



Summer 1 sequence of learning - Early Years

Foundation Stage



Reading Spine Texts



Key Questions

Where do animals live?

Are plants alive?

What do plants need to grow well?

I wonder what grows?

How do animals change as they grow?

Are minibeasts like me?

How do you look after your planet?

What happens to litter if we drop it?

How can we help plants and animals?

How can we make our school eco-friendlier?

Key Theme

Looking after our planet

Physical Development

Prior learning - The children can use a fluent style of moving, with developing overall body-strength, balance, co-ordination, control, grace and agility. They can use their small motor skills with a range of tools safely including pencils for drawing and writing, control and grip and accurate letter formation. The children can use the skills they need to manage mealtimes successfully using cutlery. Children can move their bodies fluently, with control. They can produce static and dynamic balances.

Intent - Gross Motor The children can combine different movements together, with ease and fluency. They are developing a range of ball skills including: throwing, catching, sending, receiving, kicking, passing, batting, and aiming. They are developing competence when engaging in activities that involve a ball. **Fine Motor** The children can develop small motor skills so that I can use a range of tools competently, safely and confidently, using pencils effectively to write. They can revisit showing accuracy and care when drawing.

Sequence of Learning

-Can I throw/catch the ball? Can I balance in different positions? Can I run, stop and change direction? Can I develop jumping, hopping and landing skills? Can I use scissor skills to create an African animal mask? Can I aim the beanbags into the hoop? Can I balance on the balance beam and the bikes while carrying a fruit basket? Can I climb the beanstalk? Can I move my body around an obstacle course, changing direction and balancing in different positions?

Composite - Children will be able to practice and explore fundamental Athletic skills, including balancing, stopping, jumping and hopping, changing direction and travelling with equipment. Children will be able to use their fine motor skills to weave a basket for Handa, scissor skills to create an African mask and continue to use pencils effectively to write, draw and paint Spring/Summer pictures.

Drawing Club Texts



Key Vocabulary

earth, world, planet, country, continent, UK, Africa, community, village, animals, wild, savannah, grassland

plants, soil, light, grow, water, trees, environment, minibeasts, pollution, little, habitat, re-use, reduce, recycle, rubbish, bin, refuse collector, recycling centre, eco-friendly, wind, clean, solar, paper, cardboard, plastic, glass, tap, walk, cycle, ocean, public transport, sustainable, waste, caring

Personal, Social, Emotional Development

Prior learning - The children can say how others are feeling based on their expressions and actions and can respond appropriately, continue developing friendships with lots of different people and show friendly behaviour in the classroom and around school. They can understand all the aspects that makes a 'healthy me'. The children can sit and listen during adult focus time, working well with others due to using listening skills and sharing ideas. The children can start to show more confidence when things are new, setting goals and challenging themselves in play as well as identifying what they would like to improve.

Intent – The children can say how they and others are feeling, setting themselves goals, and follow instructions with multiple parts. They can talk about what they are good and getting better at, showing confidence in choosing their resources and repair their relationships after conflict. They can consider others' needs and become less impulsive. They can remember to wash hands after the toilet and before eating.

Sequence of Learning

- Can I learn and remember how to make friends?
- Can I follow a group play plan? Can I listen to the leader/listen to my friends and follow their plan?
- Can I identify some of the jobs I do in my family/home?
- Can I talk about what it means to be lonely and how I can solve a conflict? Do I know who can help me in a conflict?
- Can I think of and show my use of kind words with friends at school?
- Can I talk about my feelings and use calm me time to help with big feelings?
- Can I plan my play and resources in 'plan, adventure time, review' cycle?

Composite The children can make a play plan, both individually and in a group, setting goals and choosing resources. They can use kind words to explore friendship, belonging and solving conflict.

