

# Summer 2 half term sequence of learning – Early Years Foundation Stage



Our key questions: I wonder what I can imagine? What are sea creatures? Where shall I bury my treasure?

## KEY THEMES *Under the Sea, Pirates, Seaside*

### Personal Social and Emotional Development

#### PRIOR LEARNING

To children can independently choose activities, be advocates for the Golden Rules and be a kind friend.

#### INTENT

To reflect on how my friends and I can improve our work.

#### SEQUENCE OF LEARNING

1. Name different parts of the body and understand what they are used for.
2. To accurately sort food, so I can confidently explain what is healthy for me.
3. To understand that everyone is special and unique.
4. Express how I feel when change happens and know who to talk to when I feel worried.
5. Understand that we all grow from babies to adults.
6. Give focused attention to our RNLI visitor and understand how to stay safe at the beach.
7. Plan and work towards simple goals like making a sea creature from junk modelling.
8. Express my memories of the best bits of this year in Joshua Class.
9. Work with others building a pirate ship, playing cooperatively and showing empathy to our friends need.
10. Explain how my friends can make their work even better during Discover and Do.

#### OUTCOME/COMPOSITE

The children will be able to give constructive feedback to their friends and enjoy improving their own work.

### Communication and Language

#### PRIOR LEARNING

The children can use new vocabulary to describe how things grow and use adjectives to describe what they see.

#### INTENT

To use my imagination in class discussions and at play.

#### SEQUENCE OF LEARNING

1. Engage in discussions about what I would wish for if I was the Fish who could wish.
2. Participate in discussions and ask question to Sarah Outen about how she crossed the Pacific in a rowing boat.
3. Use new vocabulary like telescope and jolly roger when I am playing in the pirate ship with my friends.
4. Respond with relevant questions and comments when I learn about the lifeboat station in Newquay Harbour.
5. Engage in non-fiction texts to develop my knowledge about marine wildlife and play the Who am I game successfully.
6. Articulate my ideas in well-formed sentences when tell my friends how I have chosen to make my seascape and clay creature.
7. Explain the different parts of a submarine, rowing boat and a pirate galleon
8. Retell the story of Tiddler using picture prompts and create a new tall tale with my friends.
9. Work collaboratively to cross the shark infested waters with my friends.

#### OUTCOME/COMPOSITE

The children will create stories about Tiddler and recall facts about their favourite marine creatures.

### Physical Development

#### PRIOR LEARNING

The children have developed water confidence or swim style, ridden pedal/balance bikes and used small tools effectively.

#### INTENT

The children will demonstrate strength, balance, and co-ordination.

#### SEQUENCE OF LEARNING

1. Negotiate space and obstacles when I use planks and crates to cross shark infested waters.
2. Confidently use a range of small equipment to create marine wildlife from junk modelling and clay.
3. Ride pedal/balance bicycles with balance and coordination.
4. Hold a pencil effectively to write my wishes, story endings and letters to the pirates.
5. Form my letters accurately in handwriting daily lessons sitting with my tummy to table to show good posture.
6. Draw pictures of marine wildlife with increasing complexity and detail, developing good techniques.
7. Confidently use a range of large equipment to build pirates ships, islands and submarines.
8. Show a variety of movement styles when participating in my PE lessons and at Sports Day.
9. Demonstrate strength, balance and coordination when I perform my TEAM cheerleader routine at Sports Day.
10. Show accuracy and care when I make a sea creature from junk modelling, weave a fish model and attach legs to my octopus hat.

#### OUTCOME/COMPOSITE

The children will demonstrate strength, balance and co-ordination performing in their Sports Day

## Literacy

### PRIOR LEARNING

The children have formed most lower case letters successfully and compose eligible sentences about mini beasts.

### INTENT

The children will write sentences using finger spaces, letter formation, fred fingers, capital letters, full stops and wow words.

### SEQUENCE OF LEARNING

1. Read simple sentences in Storybooks during RWI.
2. Read nonsense alien words.
3. Read Tricky Words like your and put.
4. Use Fred fingers to help me write words independently, describing my wishing fish.
5. Form lower case letters correctly in my handwriting lessons and during independent writing when I write what happens to Tiddler next.
6. Talk about non-fiction marine wildlife books and guess what animal is being described.
7. Use capital letters, full stops and a question mark when I write questions to the pirates and to Sarah Outen.
8. Predict what happens next in stories and describe what I can see through my telescope.
9. Label my map to ensure the pirate can find the treasure.
10. Begin to write words with known grapheme-phoneme correspondence when I write about what my octopus will do with me and spell words like was and the correctly.
11. Read the sentences I write back to check they make sense when I make my wanted poster and list of essential items for my voyage across the Pacific

### OUTCOME/COMPOSITE

The children will write and read back sentences about the Fish that can wish and Tiddler.

