



Spring 1 sequence of learning - Early Years Foundation Stage



Key Theme

People Who Help Us

Reading Spine texts



Physical Development

Prior Learning - The children have refined the fundamental movement skills they have already acquired. The children will manipulate different materials using their hands, develop scissor skills and interact with small tools to develop control and confidence with fine motor movements and holding a pencil effectively for writing preparation.

Intent The children can develop a more fluent style of moving, working towards movements with control and grace, and use static and dynamic balances. The children will begin to develop ball skills individually and in small groups. The children will develop their small motor skills so that they can use a range of tools competently, safely and confidently, including pencils for drawing and writing, control and grip, as well as use scissors confidently using the correct grip and movement.

Sequence of Learning - Can I use fundamental balls skills during PE lessons, throwing, catching, kicking, passing etc? Can I continue using fundamental movement skills to navigate a firefighter obstacle training course?

-Can I use gross motor to move and build with large blocks and design emergency vehicles and buildings?

- Can I hold a pencil comfortably to write and draw? Can I develop the foundations of an appropriate handwriting style in daily lessons?

-Can I develop the strength in my hands in funky finger activities such as using tweezers and bandages as a role play doctors, to improve my writing using a range of tools?

Composite The children will develop a more fluent style of moving, working towards movements with control and grace, and use static and dynamic balances in order to navigate firefighter training through an obstacle course. The children will use pencils comfortably to write labels for our emergency vehicles and equipment as well as signs for around a role-play post office.

Drawing Club texts



Key questions

What job role would you like to have when you are older?

What job do they have?

What equipment do they use?

How do they help us?

Who helps you in your community?

Key Vocabulary

People, help, jobs, equipment, instruments, uniform, officer, emergency, services, helpful, brave

Personal, Social, Emotional Development

Prior Learning

The children will show an understanding of their own feelings and those of others. They can sit and listen more consistently in focus learning times, keep trying when things are difficult, recognise the impact of their choices and continue to toilet themselves. Children to enjoy a sense of belonging through being involved in daily tasks. Children can talk about similarities and differences between themselves and others in positive terms, discussing how people celebrate special times.

Intent

Children can explore, express and identify feelings, follow simple instructions and can work independently when set a task. They know some actions and words can hurt others feelings, look to a supportive adult for help in resolving conflict with others, express needs to an adult and can explain good dental hygiene practices.

Sequence of Learning

- Can I consider how others may feel through talking to our partners and friends in story time and at play? How might people feel when they need help? Can I consider a wider range of feeling words and expressions?
- Can I show perseverance when I am working towards goals, like making a junk modelled emergency vehicle or threading a police light strip onto a car?
- Can I begin to brush my teeth in school, and show understanding of dental hygiene practices? How can I look after my teeth?
- Can I be confident to choose my own challenges in Adventure time, before reviewing my play choices?
- Can I start to find solutions and problem solve with others without adult support during independent play?
- Can I talk about how to keep my body healthy and safe when discussing doctors, hospitals and other emergency service workers?

Composite

The children will show resilience and keep trying to work towards a writing goal when completing a fortune cookie message. The children will role play how to keep healthy and safe through exploring job roles of people who help us?

Celebrations and Trips

Fowey Lifeboat Station



Q & A



Visitors

Doctors and Firefighters



Communication and Language

Prior Learning The children will understand how to listen carefully, express a point of view, describe events in some detail through new news and in review time. The children can join in with rhymes and songs. They will focus attention and actively listen, following simple directions. They can use talk to explain what is happening and anticipate what might happen next in our key stories. I can question why things happen in the world around me and explain why things might happen.

Intent The children will listen to instructions and carry them out in play as well as sharing instructions with others when making up games and role play experiences in hospitals and other job roles. The children can follow a story without pictures or props. The children listen and respond to ideas expressed by others in conversation or discussion, through review time. The children can use language to imagine and recreate roles and experiences in play situations, extending vocabulary through play and 'stand-up' vocabulary.

