Lowe's Wong Infant School
Half Termly Overview

# Foundation Stage 2- Autumn 2

| Enquiry Theme | **What type of journey shall we go on?** |
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| British Values & School rules | Tolerance of different faiths and beliefs |
| Real life application | Collage picture of transport – how would you travel and where would you go? |
| Visits and Visitors | Visit from Little City<br>Christmas visit to Southwell Methodist Church. |
| Literacy (core texts and genres) | • Duck in a Truck Jez Alborough<br>• The Train Ride June Crebbin<br>• One Snowy Night Nick Butterworth<br>CVC labels, speech bubbles, list writing, letter writing.<br>• Know how to spell words by identifying sounds in them and representing the sounds with a letter or letters.<br>• Know how to write recognisable letters, most of which are correctly formed.<br>• Know that their vocabulary builds on and reflects the breadth of their experiences.<br>• Know that they can use language to imagine and recreate roles and experiences in play situations.<br>• Know how to speak in sentences to articulate their own writing.<br>• Know how to write cvc labels (fiction and non-fiction).<br>• Know how to write some words heard in familiar stories.<br>• Know how to write speech bubbles.<br>• Know how to write a list.<br>• Know how to write a Christmas letter. |
| Maths | Number<br>• Know how to count objects in different arrangements by touching each one.<br>• Know that the final number is the total when counting a group.<br>• Know how to subitise numbers up to five (recognise without counting).<br>• Know how to represent numbers up to five in different ways – including a number frame.<br>• Know how to find one more and one less than a single digit number using manipulatives.<br>• Know how to recognise that numbers can be made by combining smaller numbers.<br>Shape, space and measure<br>• Know how to recognise and name a circle, squares, triangle and rectangle.<br>• Know how to discuss things that are the same and different about 2D shapes using language such as sides, corners, straight, flat, round.<br>• 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.<br>• Know that 2D shapes can be combined or partitioned to make new shapes.<br>• Know how to order activities in their day using vocabulary of 'now, before, later, soon, after, next'?<br>• Know how to measure time in simple ways e.g. number of sleeps. |

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| Understanding the World | **Past and Present**<br>• Know that there are some similarities and differences between things in the past and now.<br>• Know how to understand the past through settings, characters and events encountered in books read in class and storytelling.<br>• Know that some objects are old and some are new. |
| | **The Natural World**<br>• Know that comparisons can be made through observation.<br>• Know that we can investigate different areas of science practically.<br>• Know that objects, materials and living things can be explored scientifically.<br>• Know that there are some similarities and differences between the natural world around them and contrasting environments, drawing on their experience and what has been read in class.<br>• Know that questions can be asked to find answers.<br>• Know how to describe what they see, hear and feel whilst outside.<br>• Know that some important processes and changes in the natural world around them take place, including the seasons.<br>• Know some liquids freeze.<br>• Know that some things feel warm and others feel cold. |
| RE | **How can we care for living things and the Earth?**<br>• Know how to think about the perspectives of others.<br>**What times are special and why?**<br>• Know that people have different beliefs and celebrate special times in different ways.<br>• 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 | **Creating with materials**<br>• Know that modelling materials can be shaped.<br>• Know that materials can be joined to create new textures, using tools and techniques.<br>• Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.<br>• Know that there are famous artists<br>• Know that you can use and refine a variety of artistic effects to express ideas and feelings.<br>• Know that they can like or dislike a piece of art. |
| | **Being imaginative and Expressive**<br>My Stories (Charanga)<br>I'm A Little Teapot, The Grand Old Duke Of York, Ring O' Roses, Hickory Dickory Dock, Not Too Difficult, The ABC Song<br>Listen and Respond<br>• Know that we can move with the pulse of the music.<br>Explore and Create<br>• Know how they can enjoy moving to music by dancing, marching or being animal<br>Singing<br>• Know that some nursery rhymes tell a story.<br>• Know that they can use their voice to explore pitch (high and low)<br>Share and perform<br>• Know how to sing or rap nursery rhymes and simple songs from memory.<br>• Know how to sing along with a prerecorded song and add actions. |

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| | **Being imaginative and Expressive**<br>• Know how to develop storylines in their pretend play.<br>• Know how to create collaboratively, sharing ideas, resources and skills.<br>• Know that it is possible to return to and build on their previous learning, refining ideas and developing their ability to represent them. |
| PE | **Dance- ourselves**<br>• Know how to explore different movements using different parts of the body.<br>• Know how to explore larger scale travelling movements.<br>• Know how to respond to words and music using their bodies and props.<br>• Know how to create their own movement ideas relating to specific words.<br>• Know how to explore different movements using qualities of movement. Know that there is a meaning of opposites.<br>• Know how to explore movements such as creeping, tiptoeing and hiding.<br>**Games for understanding**<br>• Know that it is important to take turns when playing a game.<br>• Know that we need to keep the score during a game.<br>• Know that we need to follow the rules during a game.<br>• Know that games have rules and understand the consequences if the rules of the game are not followed.<br>• Know that there are different ways of avoiding a defender.<br>• Know how to explore simple principles (evasive skills) to avoid being tagged.<br>• Know that there are consequences are if they are tagged in a game.<br>• Know how to explore different ways of preventing an attacker from scoring a point.<br>• Know how to explore simple principles to prevent the attackers from scoring.<br>• Know that there are consequences if they do not tag an attacker in a game.<br>• Know how to attack and defend, applying it into a competitive game. |
| Computing | **Information Technology**<br>Drawing skills unit<br>• Know how to select colours when painting on the computer.<br>• Know how to draw on a computer using a mouse or trackpad.<br>• Know how to use a computer to draw with different widths of pens.<br>• Know how to use the undo and erase button correctly. |
| PSHE | **Valuing Differences**<br>• Know how to describe their own positive attributes.<br>• Know how to share their likes and dislikes.<br>• Know how to listen to and respect the ideas of others.<br>• Know that there are similarities and differences amongst their peers.<br>• Know that differences should be celebrated.<br>• Know how to retell a story.<br>• Know how to talk about their family, customs and traditions.<br>• Know how to listen to others talk about their experiences.<br>• Know how to compare their own experiences with those of others.<br>• Know that there are similarities and differences between their home and those of others.<br>• Know how to talk about what makes their home feel special and safe.<br>• Know how to be sensitive towards others.<br>• Know that we can be kind towards others.<br>• Know how to demonstrate skills in cooperation with others and show friendly behaviour towards a peer.<br>• Know how to build relationships with others.<br>Anti-Bullying Week<br>Road Safety Week |

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