

# Summer 1 half term sequence of learning – Early Years Foundation Stage



Our key questions: I wonder how the weather changes? Does it float or sink? Are plants alive?

## KEY THEMES

*Weather studio, Garden and Life Cycles*

### Personal Social and Emotional Development

#### PRIOR LEARNING

The children have learnt to understand all the aspects that makes a healthy me.

#### INTENT

To show independence and confidence when trying new activities and be a good role model.

#### SEQUENCE OF LEARNING

1. Show an understanding of my own feelings and my friends socially and emotionally, using discussion to resolve conflict.
2. Wait patiently when I share the bikes and play games.
3. Show resilience and perseverance when I am programming the Beebots.
4. Give focused attention to our teacher and be confident at Eden to try new activities.
5. Set and work towards simple goals like creating a weather station.
6. Show independence by finding solutions with others without adult support during independent play.
7. Know why the School and Class Rules are important and follow them appropriately.
8. Show sensitivity to my own and my friend's needs.
9. Work with others in the role play, playing cooperatively and showing empathy to our friends need.

#### OUTCOME/COMPOSITE

The children will be able to program a Beebot to get to one point to another on the map and be an empathetic friend.

### Communication and Language

#### PRIOR LEARNING

The children can contribute ideas and use new vocabulary when engaged in discussions, using full sentences and connectives.

#### INTENT

To explain in well-formed sentences with new vocabulary how things grow and use adjectives to describe what I see.

#### SEQUENCE OF LEARNING

1. Use full sentences when I tell the class what I did in the holidays using past tense.
2. Engage in discussions about The Queen's Hat with relevant comments and questions.
3. Hold conversations whilst playing in the role play using new vocabulary like x-ray and stethoscope.
4. Participate in discussions about We're Going On A Bear Hunt offering ideas about fantastic adjectives to describe the journey the family took and retell the story using picture prompts or puppets.
5. Engage in non-fiction texts to develop my knowledge about the weather.
6. Articulate my ideas in well-formed sentences when I participate in class discussions and visit the Eden Project.
7. Explain the life cycle of a frog, butterfly and plant.

#### OUTCOME/COMPOSITE

The children will use adjectives to describe the family's journey and new vocabulary when playing in the role play area.

### Physical Development

#### PRIOR LEARNING

The children have developed fundamental ball skills and have the foundations of a fluent handwriting style.

#### INTENT

To develop their balance on the balance bikes and to use small tools effectively.

#### SEQUENCE OF LEARNING

1. Negotiate space and obstacles when I build a habitat/den to live in.
2. Confidently use a range of small equipment to create a weather station.
3. Ride balance bicycles with balance and coordination.
4. Show a variety of movement styles when I dance to music.
5. Hold a pencil effectively to write during our daily Drawing Club lessons and a recount of our trip to the Eden Project.
6. Form my letters accurately in daily handwriting lessons sitting with my tummy to table to show good posture – remembering the 4 P's.
7. Draw pictures of animals and plants with increasing complexity and detail, developing good techniques.
8. Confidently use a range of large equipment to build assault courses, a den, a car wash, and a giant sunset painting.

#### OUTCOME/COMPOSITE

The children will demonstrate strength, balance and co-ordination when building assault courses and riding a bike.

## Literacy

### PRIOR LEARNING

The children can read short stories and write sentences using known phonemes and graphemes.

### INTENT

To form lower case letters successfully and compose eligible sentences.

### SEQUENCE OF LEARNING

1. Read simple sentences in storybooks during LW reading sessions.
2. Read nonsense alien words.
3. Read Tricky Words: are, me, we, be and they.
4. Use segmenting fingers to help me write words independently, describing the weather.
5. Form lower case letters correctly in my handwriting lessons and during Drawing Club when I write my ideas.
6. Identify sounds in words so I can read or write the word in my recount of our Eden trip.
7. Talk about non-fiction weather books and guess what weather is being described.
8. Use capital letters and full stops in sentences when I write about my stories.
9. Predict what happens next in stories and imagine alternative endings to The Queen's Hat.
10. Label drawings of a flower using my segmenting fingers.
11. Begin to write words with known grapheme-phoneme correspondence when I write about my weekend and spell words like 'was' and 'the' correctly.
12. Read the sentences I write about We're Going On A Bear Hunt to check they make sense.

### OUTCOME/COMPOSITE

The children will write and read back sentences about the books covered during Drawing Club.

## Mathematics

### PRIOR LEARNING

The children have explored the composition of 10, can compare height and amounts and can describe some 3D shapes.

