

# Spring Two half term sequence of learning – Early Years Foundation Stage



Our key questions: I wonder what moves? Do I want to be a knight? How did people from the past get around?

## KEY THEMES

*Castles, Knights and Dragons, Transport, Up, Up and Away*

### Personal Social and Emotional Development

#### PRIOR LEARNING

The children have learnt to work towards a goal, whilst showing resilience and perseverance. Consider the feelings of others and talk about health and well being

#### INTENT

To understand all the aspects that makes a healthy me

#### SEQUENCE OF LEARNING

1. Moderate my own feelings socially and emotionally, using discussion to resolve conflict.
2. Think about and verbalise the perspectives of others during talk partner work.
3. Show resilience and perseverance when I am working towards goals, like designing and making a class castle.
4. Set and work towards simple goals like direct the Beebot to save the princess from the dragon.
5. Have constructive and respectful relationships with our friends in Joshua Class
6. Find solutions with others without adult support during independent play.
7. Understand right and wrong and follow the class Golden Rules.
8. Understand healthy food choices and explain to others what should be in a healthy packed lunch.
9. Articulate why I need to exercise to keep my body healthy.
10. Understand how to help myself go to sleep and why sleep is good for me.

#### OUTCOME/COMPOSITE

The children will know the factors that support health and well-being during class discussions

### Communication and Language

#### PRIOR LEARNING

The children can articulate ideas and thoughts in well-formed sentences about life on other planets and their wishes for the future

#### INTENT

To contribute ideas and use new vocabulary when engaged in discussions, using full sentences and connectives.

#### SEQUENCE OF LEARNING

1. Ask my friends questions in New News for find out more and check understanding.
2. Engage in daily story time and start to offer explanations about what I think happens next.
3. Listen and respond to stories, songs and poems about dragons and knights.
4. Develop social phrases like saying good morning during registration and asking for help when I need it.
5. Use new vocabulary, like drawbridge and portcullis, when playing or working in the class castle.
6. Compare and contrast in detail how people from the past lived and got around.
7. Engage in non-fiction texts to develop my knowledge about castles and transport from the past.
8. Articulate my ideas in well-formed sentences on how I will keep my egg safe and happy
9. Discuss my laws for the class castle.
10. Articulate my ideas on writing letters and drawing dragon maps using connectives.

#### OUTCOME/COMPOSITE

The children will articulate their ideas and contribute to the planning and building of a role play castle.

### Physical Development

#### PRIOR LEARNING

The children have developing fundamental balls skills and foundations of fluent handwriting with a tripod grip.

#### INTENT

To further develop fundamental balls skills and the foundations of a fluent handwriting style.

#### SEQUENCE OF LEARNING

1. Use fundamental balls skills during PE lessons, throwing, catching, kicking, passing etc.
2. Confidently use a range of small equipment to create a giant castle and a home for my egg.
3. Ride bikes whilst navigating obstacles.
4. Show good posture and overall movement fluency when medieval dancing and in PE lessons.
5. Hold a pencil comfortably to write my royal laws and draw my castle.
6. Develop the foundations of an appropriate handwriting style in daily lessons.
7. Develop the strength in my hands in funky finger activities to improve my writing using a range of tools.
8. Draw pictures of castles and dragons with increasing complexity and detail, developing good techniques.
9. Confidently use a range of large equipment to build assault courses, a car wash, and a giant sunset painting.
10. Use cutlery to eat our class banquet.

#### OUTCOME/COMPOSITE

The children will hold a pencil comfortably to write laws and develop skills needed to throw to a target.

## Literacy

### PRIOR LEARNING

The children can write CVC words and some common exception words.

### INTENT

To be reading short stories and writing sentences about my royal laws and why my mum is great

### SEQUENCE OF LEARNING

1. Read simple sentences in Red Storybooks during RWI.
2. Read nonsense alien words.
3. Read Tricky Words like your, said and me.
4. Use Fred fingers to help me write words independently, labelling my castle design.
5. Form lower case letters in my handwriting lessons and during independent writing when I write about my egg.
6. Identify sounds in words with Fred Talk so I can read the word.
7. Talk about non-fiction books about the medieval period.
8. Begin to use capital letters and full stops in sentences when I write about the dragon.
9. Predict what happens next in stories and imagine alternative endings to the naughty bus.
10. Label drawings of my dragon map using my Fred fingers.
11. Begin to write words with known grapheme-phoneme correspondence when I write about my mum.
12. Begin to write sentences about where my bus will take me around Newquay.
13. Read the sentences I write back to check they make sense when I write about what I did at the weekend, using correct tenses.

