Spring first half term sequence of learning – Early Years Foundation Stage

Our key questions: I wonder what is out of this world? What is my wish? I wonder what is in the egg?

KEY THEMES
Space, Dinosaurs, Dragons and Chinese New Year

Personal Social and Emotional Development

PRIOR LEARNING
The children have learnt to think about the perspectives of other during Storytime and Discover & Do

INTENT
To work towards a goal, whilst showing resilience and perseverance. Consider the feelings of others and talk about their health and well being

SEQUENCE OF LEARNING
1. Consider how others may feel through talking to our partners and friends in story time and at play.
2. Show resilience and perseverance when I am working towards goals, like making a conker comet or designing a space rocket.
3. Develop naming a broader range of feelings, such as anxious, worried or excited through circle time and drawing alien faces.
4. Play our favourite games which involve turn taking such as bean bag toss and comet target.
5. Have constructive and respectful relationships with our friends in Joshua Class.
6. Be confident to choose my own challenges in Discover and Do.
7. Use a sand timer and write my name on a list when waiting for things like the space pod because I understand how to share.
8. Begin to find solutions with others without adult support during independent play.
9. Understand healthy food choices, screen time and road safety.

OUTCOME/COMPOSITE
The children will show resilience and perseverance when writing to each other using the rocket messenger

Communication and Language

PRIOR LEARNING
The children are able to listen and express a point of view, describe events and join in rhymes and song

INTENT
Articulate my ideas and thoughts in well formed sentences about life on other planets and my wishes for the future

SEQUENCE OF LEARNING
1. Ask my friends questions in New News for find out more and check understanding.
2. Engage in story time and non-fiction texts about our galaxy and astronauts.
3. Use talk to organise thinking and ask thoughtful questions to the friendly alien.
4. Describe events in detail like how I have made a space potion and what happens if you drink it.
5. Listen and sing songs and rhymes like all teen numbers start with a one and doubles.
6. Explore new space vocabulary in role play area inside and outside.
7. Develop storylines in my play. What happens when I go to Space? Where will I visit? What will my planet be like?
8. Discuss my wishes on Chinese New Year using well-formed sentences.
9. Articulate my ideas on what is in the giant egg though well-formed sentences.
10. To discover fossils and learn about varieties of dinosaurs in the palaeontologist lab.

OUTCOME/COMPOSITE
The children will articulate their questions to find out more about our visiting alien

Physical Development

PRIOR LEARNING
The children use fundamental movement skills, a comfortable grip to write and one-handed tools and equipment successfully

INTENT
To develop fundamental balls skills and foundations of fluent handwriting with a tripod grip.

SEQUENCE OF LEARNING
1. Use fundamental balls skills during PE lessons, throwing, catching, kicking, passing etc.
2. Confidently use a range of small and large equipment and collaborate with our friends to move large items to make a giant space station.
3. Ride bikes whilst navigating obstacles.
4. Show good posture and overall movement fluency when dancing and in PE lessons.
5. Hold a pencil comfortably to write and draw
6. Develop the foundations of an appropriate handwriting style in daily lessons..
7. Develop the strength in my hands in funky finger activities to improve my writing using a range of tools.
8. Use large movements by using the water pump, gardening, large water play, ribbons in dance, giant marble run, den building, sand pit, large scale paint projects to help us develop body strength to improve our writing and over health and well being.

OUTCOME/COMPOSITE
The children will hold a pencil comfortably to write to Poogee the alien and begin to develop skills needed to throw and catch a ball.

Literacy

PRIOR LEARNING

The children can write most letters comfortably, distinguish, recognise, and write initial sounds, write their own name and understand print has meaning

INTENT

To be motivated to write CVC words, some common exception words

SEQUENCE OF LEARNING

1. To label all my work independently with my name.
2. Know all my RWI set 1 sounds.
3. Read Tricky Words like put, my, and no.
4. Use Fred fingers to help me write words independently, listing items I would take to space.
5. Form lower case letters in my handwriting lessons and during independent writing when I write letters for the alien.
6. Identify sounds in words with Fred Talk so I can read the word.
7. Talk about non-fiction books about our solar system.
8. Begin to use capital letters and full stops in sentences when I write our alien telling him what I can do.
9. Predict what happens next in stories and imagine alternative endings.
10. Label drawings of my spaceship and my planet using my Fred fingers.
11. Begin to write words with known grapheme-phoneme correspondence when I write my wish on Chinese New Year.
12. Begin to write sentences about the things I can do to share information with our alien.