### INTENT

To have a deep understanding of numbers to ten and subitise up to 5

### SEQUENCE OF LEARNING

1. Recall some number bonds to five and some to ten using the part whole model, ladybirds and maths games.
2. Understand the composition of ten whilst playing with the butterflies and ladybirds.
3. Link the numerical symbol with its cardinal number value when counting with the animals, playing bingo and using the interactive whiteboard.
4. Manipulate shapes when making nature bugs.
5. Count beyond 10 when counting the register and story book vote towers understanding the pattern of the counting system.
6. Recall some doubles facts in my double rap.
7. Measure and compare each other.
8. Use our Maths knowledge to keep score outside when we play games.
9. Subitise numbers up to five when I play games with my friends (recognise quantities without counting)
10. Recall subtraction facts when Percy pig eats fruit from our bowl of five.
11. Compare quantities when I challenge my friend to the tens frame game.

### OUTCOME/COMPOSITE

The children will be able to recall number bonds to five and have a good understanding of teen numbers.

## Understanding the World

### PRIOR LEARNING

The children have explored what toys were like when their parents and grandparents were younger and have compared it with their toys now.

### INTENT

To articulate similarities and difference in discussions

### SEQUENCE OF LEARNING

1. Compare how my family live in contrast to families in Africa.
2. Explain similarities and differences about a variety of mini beasts.
3. Discuss differences about jungles now and in the past, and what it means to become extinct.
4. Compare and contrast characters like the lion and the mouse from the Lion Inside.
5. Accurately describe the weather and understand seasonal changes like blossoming trees and the life cycles of a frog.
6. Explore the natural world around us, using our bug hunting bags to investigate the mini beasts we discover in the Spring.
7. Document the changes that happen to our class tadpoles in my life cycle diary.
8. Plant bulbs in the garden and explore what they need to survive.
9. Make accurate observations when I create a piece of artwork using clay taking my inspiration from nature and plants from the garden.

### OUTCOME/COMPOSITE

The children will be able to explain differences and similarities in mini beasts, seasons and habitats.

## Expressive Arts and Design

### PRIOR LEARNING

The children can create collaboratively using a range of materials.

### INTENT

To plan and use tools successfully to create art and role play props.

### SEQUENCE OF LEARNING

#### Music & Movement

1. Dance like bees and animals from the garden.
2. Sing songs like Farmer Pete and Parts of a flower.
3. Perform to our friends in our musical outdoor theatre.
4. Learn to play collaboratively using recorders.

#### Tools and Techniques

1. To create butterfly and ladybird art using symmetry.
2. Use tools and attaching techniques to build my own plate animal, caterpillar, ribbon wand and crown.
3. Experiment with colour, design and texture to make nature print designs.

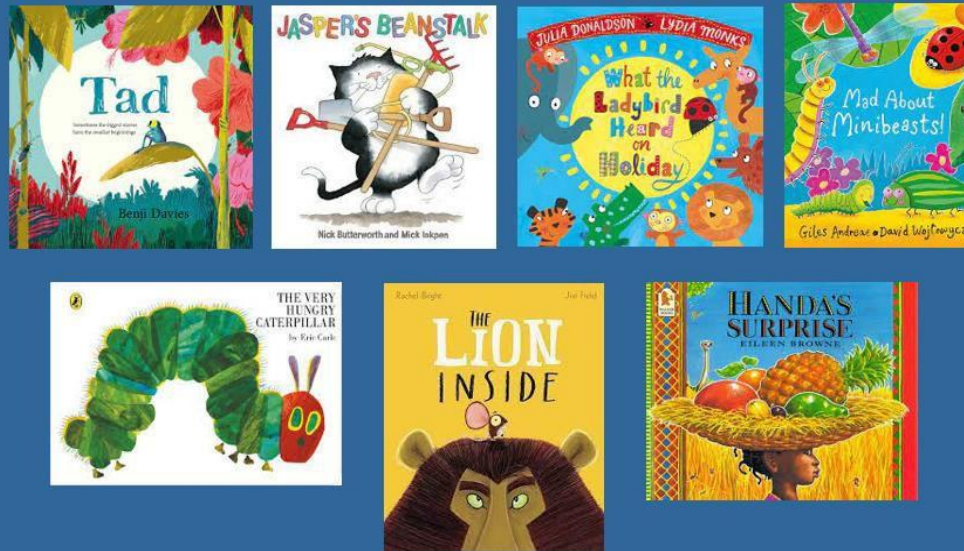
#### Exploring colour

1. Use water colours with increasing complexity to paint Spring pictures, butterflies, animals, and my personal projects.
2. Broaden the language of colour – bright, light, lighter, darker etc when painting our butterflies and making mini beasts.

### OUTCOME/COMPOSITE

The children will create symmetrical butterfly wings and mini beasts.

