

# Sunshine and Sunflowers

Summer Year A

Pendeen Class (EYFS)

Sequence of Lessons

## Understanding the world

**Intent:** Children will learn about plants and flowers. Children will learn the basic parts of a plant and what a plant needs to grow.

Lesson	Sequence of Learning
1	<p><b>Introduce topic question: What do seeds and plants need to grow?</b></p> <p><b>WALT: What is in our school grounds?</b></p> <p>Children to have a grounds spotting sheet. Whole class work around the school grounds looking for plants, trees, birds, animals and insects. Children to note what they see and to complete a scavenger hunt looking for leaves, sticks etc.</p>
2	<p><b>WALT: What does a plant need to grow?</b></p> <p>Children will look at pictures of sunflowers and discuss why they think they are called sunflowers. Children will learn about the different parts of a plant. Children will plant a sunflower seed and talk about what it needs to grow. Children will care for their seedling over the next few weeks as it begins to grow.</p>
3	<p><b>WALT: The life cycle of a butterfly</b></p> <p>As a class children will hear the story of My Butterfly Bouquet by Nicola Davies. The children will explore the part of the story that focuses on the butterfly life cycle. Children will watch a short video of the life cycle of a butterfly and then will draw pictures and write an explanation of what happens.</p>
4	<p><b>WALT: Maps</b></p> <p>Children will discuss where they would like to visit on a sunny day. Whole class to see what these places look like on a map, using the interactive whiteboard and Google Earth.</p>

**Subject Composite:** Children will host a gallery of their learning to showcase what they have learnt over the topic about plants and butterflies.

**Impact:** Children have a good knowledge of parts of a plant and what a plant needs to grow.

**Hooks for new learning ( Y 1/2)** Plant parts and plant survival

# Sunshine and Sunflowers

## Summer 1 Year A

### Pendeen Class (EYFS)

### Sequence of Lessons

#### PSHE: PSED

**Intent:** To know how to be a good friend. To understand how to solve friendship problems when they occur and to know how to treat others with respect.

Lesson	Sequence of Learning
1	<p><b>Key question: how can I be a good friend?</b></p> <p><b>WALT: I can identify some of the jobs I do in my family and how I feel like I belong</b></p> <p>Children to discuss what a family is and what jobs family members do. Children to talk about their family and to make a picture frame for their family photo.</p>
2	<p><b>WALT: I know how to make friends to stop myself from feeling lonely.</b></p> <p>Children to work together to discuss what makes a good friend. Children to think about what they should do if they see someone who is lonely. Children to focus on friendship and teamwork in their play.</p>
3	<p><b>WALT: I can think of ways to solve problems and stay friends.</b></p> <p>Can the children suggest ways to make things better? Write down suggestions on coloured strips of card for display. Act out resolution. Shake hands saying "Make friends, make friends, never ever break friends!"</p>
4	<p><b>WALT: I am starting to understand the impact of unkind words.</b></p> <p>Explain that bad words/unkind words are like shaving foam: once they are out they can never go back in. So think before you speak...</p>
5	<p><b>WALT: I can use Calm Me time to manage my feelings.</b></p> <p>What do people do when they are angry? Think of ways that they could calm down. Play some calming music - children to take deep breaths and imagine a place they feel happy in.</p>
6	<p><b>WALT: I know how to be a good friend.</b></p> <p>Match the pairs of friends e.g. Woody with Buzz, Do they ALWAYS get on or do they sometimes fall out? What do they do to make sure that they stay good friends? Find a friend and tell them why they like them.</p>

**Subject Composite:** Children to make a picture of a friend adding labels to show the qualities of a good friend eg. Kind words, gentle hands.

**Impact:** Children know how to solve friendship problems and how to be a good friend.

**Hooks for future learning:** (Yr1/2) Relationships Summer term.

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## Summer Year A

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### Sequence of Lessons

## Art and Design

**Intent:** Children will gain an awareness of famous artists such as Kandinsky.

**Hooks from old learning:** Previous art and design lessons in EYFS

Lesson	Sequence of Learning
1	<p><b>WALT: To choose the materials to make a flower piece of art</b></p> <p>Invite the children will look at various famous pieces of art relating to gardens. Children to use these pieces of art as inspiration to make their own flower garden piece of art. Children to choose the medium that they use to make their piece of art, artwork to be displayed in Pendeen classroom.</p>
2	<p><b>WALT: Make an flower pressing piece of art.</b></p> <p>The children will use flowers, leaves and clay to make a piece of art. Children will arrange their flowers and press them into the clay, leaving an imprint behind. Children can paint their clay once it has dried.</p>
3	<p><b>Parents in school – showcase artwork.</b></p> <p>Children's flower garden and flower pressing artwork to be displayed for parents. Children to share their work with their parent/carer and explain how their made their work.</p>

