

YR Oh, I Do Like To Be Beside The Seaside! Learning Sequence

Synopsis: Children will explore the world of under the sea, comparing environments and creating information guides. They will investigate the impact of human behaviour on the environment and begin to understand their personal impact and what they can do to effect change. They will explore transition to Y1 through ‘under the sea’ texts and use these to address personal, social and emotional learning.

In **Literacy**, children can write full sentences that contain some features of narrative.

In **Understanding The World**, children can compare features of environments and explore impact of human behaviour on environments.

In **Expressive Arts and Design**, children design, make, review and edit a variety of art projects.

In **Communication and Language**, children discuss events in their experiences from past, present and future using the correct tense.

In **Physical Development**, children can safely manage their own risks and form recognisable letters confidently.

In **Personal, Social and Emotional**, children express themselves effectively, particularly focusing on bullying, mental health and transition.

In **Mathematics**, children automatically recall number facts to 10, subitise and explore patterns within numbers to 10.

Literacy

OBJECTIVES

EARLY LEARNING GOALS

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

LEARNING SEQUENCE

1. When learning about a new book/theme create vocabulary lists for children to explore throughout the learning sequence.
2. Comprehension and word-reading will be supported through individual school phonics programmes.
 - Create a treasure map; draw and label a treasure map; write instructions about how to use the treasure map; write ‘clues’ for different parts of the treasure map.
 - Create a ‘Wanted’ poster; draw and label pirates; discuss features of a Wanted poster and practise different sections; create a list of adjectives to describe pirate.

<p>Word Reading</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> ➤ Descriptions of under the sea creatures; visit a sea-life centre; take notes about what the sea creatures look like; make list of adjectives to describe; write a page for the story and create a class book about under the sea creatures. ➤ Children write their own poem; look at poems and what they have in common; practise rhyming activities; draft a poem as a class. ➤ Children write their own poem about being kind; recap poetry and rhyming; make a list of kind actions and why it is important to be kind; make a class kindness poem. ➤ Children create a 'sharing guide' for new children; reflect on the year and how it felt when we joined reception writing notes about it; why was sharing important discussion ➤ Newspaper report about climate change; research climate change and the impact we have on the environment (focus on oceans); make a list of ways that we can help tackle climate change; draw pictures and label for the poster.
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Understanding the World

<p>OBJECTIVES</p> <p>EARLY LEARNING GOALS</p> <p>Past and Present</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; 	<p>LEARNING SEQUENCE</p> <ul style="list-style-type: none"> ➤ Compare materials; explore different materials and their properties; find out which can bend or snap etc; record using graphs/lpads/diagrams. ➤ Floating and sinking/make a pirate boat; explore floating and sinking and record findings; design pirate ship based on findings; make a pirate boat and have a race; home learning boat project. ➤ Fact file about under the sea creatures; visit sea life centre/create under the sea learning environment; observational drawings and labels of under the sea creatures. ➤ Compare the seaside to town/city location using home location; go on a local walk around the area taking notes/pictures; compare pictures of both environments; talk about impact of humans on the environment. ➤ Comparing shells; what makes them special? What makes me special? Write 'I am special because' lists....
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- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

- Recycling visit from local council/recycling drive in school; encourage parental involvement throughout the term.
- Effects of our daily life on the environment; look at pictures of oceans and plastic; discuss impact on sea creatures; write about what we can do to help; create artwork together

Expressive Arts and Design

OBJECTIVES

EARLY LEARNING GOALS

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

LEARNING SEQUENCE

At this point in the year children, should be making individual choices about materials, designs, textures etc. Open-ended weekly projects that provide a variety of resources, skills and outcomes will ensure children are able to demonstrate their own thought processes. Children should consistently design, review and edit and lessons can be formatted to support this.

- Make a pirate hat
- Design, make and review a boat – using mechanisms
- Create stories about under the sea creatures which are influence by other stories children have been exposed to
- Use different seaside materials to make a seaside picture
- Make a Rainbow Fish
- Performance poetry; write poems and use microphones/Ipads to record, perform to the class poems written by authors; perform in small groups children’s poems.
- Observational drawings of shells
- Use recycling for a ‘big art project’

Communication and Language

OBJECTIVES

EARLY LEARNING GOALS

Listening, Attention and Understanding:

- 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
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversations when engaged in back-and-forth exchanges with their teachers and peers

Speaking:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate,
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

LEARNING SEQUENCE

Through the theme and learning opportunities, children develop their abilities within this area. They will have opportunities to express themselves effectively and be supported, via interventions, when this is challenging. Communication and language should be considered when planning other areas of the curriculum and be a central part of linking the curriculum together. Weekly focus on the objectives will ensure that coverage and observations are in place to support assessment; however, it is vital that C&L forms the basis of other planning.

Some supporting ideas for this term are as follows:

- Focus on human impact on the environment in PSED times
- Planned questions during visits/walks which encourage children to consider their experiences
- Read different stories and do not show pictures so that children respond with their own thinking
- Use The Rainbow Fish and Sharing a Shell to discuss past, present, future

Physical Development

OBJECTIVES

EARLY LEARNING GOALS

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

LEARNING SEQUENCE

- Obstacle course; children to design and build their own obstacle course; assess and review safety; create risk assessments for others to use.
- Build a pirate ship using large block – focus on safety; design and build pirate ship; review and edit; concentrate on safety and being able to be safe without direct supervision.
- Cutting and creating sea creatures; cut out different parts of sea creatures and connect them using a variety (split pins, glue, staples) or materials; review which is best.

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small toys, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

FORMATION (Objective) Develop the foundations of a handwriting style which is fast, accurate and efficient

Focus should still be in place for handwriting/fine motor, but this will need to be considered in line with individual school's handwriting/phonics policies.

Personal, Social and Emotional Development

OBJECTIVES

EARLY LEARNING GOALS

Self-regulation:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

LEARNING SEQUENCE

Through the theme and learning opportunities provided, children develop their self-confidence and self-awareness. They begin to manage their feelings and behaviour eg turn-taking and following instructions and begin to build positive relationships with adults and children. It is important that the area of PSED is planned within the week through child and adult led activities. Each child will have developing needs which will need to be planned for accurately.

Some supporting ideas for this term are as follows:

- Circle times/small group time to discuss the topics of bullying, sharing, being a good friend and transition to Y1
- Discussions around safe and unsafe choices with regards to pirate behaviour
- Transition support with Y1 teacher to ensure children are ready and feel confident, Use The Rainbow Fish and Sharing a Shell to support this
- Set goals for year 1
- Encouraging children to have and share their own ideas which they act on, reflect on and share their experiences of
- Children's mental health; why is kindness important? Look at pictures of a brain and talk about how we keep it healthy; meditate; try yoga; impact of exercise on mental health; create a class piece of artwork that shows how to help your mental health.

Mathematics

OBJECTIVES

EARLY LEARNING GOALS

Number

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

LEARNING SEQUENCE

At this point in the year, the expectation is that children apply previously taught skills and investigating using the number knowledge they have learning throughout the year.

Some ideas to support this are as follows:

- Daily counting to 20 and beyond
- Doubling and sharing equally; using shells to share, sharing fish scales and see how many we have, doubling beach pebbles
- Adding and subtracting using sea creatures and recording number sentences, adding all the rubbish found in the recycling week
- Number bonds; matching the bucket with the shovel for number bonds (without aids), matching numbered recycling for number bonds (without aids)
- Ordering numbers on fish; odds and evens on different fish can we organise them into odds and evens