



Spring 2 sequence of learning - Early Years Foundation Stage



Key Theme

Journeys and Adventures

Reading Spine texts



Physical Development

Prior Learning - The children have developed a more fluent style of moving, working towards movements with control and grace, and use static and dynamic balances. They have developed their small motor skills so that they can use a range of tools competently, safely and confidently, including pencils and scissors.

Intent 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 competently, safely and confidently 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.

Sequence of Learning

- Can I use fundamental balls skills during PE lessons: throwing, catching, kicking, passing?
- Can I confidently use a range of small equipment to create a rocket, a giant castle and a dragon's cave, a cape for Red Riding Hood, and a boat for the Three Billy Goat's Gruff?
- Can I ride bikes whilst navigating obstacles?
- Can I hold a pencil comfortably to design my castle, write my transport signs and tickets, write invites to a princess ball, write alien codes to give them information and write a packing list for a campervan trip or space travel?
- Can I develop the foundations of an appropriate handwriting style in daily handwriting sessions?
- Can I develop the strength in my hands in funky finger activities to improve my writing using a range of tools such as tweezers to find treasure and playdough to make monsters and dragon characters?
- Can I draw pictures of castles and dragons, characters and settings from fairytales with increasing complexity and detail?
- Can I confidently use a range of large equipment to build transport vehicles and fairytale castles?
- Can I safely and confidently use cutlery to eat our class banquet?

Composite The children can use a fluent style of moving when completing jousting, knight or astronaut training. They can use their small motor skills with a range of tools competently, when using brushes to excavate dinosaur bones, tweezers to find pirate's treasure and tools for papier mache. The children can use the skills they need to manage mealtimes successfully using cutlery for our castle day banquet/feast.

Drawing Club texts



Key questions

Who is your favourite character?

Where will they go next?

What adventures/journeys have you been on?

How will you get there?

How did people from the past get around?

Do I want to live in a castle?

I wonder what moves?

Key Vocabulary

Transport

Map

Excavate

Archaeology

Traditional tale

Plot

Setting

Character

Personal, Social, Emotional Development

Prior Learning

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.

Intent 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. Children can use words to help solve conflicts with others.

Sequence of Learning

-Can I moderate my own feelings socially and emotionally, using discussion to resolve conflict? Can I explore how to resolve conflicts through reading fairytales and traditional tales? Can I work out and find solutions with others without adult support during independent play to solve conflicts, disagreements or tricky situations?

-Can I think and talk about the perspectives of others during talk partner work?

-Can I talk about goals and plan in my play and review how I could improve next time? Can I show resilience and perseverance when I am working towards goals, like designing and making a castle?

-Can I continue to have constructive and respectful relationships with our friends in Potridmouth class?

-Can I begin to understand healthy food choices and explain to others what should be in a healthy packed lunch or on a healthy plate? Can I brush my teeth and explain how to maintain healthy dental hygiene practices?

-Can I articulate why I need to exercise or move my body to keep my body healthy?

Composite The children will be able to discuss conflict resolution in the context of fairytale and traditional tale characters and begin to resolve conflicts in their own play. The children will know some potential factors that support health and well-being, shown through 'shining' in class discussions.

Celebrations and

Trips

St Catherine's Castle

Restormel Castle

Castle and fairytale themed activity days



Q&A

Buddy time
fairytale hot seats

Special people



Communication and Language

Prior Learning 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. The children can use language to imagine and recreate roles and experiences in play situations, extending vocabulary through play and 'stand-up' vocabulary.

Intent The children can contribute ideas and use new vocabulary when engaged 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.

Sequence of Learning

-Can I ask my friends questions in New News and review time to find out more and check understanding?

-Can I respond to who, what, where, when, how and why questions within play?

-Can I engage in daily story time and book vote stories and start to offer explanations about what I think happens next, making predictions and sharing my thoughts?

-Can I listen and respond to stories, songs and poems about dragons and knights, aliens and fairytale creatures?

- Can I develop and regularly use social phrases like saying good morning during registration, when new individuals enter the classroom and asking for help when I need it?

-Can I learn and use new vocabulary, like transport, map, excavate, archaeology, traditional tale, drawbridge, turrets, portcullis, plot, setting, and character?

-Can I compare and contrast in detail how people from the past lived and got around, including in medieval times and how people live in different environments such as the polar regions or in space stations?

-Can I engage in non-fiction texts to develop my knowledge about castles and transport from the past?

-Can I share and articulate my ideas on writing instructions for packing, making banquet food and share my ideas when designing a castle?

Composite The children will articulate their ideas and contribute to the planning and building of a role play castle as a whole class, as well as individual junk modelled vehicles and fairytale setting pictures.

Expressive Arts and Design

Prior Learning

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.

Intent

The children can create collaboratively exploring a range of materials, and revisiting previously explored key materials. The children will respond to different creative experiences, watching, talking and expressing feelings.