**Subject Composite:** Create a flower garden piece of art.

**Impact:** Children will make flower art and can explain the techniques they have used to create their art.

**Hooks for new learning:** (Y 1/2) Flower head

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## Summer Year A

### Pendeen Class (EYFS)

### Sequence of Lessons

## Computing – Understanding the world

**Intent:** Children

**Hooks from old learning:** (EYFS) Previous Purple mash lessons

Lesson	Sequence of Learning
1	The Natural World. <b>WALhT Use pets topic pins .</b> Use the pets topic pin to watch the slideshow on pets. Children to discuss what they have seen on the slideshow. Children to colour pet pictures and draw fish in the fishtank.
2	The Natural World <b>WALhT: Listen to information and complete a picture</b> Children to go onto simple city and visit the zoo. Children to watch the information clip and create a simple zoo picture.
3	The Natural World <b>WALhT Group animals.</b> Children to go onto Simple City and visit the zoo. Children to complete simple questions such as group together the birds.
4	The Natural World <b>WALhT Listen to information and complete a picture</b> Children to go onto Simple City and visit the vets. Children to watch the information clip and create a simple pet picture.
5	The Natural World <b>WALhT Listen to information and complete a picture</b> Children to go onto Simple City and visit the vets. Children to watch the information clip and create a simple pet picture.
6	The Natural World <b>WALhT Listen to information and complete a picture</b> Children to go onto Simple City and visit the farm. Children to watch both of the information clips and create a simple farm picture.

**Subject Composite:** Make zoo, pets and farm pictures.

**Impact:** Children are able to use an ipad to findout informationa dn to create their own pictures.

**Hooks for new learning:** (Y1/2) Purple Mash

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## Summer Year A

### Pendeen Class (EYFS)

### Sequence of Lessons

## Music

**Intent:** Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1

**Hooks from old learning:** (EYFS) To build on previously learnt skills from the charanga scheme.

Lesson	Sequence of Learning
1	<b>WALhT: Find the pulse to Big Bear Funk</b> Start to learn to sing Big Bear Funk and respond to the copyback section
2	<b>WALhT: Explore and Create using voices and instruments</b> Continue to learn to sing Big Bear Funk including the copyback section. Dance during the activity section
3	<b>WALhT: Learn to Sing the Song</b> Sing the song again and include activity options
4	<b>WALhT: Explore pitch by creating your own sounds with voices and instruments</b> Sing Big Bear Funk including the copyback section. Dance during the activity section Revisit activity options
5	<b>WALhT: Learn to Sing the Song</b> Sing the song again and include activity options
6	<b>WALhT: Perform 'Big Bear Funk'</b> Children to perform the song Big Bear funk for parents in the end of topic assembly.

**Subject Composite:** Perform at the end of topic production

**Impact:** Children are able to sing together as a group and perform . They are able to use their voices and instruments for different effects.

Sequence of learning

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## Summer Year A

### Pendeen Class (EYFS)

### Sequence of Lessons

## RE

**Intent:** To recognise that religious people have places that are special to them.

**Hooks from old learning:** Pupils to recall their visit to Truro cathedral in the autumn term. Children to recall learning about the font in their learning about baptism in the spring term.

Lesson	Sequence of Learning
1	<b>WALhT Where is special to me.</b> Discuss reasons why a place might be very special to us – how it makes us feel, what we get to do there, who we go there with, whether it makes people think about God or their religion, memories we have of a place etc.
2	<b>WALhT Where is a special place for Christians to go?</b> Look at picture of churches, pupils to really focus on individual features they might find on the outside of a church. Pupils should see that although there may often be similarities, not all churches look exactly the same.
3	<b>WALhT What makes a church special to Christians?</b> Recall our visit to Truro cathedral and take a virtual tour of the inside of a church to find out about its features. Talk about the stained glass windows and how they tell a story. Children to make their own stained glass windows.
4	<b>WALhT Where is a holy place for Muslims to go?</b> Look at a picture of a mosque, pupils to learn that a mosque is a holy building for Muslims.
5	<b>WALhT What makes a mosque holy to Muslims?</b> Pupils to listen together to the call to prayer in Arabic. Look at the minaret and explain that it is where the muezzin stands when saying the call to prayer. Draw parallels with bells calling people to church. Have a virtual tour of a mosque and make a list of features of mosques.
6	<b>WALhT What is important in a church and a mosque? How are holy buildings similar and different?</b> Pupils to recall the features of churches and mosques. Children to construct a model of a church and a model of a mosque, the models should include all the features that they have learnt about. Compare a model church and a model mosque, discuss the similarities and differences.

**Subject Composite:** Make models of a church and a mosque, recognise the similarities and differences between these two places of worship.

**Impact:** Children will be able to recognise places which are special to them and places which are special to religious people

**Hooks for new learning (Y1/2):** What does it mean to belong to a faith community  
What makes some people and places sacred in Cornwall