## KEY TEXT



## BIG VISITS & EVENTS

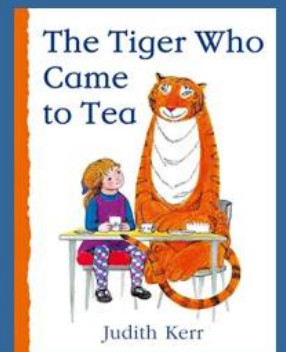
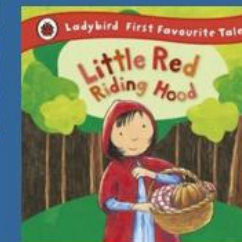
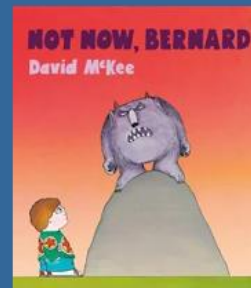
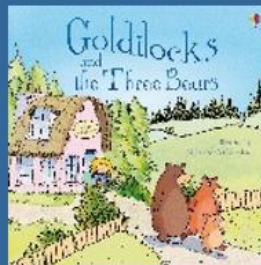


## Eden Project



## Pond Dipping

## DRAWING CLUB BOOKS



# Summer 2 half term sequence of learning – Early Years Foundation Stage



Our key questions: I wonder what I can imagine? What are sea creatures? Where shall I bury my treasure?

## KEY THEMES *Under the Sea, Pirates, Seaside*

### Personal Social and Emotional Development

#### PRIOR LEARNING

The children can independently choose activities, be advocates as role models and be a kind friend.

#### INTENT

To reflect on how my friends and I can improve our work.

#### SEQUENCE OF LEARNING

1. Name different parts of the body and understand what they are used for.
2. To accurately sort food, so I can confidently explain what is healthy for me.
3. To understand that everyone is special and unique.
4. Express how I feel when change happens and know who to talk to when I feel worried.
5. Understand that we all grow from babies to adults.
6. Recall key facts from our RNLI visitor and understand how to stay safe at the beach.
7. Plan and work towards simple goals like making a sea creature from junk modelling.
8. Express my memories of the best bits of this year in Robin Class.
9. Work with others building a pirate ship, playing cooperatively and showing empathy to our friend's needs.
10. Explain how my friends can make their work even better during Discover and Do.

#### OUTCOME/COMPOSITE

The children will be able to give constructive feedback to their friends and enjoy improving their own work.

### Communication and Language

#### PRIOR LEARNING

The children can use new vocabulary to describe how things grow and use adjectives to describe what they see.

#### INTENT

To use my imagination in class discussions and at play.

#### SEQUENCE OF LEARNING

1. Engage in discussions about what I would wish for if I was the fish who could wish.
2. Participate in discussions and ask questions.
3. Use new vocabulary like telescope and jolly roger when I am playing in the pirate ship with my friends.
4. Respond with relevant questions and comments when I learn about the lifeboat station in St Ives.
5. Engage in non-fiction texts to develop my knowledge about marine wildlife and play the Who am I game successfully.
6. Articulate my ideas in well-formed sentences when tell my friends how I have chosen to make my seascape and clay creature.
7. Explain the different parts of a submarine, rowing boat and a pirate galleon.
8. Retell the story of Tiddler using picture prompts and create a new tale with my friends.
9. Work collaboratively to cross the shark infested waters with my friends.

#### OUTCOME/COMPOSITE

The children will create stories about Tiddler and recall facts about their favourite marine creatures.

### Physical Development

#### PRIOR LEARNING

The children have ridden balance bikes and used small tools effectively.

#### INTENT

The children will demonstrate strength, balance, and co-ordination and ride pedal bikes.

#### SEQUENCE OF LEARNING

1. Negotiate space and obstacles when I use planks and crates to cross shark infested waters.
2. Confidently use a range of small equipment to create marine wildlife from junk modelling and clay.
3. Ride pedal/balance bicycles with balance and coordination.
4. Hold a pencil effectively to write my wishes, story endings and letters to the pirates.
5. Form my letters accurately in handwriting daily lessons sitting with my tummy to table to show good posture – 4 P's.
6. Draw pictures of marine wildlife with increasing complexity and detail, developing good techniques.
7. Confidently use a range of large equipment to build pirates ships, islands and submarines.
8. Show a variety of movement styles when participating in my PE lessons and at Sports Day.
9. Demonstrate strength, balance and coordination when I perform at Sports Day.
10. Show accuracy and care when I make a sea creature from junk modelling - weave a fish model.

#### OUTCOME/COMPOSITE

The children will demonstrate strength, balance and co-ordination performing in their Sports Day.

## Literacy

### PRIOR LEARNING

The children have formed most lower-case letters successfully and compose eligible sentences.