OUTCOME/COMPOSITE

The children will compose a sentence to ask the alien a question and write wishes on Chinese New Year trying to use finger spaces, capital letters and full stops.

Mathematics

PRIOR LEARNING

The children can link numerals and amounts to 5, recite numbers past 5, compare length, weight and capacity, understand the one more/one less relationship, understand the composition of 5

INTENT

To compare the weight of moon rocks and the capacity of beakers and boxes. To explore the composition of 6, 7 and 8.

SEQUENCE OF LEARNING

1. Link the numerical symbol with its cardinal number value when counting and weighing moon rocks.
2. Count objects and find hidden numbers when playing with the moon rocks.
3. Count how many times my friends can hop, skip, and jump.
4. Count how many things I can hear when visiting the Orchard on Winter walks.
5. Counting on and back to 10.
6. Numbers 6, 7 and 8 representing/counting/arranging sorting and comparing objects and amounts up to 8 in arrays and be able to show these numbers in different representations using ladybirds, tens frames and dominoes.
7. Compare different quantities when working in the Space Station.
8. Compare weight and capacity. How heavy is your alien, how many things can I fit in a match box, which beaker holds more water, how much soil do I need when planting.
9. Measuring the length of our dinosaurs and recording my findings.

OUTCOME/COMPOSITE

The children will be able represent 6, 7 and 8 in different ways and find the heaviest moon rock and tallest dinosaur in the classroom.

Understanding the World

PRIOR LEARNING

The children can compare how people around the world celebrate and live their lives and comment on how Christmas was different in the past.

INTENT

To explore environments on different planets, know how Chinese New Year is celebrated and describe what happens in the Winter.

SEQUENCE OF LEARNING

1. Recognise people have different beliefs and learn how Chinese New Year is celebrated around the world.
2. Compare and contrast characters from stories like Mae Jemison the real astronaut and George from Marshmallows for Martians.
3. Describe what I can see, hear, and feel when I visit Newquay Orchard.
4. Plant seeds and care for growing plants in our herb garden.
5. Recognise environments are different on the planets in our solar system and understand why our planet looks green and blue from space.
6. Explore the world map when we talk about other countries. How far is China from the UK?
7. Weather and Seasons. Talk about changes in Winter.
8. Look at the changes in the weather daily when we discuss the calendar.
9. Explore the natural world around us, using our bug hunting bags
10. Compare our lives with the astronauts on the International Space Station.

OUTCOME/COMPOSITE

The children will be able to explain how people celebrate Chinese New Year and how astronauts survive in space

Expressive Arts and Design

PRIOR LEARNING

The children have used a range of artistic effects to express themselves in large scale art projects, Christmas crafts and have learnt and performed a nativity.

INTENT

To be emerging artists, creating art using a range of techniques individually and with my peers.

SEQUENCE OF LEARNING

Music & Movement

1. Dance every day during Space Wake & Shake.
2. Sing songs in time and rhythm.
3. Sing our afternoon register.
4. Freestyle dance in our phonics disco.
5. Perform to our friends on our outdoor theatre.

Tools and Techniques

1. To create Van Gough art inspired by a Starry Night
2. Use a variety of tools to create planets, aliens, masks, dragon machines and dragon mobiles.
3. Use tools and attaching techniques to build rockets, conker comets, space helmets and parachutes
4. Explore various artistic effects to create a class solar system and a Chinese blossom tree.

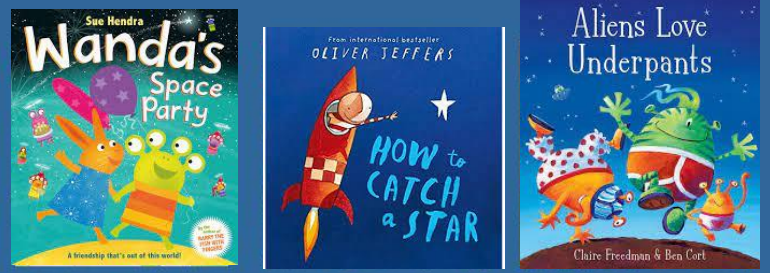
Exploring colour

1. Use pipettes and straws to experiment mixing primary colours when I create my own planet.
2. Broaden the language of colour – bright, light, lighter, darker etc when painting a starry night.

OUTCOME/COMPOSITE

The children will create their own planet, build rockets, conker comets, space helmets, aliens and dragons using a wide range of techniques and colours

KEY TEXT



BIG VISITS

CELEBRATIONS AND TRIPS