Sequence of Learning -Can I use talk to organize my thinking and come up with questions? What do I want to know about the job role of a police officer? Can I ask questions about the job role of a doctor in person?
-Can I ask my friends questions in review time or New News for find out more and check understanding?
-Can I use language to imagine and recreate roles and experience of 'people who help us' in our community, describing processes, roles and events in detail? Can I be a vet in the vet clinic, sort the rubbish at the recycling centre, wash the emergency vehicles at the car wash and keep people safe at the police station?
- Can I engage in story time and non-fiction texts about People Who Help Us?
-Discuss my wishes on Chinese New Year using well-formed sentences.

Composite

The children will articulate their questions to find out more about our visiting 'people who help us' and members of the community in job roles including doctors, police officer, fire fighters, lifeguards and a lollipop person.

Expressive Arts and Design

Prior Learning

The children will develop fine-motor skills to be able to use pencils for drawing, scissors for cutting and to explore mark making techniques including using a paintbrush, fingers and a range of tools. They will experience different textures, and manipulate different materials using their hands. They will sing a range of well-known nursery rhymes and songs, and perform songs and rhymes with others.

Intent

Children will learn and explore how they can express their own ideas using a range of art forms and effects, both on their own and in collaboration with peers/adults. The children will continue to experience different textures, develop an understanding of how things are used and the effects they give and manipulate different materials using their hands. To continue to sing a range of well-known nursery rhymes and songs; perform songs and rhymes with others, and - when appropriate - try to move in time with music. To explore making sounds with a variety of instruments/items. To explore traditional music linked to different celebrations around the world.

Sequence of Learning

Can I use a variety of resources, tools and artistic effects to design and create a police car and a fire engine, both on paper and using junk modelling materials?

Can I use a variety of artistic effects to create a Winter themed collage, working both independently and collaboratively?

Can I practice weaving techniques to design a woven emergency vehicle, creating a checkered pattern?

Can I explore how to use scissors more confidently when creating emergency worker hats out of paper plates?

Can I use a variety of tools and explore various artistic effects to create a whole class 'Chinese New Year' dragon?

Can I use a variety of tools and attaching techniques to prepare ribbon and card to design Chinese lanterns?

Can I choose from various artistic effects to create a Chinese blossom tree?

Can I use pipettes and straws to experiment mixing primary colours when I create my own Chinese dragon scale? Can I broaden my use of the language of colour - bright, light, lighter, darker?

Can I make my own lifeboat exploring water resistant and waterproof materials?

Can I make bread by following instructions and completing the steps in order? Can I combine the ingredients and prepare the dough?

Can I construct sandwiches by following step-by-step instructions?

Composite Children can choose how to design and create an emergency vehicle for 'people who help us', using a variety of art forms and effects. Children can follow instructions, explore texture and express their own ideas when making bread dough, sandwiches and a 'healthy' snack of their own choosing. Children will sing and make sounds using a range of instruments in a group or on their own and will put on a 'show' using a range of materials to make sounds that resonate with traditional Chinese music. Children will join in with a celebration song for Chinese New Year.

Literacy

Prior Learning

Children will start to write some letters comfortably and accurately, recognise, and write initial sounds. Children can blend sounds into words and understand that print has meaning. Children enjoy creating texts which communicate meaning for a variety of purposes such as greeting cards and lists. Children will choose a favourite book/non-fiction text/poem and seek them out.

Intent

To be motivated to confidently write CVC words through labels on work, code writing in Drawing Club and in the Message Centre and in everyday literacy artefacts in play such as labels, instructions, signs, envelopes. Children will blend sounds into words and read short Ditty stories. They will engage in extended conversations about stories, using story vocabulary, anticipate key events in stories and re-enact and reinvent stories in play.

Sequence of Learning

-Can I label all my work with my name?

-Can I know all my RWI set 1 sounds and begin to notice some special friends? Can I identify sounds in words with Fred Talk so I can read the word?

-Can I read Tricky Words like put, my, he, she and no?

-Can I use Fred fingers to help me write words independently, listing items I would need to help people in the community?