Special Visitors

Caterpillar kit



Celebrations and Trips

Farm visit



Communication and Language

Prior learning - The children have contributed ideas and used new vocabulary when engaging in discussions, using full sentences and connectives linked to a main theme or intention in a discussion. They can pay attention to areas of interest, listening and doing at the same time for short or long periods. They can understand questions such as who; why; when; where and how. They can introduce a storyline or narrative into my play, using talk to talk to organise, sequence and clarify thinking, ideas, feelings and events

Intent - The children can listen for extended periods, ask questions and make comments about what they have heard, and take turns in conversations. The children can use recently used vocabulary in discussions in classrooms and offer explanations of why things might happen in the texts they are reading.

Sequence of Learning

- Can I watch an interview and learn some information and facts about the experience of a child's life and schooling experience in Kenya?
- Can I look at Alma Thomas' nature inspired artwork and create my own artwork inspired by this? Can I talk about what I like and dislike in Alma Thomas' artwork?
- Can I plant a bean and predict the growth of the beanstalk using block towers?
- Can I listen to the story 'The Life of a Little Cardboard Box' and apply the vocabulary and key parts of the story into role play in the refuse collection site?
- Can I observe and comment on caterpillars in a 'curiosity cube' and predict/discuss how they may change over the half term holiday?

Composite - Children can discuss and explain the similarities and differences between cultural communities in this country and others, specifically the difference between living and going to school in Fowey and being part of the Luo-tribe in Kenya. Children can reflect and respond to art, commenting on and discussing Alma Thomas' nature inspired artwork. Children can talk about what they see in artwork and share their likes and dislikes with the whole class or in small groups. Children can discuss how they would like to look after the planet, using recently introduced vocabulary within their role play in our 'Garden Centre' and our 'Refuse collection/sorting site'. The children can offer explanations of why changes may happen when discussing the growth of plants, animals and minibests.

Literacy

Prior learning - Children have listened to and enjoyed a range of fiction, non-fiction and poems. They have begun to discuss the events in the story and ask questions about the story and characters. Children have received a daily RWI lesson to support their early reading and writing skills. Children have refined their letter formation, writing of CVC words and short phrases.

Intent – The children can read green story books, and words with four sounds including double consonants. The children can count or clap syllables in a word. They will describe main story setting, events and principal characters in increasing detail, retelling stories and narratives using their own words and story vocabulary. They can write recognisable letters, most of which are correctly formed, explore the use capital letters as they are introduced incidentally, and re-read what they have written to check that it makes sense.

Sequence of Learning

-Can I use book vote story time to retell narratives, and talk about key characters, events and settings in our key text stories?

-Can I write labels and captions on our world map wall, including weather and animal descriptions?

-Can I add labels to my Savannah landscape pictures?

-Can I write a daily 'Sparkling Sentence'?

-Can I design an 'eco' poster about how we can look after our planet?

-Can I read the 4 sound 'fish' and rescue them from the polluted water?

Composite - Children can confidently retell stories such as flooded, Handa's Surprise and Somebody Swallowed Stanley and other narratives using their own words and specific story vocabulary, through play and on our forest theatre stage. Children can read Green RWI story book and four sound words with double consonants. Children write accurate simple sentences and have begun to explore the use of capital letters and full stops on their eco-poster.

Mathematics

Prior learning - Children can count and read numbers beyond 10. They have begun to learn doubles and have applied these to number sentences. Children have been able to carry out addition and subtraction procedures using manipulatives. They can subitise and have explored one more and one less. Children have created and continued simple patterns and have explored shape, space and measures.

Intent - Number I can remember our key number facts (doubles and number bonds to 5 and some to 10). I can understand what happens when we change around numbers in a number sentence and when we inverse a number sentence. I can count through 20 and understand place value. I can read numbers up to 20 with place value vision and can count tens. I can share items into equal sized groups and can use a number line to compare numbers. **Numerical Patterns** I can extend and create ABAB patterns. I can explore rotation, manipulation composition and decomposition of shape.

Sequence of Learning

-Can I use the bean bags and hoops to share equal sized groups?

