

Lowe's Wong Infant School

Half Termly Overview



Foundation Stage 2- Summer 1

Enquiry Theme	How does your garden grow?
British Values & School rules	Work hard Individual Liberty
Real Life Application	Purple Mash - Mashcam Gardener - what does a seed need to grow?
Visits and Visitors	Trip to Southwell Minster (linked to RE) Mental health workshop
English (core texts and genres)	<ul style="list-style-type: none"> • <u>The Tiny Seed</u> by Eric Carle • <u>The Enormous Turnip</u> • <u>Oliver's Vegetables</u> by Alison Bartlett <p>Instructions, labels, captions, narrative sentences</p> <p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Know how to say out loud what they are going to write about. • Know that their vocabulary builds on and reflects the breath of their experiences. • 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 how to form lower-case and some capital letters correctly. • Know how to write labels and captions. • Know how to write factual sentences. • Know how to write narrative sentences. • Know how to use finger spaces to demarcate words. • Know that full stops are used at the end of a sentence.
Maths	<p style="text-align: center;">Shape</p> <ul style="list-style-type: none"> • Know how to copy, continue and create simple repeating patterns. • Know how to identify the unit of repeat in a pattern. <p style="text-align: center;">Number and Numerical Pattern</p> <ul style="list-style-type: none"> • Know how to count aloud beyond ten. • Know that objects can be used to represent numbers to 20. • Know how to make marks, symbols and numerals to represent amounts. • Know how to record their work using mathematical jottings. • Know how to recognise that numbers can be made by combining smaller numbers. • Know that double means 'twice as many'. • Know how to build doubles using practical objects. • Know how to halve quantities by sharing objects into two equal groups. • Know that sharing has to be 'fair' and have 'equal parts'. • Know how to explore, in a practical way, sharing quantities into other equal sized groups. • Know that numbers are odd or even and that this can be seen when sharing and grouping into pairs. • Know how to combine two groups of objects to find 'how many altogether'. • Know how to begin to create number stories and develop the ability to add more. • Know how to use real objects to see that the quantity of a group can be changed by taking away/crossing out. • Know how to use number stories to explore subtraction in a practical way. • Know how to use number stories to reinforce addition and subtraction.

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Understanding the World	<p style="text-align: center;">People, Cultures and Communities</p> <ul style="list-style-type: none"> • Know that they have an immediate environment. • Know how to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. <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 how to describe what they see, hear and feel whilst outside. • Know that plants grow and are usually green. • Know that plants change as they grow. • Know how to name of some plants (grass, daisy, holly, daffodils). • Know how to explore the natural world around them, making observations and drawing pictures of animals and plants.
RE	<p style="text-align: center;">What places are special and why?</p> <ul style="list-style-type: none"> • Know that some places are special to members of their community. • 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.
Expressive Arts and Design	<p style="text-align: center;">Creating with materials</p> <p>Drawing</p> <ul style="list-style-type: none"> • Know that different drawing media have different mark making potentials, including drawing with increasing complexity and detail. • Know how to show accuracy and care when drawing. <p>Sculpture</p> <ul style="list-style-type: none"> • Know that modelling materials can be shaped. • Know that materials can be joined to create new textures. <p>Artists</p> <ul style="list-style-type: none"> • Know that art exists all around us. • Know that there are famous artists like Yayoi Kusama and they create different types of art work. • 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</p> <p>Listen and appraise</p> <ul style="list-style-type: none"> • Know how to sing up to twenty nursery rhymes off by heart. • 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. <p>Singing</p> <ul style="list-style-type: none"> • Know that songs have sections. • 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. • Know that they can use their voice to explore pitch (high and low). <p>Share and perform</p> <ul style="list-style-type: none"> • Know how to explore and engage in music making, performing solo or in groups. • Know how to perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
PE	Dance- Nursery rhymes

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	<ul style="list-style-type: none"> • Know how to explore different movements using different parts of the body. • Know how to create their own movement ideas relating to specific words. • Know how to start to add movements together to form a sequence. • Know how to create simple movement sequences that relate to specific words. • Know how to add their movements together to form a sequence. • Know how to explore larger scale travelling movements, responding to words or music. • Know how to respond to words and music using their bodies to explore character movements with a partner. <p style="text-align: center;">Locomotion- jumping</p> <ul style="list-style-type: none"> • Know how to explore jumping in a variety of ways. • Know how to explore jumping, in different directions, at different speeds and different levels. • Know how to begin to jump efficiently. • Know how to explore how and why we jump, using our head, arms and feet, applying the basic jumping technique. • Know how to develop their jumping technique applying it into a game. • Know how to jump for distance. • Know how to jump for height. • Know how to hop in a variety of ways; in different directions, at different speeds and different levels.
Computing	<p style="text-align: center;">Information Technology Photographs unit</p> <ul style="list-style-type: none"> • Know how to take photos using a digital device. • Know how to use the webcam in Mini Mash. • Know that photos can be opened in Purple Mash.
PSHE	<p style="text-align: center;">Being my best</p> <ul style="list-style-type: none"> • Know how to share an experience where they haven't achieved their goal. • Know how to develop their confidence and resilience towards having a growth mindset. • Know how to name a strategy to overcome a hurdle. • Know that some skills take time to learn. • Know how to plan and review an achievable goal. • Know how to celebrate the successes of their peers. • Know how to name and choose healthy foods and drink. • Know that there are some foods that are a "just sometimes" food or drink (eating in moderation). • Know how to explain the jobs of different food groups. • Know how to identify the 5 ways to support their wellbeing. • Know how to name some activities or ideas to promote positive mental health. • Know how to reflect on their mental health and how they can protect it. • Know how to describe the changes in their body during exercise and what is happening to their body. • Know how exercise can help us stay well - physically and mentally. • Know that there are some ways to keep their body fit and well. • Know that our body needs sleep. • Know how to talk about their own bedtime routine. • Know how to have a calm evening and bedtime routine.