Sequence of Learning

- Can I learn and perform a medieval inspired dance?
- Can I sing songs in time and rhythm, including a Mother's Day song?
- Can I perform to peers and friends in an outdoor theatre, using fairytale inspired role play prompts and props?
- Can I learn to play collaboratively using a variety of old and new musical instruments?
- Can I create fairytale art inspired by different fairytale settings?
- Can I use a variety of tools collaboratively to create a role play castle, including shields, flags, attaching techniques for a drawbridge, and sponge painting for bricks?
- Can I use different materials, tools and attaching techniques to build transportation vehicles, and hot air balloons?
 - Can I explore colour and paint with increasing complexity and detail to create Spring pictures? Broaden the language of colour - bright, light, lighter, darker etc when painting fairytale settings, spring pictures and stained-glass windows for the castles.

Composite

The children will create a role play castle using a wide range of techniques including colourful stain glass windows, flags, drawbridge attachments, shields and sponge painting. The children will use papier-Mache to create a hot air balloon, and painting techniques to create fairytale inspired setting pictures. The children will perform a medieval dance, keeping in time to the music.

Literacy

Prior Learning

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.

Intent

The children will be reading short stories and writing simple phrases sentences about the ingredients in their space potions, why their mum is great, and writing invitations to a fairytale ball. They will read all Set 1 Special Friends, read some letter groups that each represent one sound, a few common exception words, re-read stories to build fluency and understanding and use developing phonic knowledge to write labels and captions for travel signs and boat/castle design labels.

Sequence of Learning

- Can I read simple sentences in Red Storybooks during RWI?
- Can I read nonsense alien words and Red Tricky Words like your, said and me, he, she, no, of and put?
- Can I use Fred fingers to help me write words independently, labelling my castle design and boat design?
 - Can I form lower case letters in my handwriting lessons and during independent writing at Drawing Club?
- Can I discuss my ideas surrounding non-fiction books about the medieval period?
 - Can I begin to use capital letters and full stops in sentences when I fairytale ball invitations?
- Can I predict what happens next in stories and imagine alternative endings to Billy and the Dragon, Three Billy Goat's Gruff, Lost and Found and Maisie Jones and the Dinosaur bones?
- Can I label drawings of my treasure map using my Fred fingers?
- Can I begin to write words with known grapheme phoneme correspondence when I write about my mum in a Mother's Day card?
- Can I begin to write sentences and begin to read the sentences I write back to check they make sense when I write about what I added in my space potion, using correct tenses?
- Can I play a reading game to cross a moat and reach the castle, reading CVC and 4 sound words?

Composite

The children will write short phrases, captions and sentences when designing pirate boats, knight's castles and labelling their designs. The children will explore different forms of writing through writing invitations to the fairytale ball, ingredients list for space potions and road signs for their vehicles.

Mathematics

Prior Learning

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.

Intent

The children can explore the composition of 10 and carry out full addition and subtraction procedures using manipulative and on a number line. They can compare height and explore 3D shapes, as well as extending and creating ABAB patterns. They can count to compare 2 amounts, can verbally count to 20, understand the 'one more than/one less than' relationship between consecutive numbers and can quickly add 1 or take away 1. They can subitise to 5, understand some add facts, explore composition up to 10, can share items into 2 equal groups, and can count tens as a unit.

Sequence of Learning

- Can I recall some number bonds 10 and explore the composition of 10 whilst painting ten dot pictures?
- Can I add 10 images to my shield design?
- Can I carry out full addition and subtraction procedures when using the animals in a medieval village small world?
- Can I find, use and manipulate 2D and 3D shapes when making castles?
- Can I compare the height of castles and vehicles I have built?
- Can I create ABAB patterns when designing a hot air balloon?
- Can I count beyond 10 when counting dragon eggs?
- Can I count how many times my friends can hop, skip, and jump and compare the totals to see who has more/less, when knight training?
- Can I work out addition and subtraction number sentences practically and the answer will be the code to unlock the padlock and release the pirate's treasure?
- Can I create a path of coloured gems in a repeating pattern for children to continue and follow to reach a treasure chest?

Composite

The children will be able represent numbers up to 10 in different ways and find out who has built the tallest castle, as well as exploring ABAB patterns through designing checked or stripy hot air balloons.

Understanding the World

Prior Learning

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.

Intent

The children can explore life in medieval times and compare it to their own lives. They can share information about figures from the past including Amelia Earheart. They can identify features of other environments, beginning to compare these environments to their own and can express some signs of Spring.

Sequence of Learning

- Can I compare and contrast characters from stories including the Rapping Princess and Billy and the Dragon?
- Can I compare and contrast my family and how I live with people who lived in castles from the past?
- Can I describe what I see, hear, smell around me when exploring signs of Spring in our outdoor area?
- Can I read and draw information on a simple map to explain where the treasure is, dragon eggs are hidden, where the dinosaur bones are and when exploring Martha Maps It Out?
- Can I talk about and play collaboratively with medieval style musical instruments compared to modern musical instruments?
- Can I talk about changes in Spring during class discussions and while noticing in the outdoor environment?
 - Can I continue to observe and notice the changes in the weather daily when we discuss the calendar? Can I explore the natural world around us, using our bug hunting bags to investigate the mini beasts we discover in the Spring, magnifying glasses to find plants, and excavation kits to participate in an archaeological dig?
- Can I explain the places that are special to me and people in my community when I explore the local castles and learn about local travel routes and vehicles in discussion times?
- Can I explore the forces and movement used when I make kites hot air balloons and junk modelling vehicles?

Composite

The children will be able to explain where and how people lived in the past after we visit St Catherine's and Restormel Castles.