



Summer 2 sequence of learning - Early Years Foundation Stage



Reading Spine Texts



Key Questions

What does the sand feel like? Can you find a shell? What happens when we add water? What do you need to keep safe at the beach? Who works at the seaside? What can you buy at a beach shop? What do you think will happen if we put this in water? Why do you think it floats? Can you find something that sinks? How does a jellyfish/crab move? What sound does the ocean make? What sea creatures can you see? Where do they live? What did the sea feel like? Can you describe the sound of the waves? What happened after the tide came in? What colours do you see in a sunset? Who lives in the ocean? What is our sea like around the world? Have our oceans changes?

Key Theme

Seaside and Water

Physical Development

Prior learning - Children can move their bodies fluently, with control. They can produce static and dynamic balances. Children have spatial and positional awareness around obstacles and using fundamental movement skills. Children can use a tripod pencil grip and use a range of one and two-handed tools safely. Children can 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, scissors skills and pencils effectively to write and create artwork.

Intent - Gross Motor The children can refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming, develop confidence, precision and accuracy when engaging in activities that involve a ball, and develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Fine Motor Children will develop the foundations of a handwriting style which is fast, accurate and efficient, as well as revisit manipulating different materials and using a range of tools to create.

Sequence of Learning

-Can I roll and track a ball? Can I bounce a ball towards a specific target area? Can I develop throwing and catching with a partner? Can I kick a ball into a target? Can I use my hands, tools and a range of different materials to create beach art? Can I use smaller tools and paintbrushes to paint story stones with accuracy?

Composite - Children can change direction, balance successfully and move different body parts at the same time. They will be faster and be able to move for longer. Children can develop the foundations of a handwriting style which is fast, accurate and efficient. Children will revisit manipulating different materials to make things for a desired effect or outcome using your hands,

Drawing Club Texts



Key Vocabulary

Lifeguard, shopkeeper, towel, sunscreen, hat, sunglasses, safe, turn-taking, sand, water, shell, sea creature, splash, pour, scoop, float, sink, heavy, light, floatation, water, property, rhythm, beat, dance, move, sea creatures, wave, clap, jump, habitat, ocean, fish, crab, salty, splash, tide, soft, shiny, wet, postcard, beach, sandcastle, waves, sun, fun, visit, tourist, capacity, empty, full, holiday

Personal, Social, Emotional Development

Prior learning - 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 at 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.

Intent – The children can show their understanding of feelings by changing their own behaviour, requesting for needs and listening and responding to adults. They can talk about themselves in positive but realistic terms, talk about the classroom rules and show they understand the impact of their actions on other people. They can notice and understand healthy food choices. They can work collaboratively with others in a group, take turns, share, form positive relationships with adults and peers/friends and are sensitive to the needs of others.

Sequence of Learning

-Can I understand and think about how everyone is unique and special?

-Can I express how I feel when change happens?

-Can I understand and respect the changes in myself as I grow up?

-Can I talk about the things I can do and eat to be healthy in my body and mind?

-Can I understand and respect the changes I see in other people? Can I talk about how I feel moving to Year 1?

-Can I talk about my feelings and use calm me time to help with big feelings? Can I ask for help if I am worried about change?

-Can I share my favourite memories about reception? Can I be excited and talk about a new chapter?

-Can I explore how different communities celebrate special occasions?

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

Aquarium and Beach



Eid Al-Adha

Communication and Language

Prior learning - 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.

Intent - The children can listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. They can make comments about what they have heard and ask questions to clarify their understanding. They can show an understanding of what has been read by retelling stories and narratives using their own words and new vocabulary. They can predict key events in stories. The children can use and understand recently introduced vocabulary during discussions. They can express ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from a teacher.

Sequence of Learning

-Can I recall facts about the life cycle of a butterfly?

-Can I explore a sensory tuff tray and describe using my sentences and recently introduced ocean vocabulary?

-Can I apply story vocabulary and setting vocabulary to a 'Dear Earth' role play forest theatre show?

-Can I investigate examples of Winslow Homer's and Alfred Wallis' art and talk about my opinions of it?

-Can I discuss my feelings and what I am looking forward to in Year 1?

Composite - Children can listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions, specifically making comments on artwork and on the changes in our butterflies.

Children can show an understanding of what has been read by retelling stories and narratives using my own words and new vocabulary, around

Children can express their ideas and feelings about experiences of reception, moving to year 1, art work they can see and changes in our butterflies using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher.

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. The children can write simple phrases and sentences that can be read by others and know the names for different parts of a book.

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 seascape pictures?

-Can I write a daily 'Sparkling Sentence'?

-Can I design a 'script' for the puppet theatre?

Composite - Children can confidently retell stories such as Tiddler, Sharing a Shell, and Sally and the Limpet 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 seascape pictures.

Mathematics

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

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 and work out the remainder?

-Can I use a number line to count in 2s and to count beyond 30?

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

-Can I recall add facts and build number sentences using shells found at the beach?

-Can I count beyond 20 by working out how many bugs are in our bug hunting kits?

-Can I explore shape and positioning when building and constructing?

-Can I make a shape picture?

-Can I extend and create patterns using natural resources and cubes? Can I come up with my own pattern rules?

-Can I engage in Winning with Number wins 80-100?

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, doubles facts, number add facts and explore halving and counting in 2s. 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. They will explore patterns, mapping and positions within construction, creating their own maps and pattern rules.

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. 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.

Intent – Past and Present The children can explain some similarities and differences between things in the past and now, drawing on experiences and what has been read in class

People Places and Communities The children will be able to explain similarities between life in this country and life in other countries. They can explain some similarities and differences between religious and cultural communities in this country

The Natural World The children can describe some similarities and differences between the natural world around them and contrasting environments and can express some signs of Summer and start to compare the different Seasons.

Sequence of Learning

- Can I learn about Eid and how it may be celebrated?
- Can I go crabbing and explore features of marine life?
- Can I go on a 'signs of summer' walk?
- Can I go on a minibeast hunt?
- Can I learn about David Attenborough and how we can look after sea creatures and our oceans?
- Can I learn about how different communities use oceans and how oceans have changed?

Composite - Children can explain similarities and differences between oceans in the past and now. Children can explore Eid Al-Adha as a religious celebration and explain the similarities and differences between religious and cultural communities in this country and others.

Children can explore the changing seasons and spot signs of summer, both in the outdoor environment and at the beach. Children can explore marine life and habitats and explore how to protect these.

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. 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.

Intent Creating with Materials The children can join materials and work in 2D and 3D to represent their ideas through collages and sculptures, as well as puppet making. **Being Imaginative & Expressive** The children can select different roles to play and engage in music making and dance, both in solos and groups.

Sequence of Learning

- Can I design a life cycle poster?
- Can I make a soundscape with my friends, reflecting the sounds of the ocean?
- Can I represent an animal, amphibian or fish using materials of my choice in a 2D or 3D piece of artwork?
- Can I create a collage of an underwater scene using my scissor skills?
- Can I explore Winslow Homer and Alfred Wallis' Sea inspired pictures and be inspired to paint my own in their style and technique?
- Can I explore different materials to create an ocean picture?
- Can I blend and mix colours to create a summer inspired painting?
- Can I create texture sand/shell art using items collected myself?
- Can I put on a puppet show and make my own puppet?

Composite Children can create their own artwork and music, revisiting key materials to create summer-inspired paintings, underwater scenes and texture beach artwork. Children can explore sound making using sea soundscapes. The children will design and create puppets and perform with them in a puppet theatre. The children will participate in an end of year show, both in solo performances and in groups.