts 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 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	Puzzle Piece 2 – Changing me unit – Respecting my body – To know how to be healthy and to be able to tell you what my body can do 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	Puzzle Piece 3 – Changing me unit – Growing up – To know how we all grow up from babies to adults 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	Puzzle Piece 4 – Changing me unit – Fun and fears part 1 – To know how to express how I feel about moving to Year 1 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 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	Puzzle Piece 5 – Changing me unit – Fun and fear part 2 – To know how to talk about my worries and things I am looking forward to in Year 1 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	Puzzle Piece 6 – Changing me unit – Celebration – To know how to share my memories of the best bits of this year 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	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	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 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
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Physical Development Summer Term Checkpoints Get set go 4 – Games unit 2 	Lesson 1 – Polar regions – To know how to aim when throwing and practise keeping score Fine motor - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	Lesson 2 – The rainforest – To know how to follow instructions and move safely when playing tagging games Fine motor - Use a range of small tools, including scissors, paint brushes and cutlery	Lesson 3 – Australia – To know how to play against a partner Fine motor - Begin to show accuracy and care when drawing	Practising for sports day races – To know how to compete, run in lane and complete each activity – egg and spoon etc Fine motor - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	Practising for sports day races – To know how to compete, run in lane and complete each activity – egg and spoon etc Fine motor - Use a range of small tools, including scissors, paint brushes and cutlery	Lesson 4 – The Wild West – To know how to develop coordination and play by the rules Fine motor - Begin to show accuracy and care when drawing	Lesson 5 – India – To know how to explore striking a ball and keeping score Fine motor - Use a range of small tools, including scissors, paint brushes and cutlery	Lesson 6 – The Far East – To know how to work cooperatively as a team Fine motor - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
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Understanding the world – Past and present – The Natural World	Looking after animals – What makes a good pet?	Identifying different groups of animals – What makes them the same/different?	Looking at reptiles and amphibians – What makes these animals unique?	Looking at birds and mammals – What makes these animals unique?	Exploring maps and using navigational language	Exploring maps and using navigational language	Seaside holidays from the past	Seaside holidays from the past
Understanding the World Summer Term Checkpoints	The Natural World – To know and explore the natural world around them, making observations and drawing pictures of animals and plants	The Natural World – To know and explore the natural world around them, making observations and drawing pictures of animals and plants	The Natural World – To know and explore the natural world around them, making observations and drawing pictures of animals and plants	The Natural World – To know and explore the natural world around them, making observations and drawing pictures of animals and plants	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 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	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 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

Understanding the World – People, Culture and communities	What happens at a Christening? What is a baptism?	What do Christian people do to make a wedding a special day?	Jonah and the Whale – Bible Story	Where do Jewish People go to Worship?	What is the Torah? Which other festivals do Jewish people celebrate?	The Lord's Prayer The story of the Lord's Prayer	Understanding prayer time - What do the words in the Lord's prayer mean?	
People, Culture and Communities Summer Term Checkpoints	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 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 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 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 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 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	

Expressive Arts: Creating with Materials		DT Kapow unit - Dinosaur bookmarks - Lesson 1 - Exploring threading and weaving	Father's Day Cards - Minion card design	DT Kapow unit - Dinosaur bookmarks - Lesson 2 - Paper weaving	DT Kapow unit - Dinosaur bookmarks - Lesson 3 - Sewing with hessian	DT Kapow unit - Dinosaur bookmarks - Lesson 4 - Designing bookmarks	DT Kapow unit - Dinosaur bookmarks - Lesson 5 - Creating bookmarks	DT Kapow unit - Dinosaur bookmarks - Lesson 6 - Evaluating bookmarks
Expressive Arts Summer Term Checkpoints Kapow unit: DT - bookmarks 		To know how to develop their threading and weaving skills by exploring different materials and objects, such as ribbons through wire racks or wool through ten-frames	To know how to create a card design using printing and paint methods 	To practise and apply weaving skills to a specific material e.g. paper	To know and apply what they learnt in lesson one to develop their threading skills using wool through hessian fabric, and then with a sewing needle and thread	To use threading or sewing to design a product To know and learn about the history of the bookmark back in Victorian times and compare them to modern- day styles before developing design ideas for their own	To know and begin to plan and sew their bookmark design using hessian fabric and thread	In pairs, reflect and evaluate each other's bookmarks - paper versus fabric designs To know how to reflect with on how they have achieved their aims
Expressive Arts: Music	Sing up unit - Slap,clap,clap Lesson 1 - Shall we dance?	Sing up unit - Slap,clap,clap Lesson 2 - Clapping partners	Sing up unit - Slap,clap,clap Lesson 3 - Tap, scrape, scrape		Sing up unit - Bow, bow, bow Belinda Lesson 1 - Learning the song and dance	Sing up unit - Bow, bow, bow Belinda Lesson 2 - Invent and perform new actions	Sing up unit - Bow, bow, bow Belinda Lesson 3 - Learning the song and dance	
Expressive Arts: Music Summer Term Checkpoints	To know how to listen and talk about different pieces of music To know how to sing in waltz time To know how to perform actions to go with a song	To know how to perform the song as a clapping game with a partner To know how to make up a three- beat body percussion pattern	To know how to perform a made up three-beat body percussion pattern to a steady beat To know how to transfer the actions and play sounds on untuned percussion instruments		To know how to learn a new song, pitching notes accurately To know and learn an accompanying partner dance To know how to put the song and dance together and perform	To listen to and watch an example of another singing game To know and suggest actions for new lyrics To know and perform the new actions at the same time as singing	To know how to listen to a folk song and discuss its features To know how explore high and low notes with their voice and an instrument To know how to play a tuned accompaniment to a song	