## Mathematics

### PRIOR LEARNING

The children have a deep understanding of numbers to ten and can subitise up to 5.

### INTENT

The children will compare quantities, recognising which is greater, less or the same.

### SEQUENCE OF LEARNING

1. First, Then, Now. Start to solve pirate maths problems using the facts we have learnt.
2. Recall number bonds to five and some to ten using the part whole model, ladybirds and maths games.
3. Understand the composition of ten whilst playing with the treasure.
4. Link the numerical symbol with its cardinal number value when counting and sharing pirate treasure.
5. Use positional language when I program my Beebot to find the gold.
6. Explore odds and evens and doubles facts when I share out treasure.
7. Use our maths knowledge to keep score outside when we play games.
8. Subitise numbers up to five when I play games with my friends (recognise quantities without counting).
9. Recall subtraction facts when pirates steal treasure and I play games with my friends.
10. Verbally count beyond 10 when I discover the treasure chest.
11. Weigh ingredients when I make my Pirate Stew and follow the process correctly.

### OUTCOME/COMPOSITE

The children will be able to count pirate treasure and share it equally between their friends.

## Understanding the World

### PRIOR LEARNING

The children can articulate similarities and difference in discussions about animal habitats, mini beasts and seasons.

### INTENT

The children will take responsibility for their local environment and broaden their knowledge of sea creatures.

### SEQUENCE OF LEARNING

1. Explain how the RNLI crew and lifeguards keep us safe in Cornwall.
2. Compare a trip to the seaside now and in the past.
3. Explain similarities and differences about a variety of sea creatures.
4. Compare and contrast sea voyages in the past and now.
5. Explore the natural world around us during beach school when I discover creatures in the rock pools.
6. Make accurate observations when I paint and make sea creatures using a variety of mediums like clay and junk modelling.
7. Discuss how I can help the planet and understand how important it is when I participate in the beach clean.
8. Explore forces when I catch fish with magnet fishing rods and make boats that float.
9. Expand my knowledge of self-chosen sea creatures using the Big Book of Blue and the internet.
10. Understand the changes in the Summer and verbalise what I need to do to stay safe when the weather is hotter, putting on my own sun cream and staying hydrated.

### OUTCOME/COMPOSITE

The children will be able to explain why we must take care of our oceans during our beach clean.

## Expressive Arts and Design

### PRIOR LEARNING

The children can plan and use tools successfully to create mini beast art and props.

### INTENT

The children will plan and review their creations, using a range of tools and techniques.

### SEQUENCE OF LEARNING

#### Music & Movement

1. Dance and perform Octopus Island.
2. Sing songs like Even/Off Number Squad and The Hole in the Bottom of the Sea.
3. Learn to play collaboratively using boom whackers.
4. Become ocean divers and dance at the Under the Sea Disco.

#### Tools and Techniques

1. To create a sea scape using shade and shadow inspired by Monet, Cross and Turner.
2. Use a variety of tools and techniques to create sea creatures explaining my process and make improvements.
3. Build a boat using chosen resources that can float across the role play ocean.
4. Use tools and attaching techniques to build my plate octopus and fish wand.
5. Experiment with colour, design, and texture to make clay marine creatures.

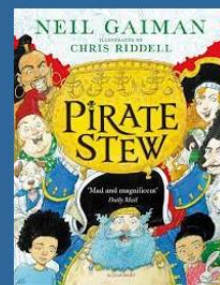
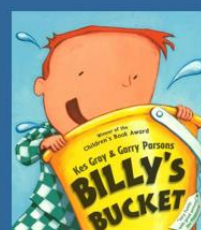
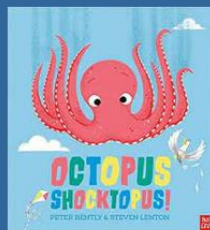
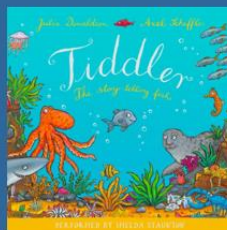
#### Exploring colour

1. Use water colours with increasing complexity to paint my wishing fish, boat and mermaid tail.
2. Broaden the language of colour – bright, light, lighter, darker etc when painting sea creatures and rainbow fish tissue collages.

### OUTCOME/COMPOSITE

The children will create detailed sea creatures from clay and explain their creative process.

## KEY TEXT



## BIG VISITS



Lifeguards



Sarah Outen, MBE

## CELEBRATIONS AND TRIPS

### The Lifeboat Station



### Sports Day



### Beach School