- Can I read and talk about non-fiction and fiction books about 'People Who Help Us'?

- Can I label drawings of my emergency vehicle designs using my Fred fingers? Can I make signs for a post office?

-Begin to write words with grapheme phoneme correspondence to record a Chinese New Year fortune cookie message.

Composite

To use my fred fingers to add labels with accurate grapheme phoneme correspondence to my emergency vehicle designs and to write a Chinese New Year fortune cookie message.

Mathematics

Prior Learning

Children can read numbers to 10, including 0, can count down from 5 to 0 and can begin to compare quantities using the language of 'more than', 'fewer than'. Children can explore one more, one less and say the 'next' number up to 5 as well as counting on a number line to 5. Children can say one number for each item in order and can explore counting quantities up to 7 items and/or units, attaching value to numbers 4 and 5. Children can explore early doubles facts and explore 2D shapes.

Intent

Children can count to compare amounts up to 5, observe a subtraction procedure and find the remaining items in a subtraction and observe an addition procedure find total items in addition.

They can apply counting and attaching values up to 10 and doubling up to 5 everyday objects. They can recall finger doubles and respond to the language of a simple number sentence (1+1,2+2,3+3,4+4,5+5). They can talk about and explore mass and capacity and can compare objects relating to size, length, weight and capacity.

Sequence of Learning

-Can I count and link the numerical symbol with its cardinal number value when counting items patients in the doctors surgery waiting room?

-Can I count how many things I can see and hear when on Winter walks around the school?

-Can I count, represent and attach value to numbers up to 10? Can I count 10 fingers when taking fingerprints at the police station? Can I launch 10 lifeboats in water world?

-Can I show doubles using ladybird, dominoes and butterflies?

-Compare weight and capacity. Which container hold more medicine for the doctors/patients? How much do the animals weigh at the vets? Measuring the length of our ribbon to make Chinese lanterns

Composite

The children will be able to represent numbers to 10 in different ways through counting patients into waiting rooms, animals in the vets, food on shelves and into bags as shop keepers.

Understanding the World

Prior Learning

Children can begin to identify some similarities and differences between themselves and others e.g., where we live compared to where others live, and identify some features of the immediate environment such as signs of Autumn/Winter. Children to share information about themselves, their families and their experiences including what/how their families celebrate now and have celebrated in the past.

Intent

Children will use their senses to explore and describe their immediate environment and be able to draw information from a simple map.

Children will continue to consider different celebrations, now describing both how and where they are celebrated. Children will express signs of Winter and Spring. They will make observations and ask questions about what they can see, hear and feel in their own environments. Children will use their senses to explore objects from the past and comment on familiar situations in the past. Children will compare and contrast characters from stories, including figures from the past as well as comment on images of familiar situations from the past. Children will continue to recognise that people have different beliefs and celebrate special times in different ways, as well as exploring some similarities between life in this country and others.

Sequence of Learning

-Can I compare police uniform (hats specifically) in the past and present? Can I think of questions to ask a police officer in the present about their job role? How does this differ to images from the past?

-Can I compare emergency vehicles in the past and present? Can I think of questions to ask emergency role workers in the present about their job role? How does this differ to images from the past?

-Can I compare classroom toys in the past and present?

-Can I learn about Florence Nightingale, tell her story and consider how did nursing change from the past to the present?

-Can I explore how different countries celebrate special occasions, specifically focusing on learning about traditions for Chinese New Year?

-Can I find China on a map/atlas/globe? Can I think about where different celebrations might happen, including Chinese New Year?

-Can I draw information from a simple map of the school grounds when on a Winter Walk?

-Can I draw information from a simple map of Fowey, when preparing for a school trip to the lifeboat station?

-Children can explore their outdoor environment, on a Winter Walk, making observations of the seasons using their senses?

Composite

Children are able to discuss how Chinese New Year is celebrated through specific traditions. Children are able to share key ideas about people who help us, both now and in the past, and sort images and resources into past and present job roles.

Children can use a map to go on a Winter Walk, using their senses to explore signs of Winter and Spring, adding information to maps.