

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



Our key questions: I wonder what grows? Where do animals live? Are mini beasts like me? Are plants alive?

## KEY THEMES

*Garden, Jungles, Taking care of Animals*

### 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 an advocate for the Golden Rules.

#### 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 RSPCA visitor and be confident at Eden to try new activities.
5. Set and work towards simple goals like creating a home for my pet.
6. Show independence by finding solutions with others without adult support during independent play.
7. Know why the Golden Rules are important and follow them appropriately.
8. Show sensitivity to my own needs, my friends and my pet when I work to look after my toy animal in the perfect pet challenge.
9. Work with others in the Vet 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 their flower 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 my Easter chick did in the holidays using past tense.
2. Engage in discussions about Handa's Surprise with relevant comments and questions.
3. Hold conversations whilst playing in the vet role play using new vocabulary like x-ray and stethoscope.
4. Participate in discussions about the Very Hungry Caterpillar offering ideas about fantastic adjectives to describe the fruit he ate and retell the story using picture prompts or puppets.
5. Engage in non-fiction texts to develop my knowledge about mini beasts and animals and play the Who am I game successfully.
6. Articulate my ideas in well-formed sentences when I participate in the Perfect Pet Challenge and visit the Eden Project.
7. Explain the life cycle of a butterfly, frog and plant.
8. Express my ideas and feelings to our RSPCA visitor and understanding how they take care of animals.

#### OUTCOME/COMPOSITE

The children will use adjectives to describe fruit and new vocabulary when playing in the vets.

### Physical Development

#### PRIOR LEARNING

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

#### INTENT

To develop water confidence or swim style, ride bikes and use small tools effectively.

#### SEQUENCE OF LEARNING

1. Show understanding of safety precautions when I go to swimming lessons.
2. Negotiate space and obstacles when I build a habitat to live in.
3. Confidently use a range of small equipment to create a home for my pet.
4. Ride pedal/balance bicycles with balance and coordination.
5. Show a variety of movement styles when I dance like bees and animals in the jungle.
6. Hold a pencil effectively to write my hungry caterpillar diary, tadpole story and recount of our trip to the Eden Project.
7. Form my letters accurately in handwriting daily lessons sitting with my tummy to table to show good posture.
8. Draw pictures of animals and plants with increasing complexity and detail, developing good techniques.
9. 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 swimming and riding a bike.

## Literacy

### PRIOR LEARNING

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

### INTENT

To form lower case letters successfully and compose eligible sentences

### SEQUENCE OF LEARNING

1. Read simple sentences in Storybooks during RWI.
2. Read nonsense alien words.
3. Read Tricky Words like are and they.
4. Use Fred fingers to help me write words independently, describing my pet.
5. Form lower case letters correctly in my handwriting lessons and during independent writing when I write what happens to Tad next.
6. Identify sounds in words with Fred Talk so I can read or write the word in my recount of our Eden trip.
7. Talk about non-fiction mini beast books and guess what mini beast is being described.
8. Use capital letters and full stops in sentences when I write about mini beasts.
9. Predict what happens next in stories and imagine alternative endings to Tad.
10. Label drawings of my flower using my Fred 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. Write sentences about Handa's Surprise.
13. Read the sentences I write back to check they make sense when I write about what I found Pond Dipping.

### OUTCOME/COMPOSITE

The children will write and read back sentences about taking care of their pet and what happened to Tad.

## 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 the jungle vines we make.
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 life in medieval times and have compared it with how they live 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 caterpillars in my butterfly diary.
8. Plant bulbs in the garden and explore what they need to survive.
9. Make accurate observations when I paint animals in water colour and plants from the garden.
10. Discuss the contrasting environments some animals live in compared to a domestic pet.
11. Explore forces when I take Dave the dog for a walk. Does he pull or push? Describe how he feels and understand how he is cared for.

### OUTCOME/COMPOSITE

The children will be able to explain differences and similarities in mini beasts, seasons, domestic pets 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 jungle.
2. Sing songs like Famer Pete and Parts of a flower.
3. Perform to our friends in our musical outdoor theatre.
4. Learn to play collaboratively using boom whackers.

#### Tools and Techniques

1. To create butterfly and ladybird art using symmetry.
2. Use a variety of tools and techniques to create a home and accessories for my pet, explaining my process and make improvements.
3. Use tools and attaching techniques to build my plate animal, caterpillar, ribbon wand and crown.
4. Experiment with colour, design and texture to make animal print designs, frogs and wings.

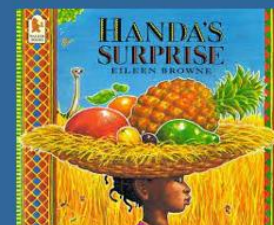
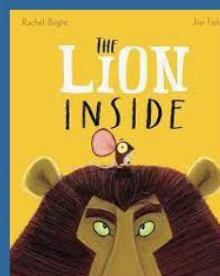
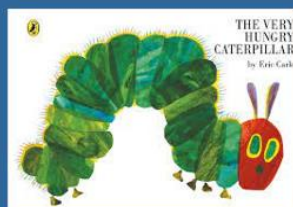
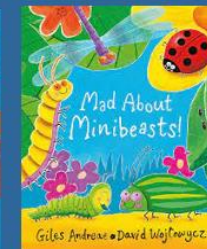
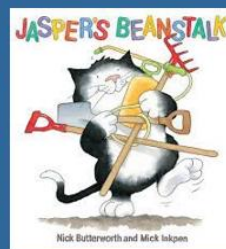
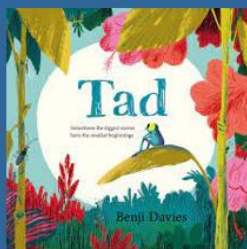
#### Exploring colour

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, mini beasts and pet accessories.

## KEY TEXT



## BIG VISITS



RSPCA Cornwall



Pond dipping with sixth form biologists

## CELEBRATIONS AND TRIPS

### Dave the dog



### The Orchard



### Queen's Jubilee



### The Eden Project

