

Lowe's Wong Infant School

Half Termly Overview



Foundation Stage 2 - Spring 2

Enquiry Theme	Who lives happily ever after?
British Values & School rules	Democracy Rule of Law
Real life application	Verbal retell, using props.
Visits and Visitors	Story telling at Southwell library. Story telling with parents in school.
Literacy (core texts and genres)	<p><u>Goldilocks and the Three Bears</u> <u>Little Red Riding Hood</u> Story maps, character speech bubbles, narrative sentences</p> <p>Communication and Language- Speaking</p> <ul style="list-style-type: none"> • Know how to engage in story time. • Know how to listen to and talk about stories, to build familiarity and understanding. • Know how to retell the story, once they have developed a deep familiarity with the text, some exact repetition and some in their own words. <p>Writing</p> <ul style="list-style-type: none"> • Know how to spell words by identifying the sounds and then writing the sounds with letters. • Know how to write short captions with known sound-letter correspondences.
Maths	<p>Measure</p> <ul style="list-style-type: none"> • Know how to use the language of height in practical situations. • Know how to make indirect comparisons. • 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. • Know how to use simple timers e.g. how many jumps in ten seconds. <p>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 sort and match pictures and objects. • Know how to subitise numbers up to 10 (recognise without counting). • Know how to represent numbers up to 10 in different ways – including a number frame. • Know how to make marks, symbols and numerals to represent amounts. • Know that the cardinal number value is linked to the number system (numeral). • Know how to recognise that numbers can be made by combining smaller numbers. • Know how to find one more and one less than a single digit number up to 10 using manipulatives. • Know how to use the part, part, whole model to represent numbers up to 10 – in a practical way. • Know how to explore number bonds to 10 using a ten frame. • Know that double means 'twice as many'. • Know how to build doubles using practical objects. <p>Shape</p> <ul style="list-style-type: none"> • Know that 3D shapes can have other shapes within it. • Know that 3D shapes have certain properties e.g. which ones will stack, which ones will roll.

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Learning happily together

<p>Understanding the World</p>	<p>Past and present</p> <ul style="list-style-type: none"> • Know that some objects are old and some are new. • Know that there are some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Know that a map represents different places. • Know that information can be drawn from a simple map. • Know how to describe their immediate environment. • Know how to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. <p>The Natural World</p> <ul style="list-style-type: none"> • Know that comparisons can be made through observation. • Know that objects, materials and living things can be explored scientifically. • Know how to describe what they see, hear and feel whilst outside. • Know that questions can be asked to find answers. • Know 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 and understand some important processes and changes in the natural world around them, including the seasons. • Know that some things feel warm and others feel cold.
<p>RE</p>	<p>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.
<p>Expressive Arts and Design</p>	<p>Creating with materials</p> <ul style="list-style-type: none"> • Know that appropriate resources can be selected when designing. • Know how to use tools safely. • Know which colours and materials to use for a particular use. • Know that some products need to be strong. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Know how to develop storylines in pretend play. • Know how to talk about dance and performance art, expressing their feelings and responses. <p>Our World (Charanga)</p> <p>Old Macdonald, Incy Wincy Spider, Baa Baa Black sheep, Row, Row, Row Your Boat, The Wheels On The Bus, The Hokey Cokey</p> <p>Listen and Respond</p> <ul style="list-style-type: none"> • Know that music can touch your feelings. • Know how they can enjoy moving to music by dancing, marching, being animals or pop stars. <p>Explore and Create</p> <ul style="list-style-type: none"> • Know that we can move with the pulse of the music. • Know that they can use instruments to explore pitch (high and low). <p>Singing</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. • Know how to sing along with the backing track. <p>Share and perform</p> <ul style="list-style-type: none"> • Know how to perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
<p>PE</p>	<p>Gymnastics- moving</p>

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	<ul style="list-style-type: none"> • Know how to move and make shapes using different body parts. Introduce 'champion gymnastics'. • Know how to apply 'champion gymnastics' whilst moving in different directions. • Know how to apply 'champion gymnastics' whilst exploring how to move using big and small movements using the apparatus. • Know how to apply 'champion gymnastics' whilst exploring movements in a pair on the floor and on apparatus. • Know how to apply 'champion gymnastics' whilst exploring shapes in pairs on the floor and on apparatus. • Know how to apply 'champion gymnastics,' whilst exploring movements and shapes in different ways, transitioning between different zones. <p style="text-align: center;">Ball skills - hands 2</p> <ul style="list-style-type: none"> • Know how to explore different ways of throwing a beanbag. • Know that we need to aim when we are throwing. • Know how to explore throwing (underarm) a beanbag. • Know how to develop their understanding of why we need to aim when we are throwing. • Know how to explore throwing (overarm) a beanbag. • Know how they can use their bodies to throw with greater distance. • Know how to explore different ways of rolling a ball using our hands. • Know that we need to be accurate when we are rolling a ball towards a target. • Know how to explore different ways of stopping a ball using our hands. • Know how to explore catching a beanbag and a small ball. • Know that we need to catch a ball and a beanbag and why.
Computing	<p style="text-align: center;">Computing Science- Robot unit</p> <ul style="list-style-type: none"> • Know how to talk about where a toy vehicle is moving whilst moving it. • Know how to describe the route taken by a toy vehicle. • Know how to follow directions to make a route for a toy vehicle. • Know that a route can be planned for a toy vehicle. • Know how to follow own plan for where the toy vehicle should move. • Know how to control the forwards, backwards and rotation of a floor robot one step at a time. • Know how to program a 3-step route for a floor turtle program and predict where a floor robot will end up when given the instructions for a 2 or 3 step route. • Know how to plan a route for a floor robot and then carry out these instructions one step at a time. • Know how to plan a route for a floor robot and then carry out these instructions more than one step at a time.
PSHE	<p style="text-align: center;">Rights and Respect</p> <ul style="list-style-type: none"> • Know how to name the special people in their lives. • Know that our special people can be different to those of others. • Know how to talk about why friends are important and how they help us. • Know how to identify ways to care for a friend in need. • Know how to identify ways to help others in their community. • Know how to identify ways in which they help at home. • Know how to recognise the importance of taking care of a shared environment. • Know how to name ways in which they can look after their learning environment. • Know that things make the world special and beautiful. • Know how to name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less. • Know how to talk about what can happen to living things if the world is not cared for. • Know how to recognise coins and other items relating to money.

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Learning Happily Together

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| | <ul style="list-style-type: none">• Know how to identify the uses of money.• Know that it is important to keep money safe.• Know how to identify ways to save money.• Know how to talk about why we save money. |
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