

Lowe's Wong Infant School Half Termly Overview

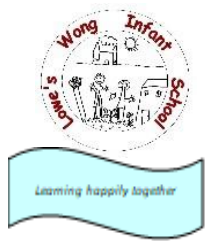


Foundation Stage 2- Autumn 2

Enquiry Theme	What comes out at night?
British Values & School rules	Tolerance of different faiths and beliefs
Real life application	Collage picture of what comes out at night.
Visits and Visitors	Grandparents' day. Christmas visit to Southwell Methodist Church.
Literacy (core texts and genres)	<ul style="list-style-type: none"> • <u>The Best Diwali Ever by Sonali Shah</u> • <u>Peace at Last by Jill Murphy</u> • <u>Dear Santa by Rod Campbell</u> <p>CVC labels, speech bubbles, letter writing.</p> <ul style="list-style-type: none"> • Know how to spell words by identifying sounds in them and representing the sounds with a letter or letters. • Know how to write recognisable letters, most of which are correctly formed. • Know that their vocabulary builds on and reflects the breadth of their experiences. • Know that they can use language to imagine and recreate roles and experiences in play situations. • Know how to speak in sentences to articulate their own writing. • Know how to write cvc labels (fiction and non-fiction). • Know how to write some words heard in familiar stories. • Know how to write speech bubbles. • Know how to write a list.
Maths	<p style="text-align: center;">Number</p> <ul style="list-style-type: none"> • Know how to count objects in different arrangements by touching each one. • Know that the final number is the total when counting a group. • Know how to subitise numbers up to five (recognise without counting). • Know how to represent numbers up to 5 in different ways – including a number frame. • Know how to find one more and one less than a single digit number using manipulatives. • Know how to recognise that numbers can be made by combining smaller numbers. <p style="text-align: center;">Shape, space and measure</p> <ul style="list-style-type: none"> • Know how to recognise and name a circle, squares, triangle and rectangle. • Know how to discuss things that are the same and different about 2D shapes using language such as sides, corners, straight, flat, round. • Know how to use positional language to describe where something is in relation to other things using language of next to, behind, in front, over, under, around. • Know that 2D shapes can be combined or partitioned to make new shapes. • Know how to order activities in their day using vocabulary of 'now, before, later, soon, after, next' ? • Know how to measure time in simple ways e.g. number of sleeps.
	Past and Present

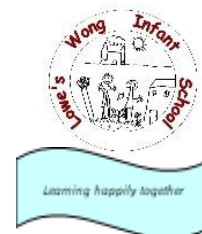
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<p>Understanding the World</p>	<ul style="list-style-type: none"> • Know that there are some similarities and differences between things in the past and now. <p style="text-align: center;">The Natural World</p> <ul style="list-style-type: none"> • Know that comparisons can be made through observation. • Know that we can investigate different areas of science practically. • Know that objects, materials and living things can be explored scientifically. • Know that questions can be asked to find answers. • Know that changes occur when animals grow. • Know how to describe what they see, hear and feel whilst outside. • Know how to explore the natural world around them, making observations and drawing pictures of animals and plants. • Know that there are some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Know that some important processes and changes in the natural world around them take place, including the seasons. • Know that some liquids freeze. • Know that some things feel warm and others feel cold.
<p>RE</p>	<p style="text-align: center;">How can we care for living things and the Earth?</p> <ul style="list-style-type: none"> • Know how to think about the perspectives of others. <p style="text-align: center;">What times are special and why?</p> <ul style="list-style-type: none"> • Know that people have different beliefs and celebrate special times in different ways. • Know that there are some similarities and differences between different religious and cultural communities in this country, drawing on my own experiences and what has been read in class.
<p>Expressive Arts and Design</p>	<p style="text-align: center;">Creating with materials</p> <ul style="list-style-type: none"> • Know that modelling materials can be shaped. • Know that materials can be joined to create new textures, using tools and techniques. • Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. <ul style="list-style-type: none"> • Know that they can experiment with and explore a range of shapes and colours. • Know that there are famous artists- Van Gogh • Know that you can use and refine a variety of artistic effects to express ideas and feelings. • Know that they can like or dislike a piece of art. <p style="text-align: center;">Being imaginative and Expressive My Stories (Charanga)</p> <p style="text-align: center;">I'm A Little Teapot, The Grand Old Duke Of York, Ring O' Roses, Hickory Dickory Dock, Not Too Difficult, The ABC Song</p> <p>Listen and Respond</p> <ul style="list-style-type: none"> • Know that we can move with the pulse of the music. <p>Explore and Create</p> <ul style="list-style-type: none"> • Know how they can enjoy moving to music by dancing, marching or being animal <p>Singing</p> <ul style="list-style-type: none"> • Know that some nursery rhymes tell a story. • Know that they can use their voice to explore pitch (high and low)

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	<p>Share and perform</p> <ul style="list-style-type: none"> • Know how to sing or rap nursery rhymes and simple songs from memory. • Know how to sing along with a prerecorded song and add actions.
PE	<p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • Know that exercise is important to stay healthy. • Know that they can try new activities, showing perseverance and resilience when faced with a challenge. • Know that basic body actions and rhythms can be explored and copied. • Know that a body can respond in different ways to different types of music. • Know how to talk about dance, expressing feelings and responses. • Know how to progress towards a more fluent style of moving, with developing control and grace. • Know that they can move energetically, such as running, jumping, hopping, dancing, skipping and climbing. <p style="text-align: center;">Tag Rugby & Hockey</p> <ul style="list-style-type: none"> • Know that bodies can make large and small movements. • Know that there are ways to catch a large ball. • Know that a ball can be hit with another piece of equipment.
Computing	<p style="text-align: center;">Information Technology Drawing skills unit</p> <ul style="list-style-type: none"> • Know how to select colours when painting on the computer. • Know how to draw on a computer using a mouse or trackpad. • Know how to use a computer to draw with different widths of pens. • Know how to use the undo and erase button correctly.
PSHE	<p style="text-align: center;">Valuing Differences</p> <ul style="list-style-type: none"> • Know how to describe their own positive attributes. • Know how to share their likes and dislikes. • Know how to listen to and respect the ideas of others. • Know that there are similarities and differences amongst their peers. • Know that differences should be celebrated. • Know how to retell a story. • Know how to talk about their family, customs and traditions. • Know how to listen to others talk about their experiences. • Know how to compare their own experiences with those of others. • Know that there are similarities and differences between their home and those of others. • Know how to talk about what makes their home feel special and safe. • Know how to be sensitive towards others. • Know that we can be kind towards others. • Know how to demonstrate skills in cooperation with others and show friendly behaviour towards a peer. • Know how to build relationships with others. <p>Anti-Bullying Week Road Safety Week</p>