-Can I make a tower of ten beanstalk? Do I have any extra ones?

-Can I recall number sentences for bonds to 5 and some to 10 when selecting my snack?

-Can I use subitising number sentences with seashells and fish?

-Can I count beyond 20 by working out how many fish I have caught?

-Can I explore shape when building a submarine?

-Can I make a shape picture?

-Can I extend and create ABAB patterns using natural resources and when having a go at challenge baskets? Can I make a repeating pattern caterpillar picture?

-Can I engage in Winning with Number wins 66-80?

Composite Children will be confident to use their knowledge of numbers and the number system within their independent learning (CP).

Children can readily recall the names of 2d and 3d shapes. They can use materials to explore how folding shapes make new shapes. Children will be able to select and rotate shapes to fit a template. They will be able to create their own shape pictures.

Understanding the World

Prior learning - Children have shared information about themselves, their experiences and families. They have explored using their senses, describing their immediate and local environment, seasons and the weather. The children have begun to explore features of other environments through different celebrations. Children have shared information about people, toys and job roles from the past.

Intent - Past and Present I can share information about the past learned through settings, characters and events encountered in books read in class and story telling **People Places and Communities** I can describe other environments and begin to explain some similarities and differences between religious and cultural communities in this country, specifically UK and Africa. **The Natural World** I can record observations of animals and plants through drawings, expressing some signs of Spring/Summer

Sequence of Learning

- Can I collectively setting up our garden centre, selecting appropriate resources and carrying out roles to plant and sell goods?
- Can I explore and investigate planting using a range of tools, pots and seeds?
- Can I plant and monitor the growth of a beanstalk and a caterpillar?
- Can I discuss and show the life cycle of a butterfly?
- Can I learn about the African Savannah through books, non-fiction texts and videos?
- Can I learn some facts about Greta Thunberg and how she looks after her planet.
- Can I share information about how I could look after plants and animals in the natural world through my eco-poster?
- Can I express signs of spring and summer through my artwork, outside exploration and morning meeting discussions?
- Can I show and talk about how to look after plants and how they change and grow?
- Can I explain the life cycle of a frog?
- Can I explore farming now and in the past through machinery, stories and pictures?

Composite - Children can engage in a role play scenario exploring how they or an important person may look after the planet. Children can record their observations of changes and features of seasons, plants and life cycles. Children can share information about past and present farming and growing.

Expressive Arts and Design

Prior learning - Children have explored what they can see, hear and notice around them. Children have played and explored a range of sounds and mark making resources, seeing how things are used and the effects they give. Children can sing on their own and in groups. Children can individually and collaboratively use key materials to create different art forms and express their feelings about this.

Intent Creating with Materials The children can reflect and respond to art in their own way. They can talk about what they see and share likes and dislikes. **Being Imaginative & Expressive** The children can develop story lines in pretend play on our forest stage and using narratives from our key text stories, or their own.

Sequence of Learning

- Can I paint a repeating pattern caterpillar picture?
- Can I use a range of musical instruments and classroom resources to make water, bug and African soundscapes?
- Can I talk about what I like and dislike in famous artwork?
- Can I paint a summer or spring picture of my own choosing?
- Can I explore Alma Thomas' nature pictures and be inspired to paint my own in her style and technique?
- Can I explore different materials to create and ocean picture?
- Can I blend and mix colours to create an African sunset effect?
- Can I use scissors to cut out African animal Silhouettes?
- Can I use observational skills to make a fruit and plant observational drawing?
- Can I explore print and pattern when making animal print pictures and animal masks?
- Can I use a range of materials including junk modelling resources, and playdough to make sea creatures and boats?
- Can I draw an accurate design for a bridge or submarine?

Composite Children can create their own artwork and music, revisiting key materials to create Savannah silhouette landscapes, spring/summer-inspired paintings and observational drawings of fruit and plants. Children can explore sound making using African drums and soundscapes.