### OUTCOME/COMPOSITE

The children will write letters to people in our community to enquire about dragon sightings.

## Mathematics

### PRIOR LEARNING

The children can compare weight and capacity and understand the composition of 6, 7 and 8.

### INTENT

To explore the composition of 10 and compare height and 3D shapes

### SEQUENCE OF LEARNING

1. Recall some number bonds 10.
2. Explore the composition of 10 whilst painting ten dot pictures.
3. Link the numerical symbol with its cardinal number value when counting with the animals.
4. Manipulate shapes when making castles with 2D shapes, recognising shapes have other shapes within them.
5. Compare the height of the castles I build.
6. Count beyond 10 when battling as a number knight.
7. Count how many times my friends can hop, skip, and jump and compare the totals to see who has more/less.
8. Count how many signs of Spring I can see in The Orchard.
9. Numbers 9 and 10 representing/counting/arranging sorting and comparing objects and amounts up to 10 in arrays and be able to show these numbers in different representations using ladybirds, tens frames and dominoes.
10. Build using 3D shapes and explore what happens when I use them to print a picture.
11. Measure and compare the class sunflowers we grow.
12. Use our maths knowledge to keep score outside when we play games.

### OUTCOME/COMPOSITE

The children will be able represent 9 and 10 in different ways and find out who has built the tallest tower and grown the biggest sunflower.

## Understanding the World

### PRIOR LEARNING

The children can compare environments on different planets, know how Chinese New Year is celebrated and describe what changes happens in the winter.

### INTENT

To explore life in medieval times and compare it with how I live my life and remember some key places in Newquay.

### SEQUENCE OF LEARNING

1. Compare and contrast my family and how I live with people who lived in castles from the past.
2. Compare and contrast characters from stories like the Rapping Princess and the Night Dragon.
3. Describe what I can see, hear, and feel when I visit Newquay Orchard to inspire my Spring poem.
4. Draw information on a simple map to explain where my dragon lives and where my naughty bus will travel to.
5. Weather and Seasons. Talk about changes in Spring during class discussions and on our snow day!
6. Look at the changes in the weather daily when we discuss the calendar.
7. Explore the natural world around us, using our bug hunting bags to investigate the mini beasts we discover in the Spring.
8. Document the changes that happen to our class caterpillars in my butterfly diary.
9. Plant and care for a sunflower. Will mine be the tallest?
10. Explain the places that are special to me and people in my community when I become a bus tour guide for Newquay.
11. Describe the forces used when I travel in my vehicle and when I make a hot air balloon.
12. Explore magnets when racing cars and trains.

### OUTCOME/COMPOSITE

The children will be able to explain where and how people lived in the past and narrate a tour of Newquays special places.

## Expressive Arts and Design

### PRIOR LEARNING

To children can create art using a range of techniques individually and with peers.

### INTENT

To create collaboratively exploring a range of materials

### SEQUENCE OF LEARNING

#### Music & Movement

1. Learn and perform a Tudor Dance.
2. Sing songs in time and rhythm.
3. Perform to our friends in our outdoor theatre.
4. Learn to play collaboratively using boom whackers
5. Learn and perform "The Best" for Mother's Day.

#### Tools and Techniques

1. To create sunset art inspired by The Night Dragon.
2. Use a variety of tools collaboratively to create a role play castle that we improve on each week.
3. Use tools and attaching techniques to build parachutes, vehicles, and hot air balloons.
4. Explore various artistic effects to create a class dragon.

#### Exploring colour

1. Use water colours with increasing complexity to paint Spring pictures, butterflies and my personal projects.
2. Broaden the language of colour – bright, light, lighter, darker etc when painting our butterflies and making stained glass windows.

### OUTCOME/COMPOSITE

The children will create a role play castle using a wide range of techniques including colourful stain glass windows and shields.

## KEY TEXT



## BIG VISITS



Sketchy Muma – author & illustrator



Zog the Dragon

## CELEBRATIONS AND TRIPS

### The Orchard



### Pendennis Castle



### Newquay Land Train



Mothers Day dance