### INTENT

The children will write sentences using finger spaces, correct letter formation, capital letters, full stops and tricky words.

### SEQUENCE OF LEARNING

1. Read simple sentences in storybooks during LW reading sessions.
2. Read nonsense alien words.
3. Read Tricky Words: like, your and put.
4. Use segmenting fingers to help me write words independently, describing my wishing fish.
5. Form lower case letters correctly in my handwriting lessons and during independent writing when I write what happens to Tiddler next.
6. Talk about non-fiction marine wildlife books and guess what animal is being described.
7. Use capital letters, full stops and a question mark when I write questions to the pirates and to Sarah Outen, MBE.
8. Predict what happens next in stories and describe what I can see through my telescope.
9. Label my map to ensure the pirate can find the treasure.
10. Begin to write words with known grapheme-phoneme correspondence when I write about what my octopus will do with me and spell words like was and the correctly.
11. Read the sentences I write back to check they make sense when I make my wanted poster and list of essential items for my voyage across the Pacific.

### OUTCOME/COMPOSITE

The children will write and read back sentences about the Fish that can wish and Tiddler.

## Mathematics

### PRIOR LEARNING

The children have a deep understanding of numbers to ten and can subitise up to 5.

### INTENT

The children will compare quantities, recognising which is greater, less or the same.

### SEQUENCE OF LEARNING

1. First, then, now. Start to solve pirate maths problems using the facts we have learnt.
2. Recall number bonds to five and some to ten using the part whole model, ladybirds and maths games.
3. Understand the composition of ten whilst playing with the treasure.
4. Link the numerical symbol with its cardinal number value when counting and sharing pirate treasure.
5. Use positional language when I program my Beebot to find the gold.
6. Explore odds and evens and doubles facts when I share out treasure.
7. Use our Maths knowledge to keep score outside when we play games.
8. Subitise numbers up to five when I play games with my friends (recognise quantities without counting).
9. Recall subtraction facts when the pirates steal treasure and I play games with my friends.
10. Verbally count beyond 10 when I discover the treasure chest.
11. Weigh ingredients when I make my Pirate Stew and follow the process correctly.

### OUTCOME/COMPOSITE

The children will be able to count pirate treasure and share it equally between their friends.

## Understanding the World

### PRIOR LEARNING

The children can articulate similarities and difference in discussions about animal habitats, mini beasts, and seasons.

### INTENT

The children will take responsibility for their local environment and broaden their knowledge of sea creatures.

### SEQUENCE OF LEARNING

1. Explain how the RNLI crew and lifeguards keep us safe in Cornwall.
2. Compare a trip to the seaside now and in the past.
3. Explain similarities and differences about a variety of sea creatures.
4. Compare and contrast sea voyages in the past and now.
5. Explore the natural world around us during beach visit when I discover creatures in the rock pools.
6. Make accurate observations when I paint and make sea creatures using a variety of mediums like clay and junk modelling.
7. Discuss how I can help the planet and understand how important it is when I participate in the beach clean.
8. Explore forces when I catch fish with magnet fishing rods and make boats that float.
9. Expand my knowledge of self-chosen sea creatures using the Big Book of Blue and the internet.
10. Understand the changes in the Summer and verbalise what I need to do to stay safe when the weather is hotter, putting on my own sun cream and staying hydrated.

### OUTCOME/COMPOSITE

The children will be able to explain why we must take care of our oceans during our beach clean.

## Expressive Arts and Design

### PRIOR LEARNING

The children can plan and use tools successfully to create mini beast art and props.

### INTENT

The children will plan and review their creations, using a range of tools and techniques.

### SEQUENCE OF LEARNING

#### Music & Movement

1. Sing songs like Even/Off Number Squad and The Hole in the Bottom of the Sea.
2. Learn to play collaboratively using records.
3. Become ocean divers and dance at the Under the Sea Disco.

#### Tools and Techniques

1. To create a sea scape using shade and shadow inspired by Monet, Cross and Turner.
2. Use a variety of tools and techniques to create sea creatures explaining my process and make improvements.
3. Build a boat using chosen resources that can float across the role play ocean.
4. Use tools and attaching techniques to build my plate octopus and fish wand.
5. Experiment with colour, design, and texture to make clay marine creatures.

#### Exploring colour

1. Use water colours with increasing complexity to paint my wishing fish, boat, and mermaid tail.
2. Broaden the language of colour – bright, light, lighter, darker etc when painting sea creatures and rainbow fish tissue collages.

### OUTCOME/COMPOSITE

The children will create detailed sea creatures from clay and explain their creative process.

## KEY TEXT



## BIG VISITS & EVENTS



### St Ives



### Sports Day

## DRAWING CLUB BOOKS

