



EYFS Learning Landscape Advent 2: "Let's Celebrate" (EAD Focus)



What do the children know already?	What do we want the children to learn? (Knowledge, Skills and activities)	What new vocabulary do we want the children to learn?
<p>Fireworks are colourful They bang when they go into the sky Some fireworks go high to the sky They go round</p> <p>It's Halloween Fireworks come out Guy Fawkes got put in jail</p>	<p>Wk. 1: Monday 31st October - "Festivals of Light" - Bonfire Night - "Remember, Remember The Fifth of November" by Deborah Webb WOW - Saints Monday - Newark Fire Brigade 1.45pm Firework safety Tuesday - All Saint's Day - LP out all day NPQ course - Linda am? Petra pm Wednesday and Thursday - F2 Parents' Evening Friday - Newark Advertiser @ 10.15am - class photo EYFS Maths monitoring - Beth</p> <p>This week's INTENT is for the children to know that 5 November is known as Bonfire Night or Guy Fawkes Night. Guy Fawkes and his friends wanted to blow up important buildings in London. Guy Fawkes went to jail on 5 November - we remember this every year on Bonfire Night.</p> <p>IMPLEMENTATION (what are we going to do?)</p> <ul style="list-style-type: none"> ☺ Story of Guy Fawkes ☺ Character masks and small world characters to retell the story ☺ create our own bonfire outside using natural materials, cloths, tissue paper etc. ☺ use various construction kits to design and build their own fireworks ☺ explore sounds musical instruments make to recreate fireworks ☺ use a variety of brushes and different colours of paint to explore painting techniques to create firework pictures and the patterns that they create when they explode. ☺ outside set up mark Making station with large sheets of black paper that could be hung up when finished. ☺ firework safety poster with labels ☺ make Catherine Wheels ☺ firework circle dance ☺ Friday 4th November - Firework BIG Build - invite parents in for the afternoon - eat mushy peas around our 'fire' and 'set' our fireworks off 	<p>Book vocab - dazed and confused, unfurled, hibernation, curious, flickering</p> <p>Topic vocab: Guy Fawkes, gunpowder, Houses of Parliament, plot and King James.</p>

The leaves go red and orange
They go falling down
Apples grow on the trees in autumn
The apples turn red and then green

It gets cold
There are lots of leaves on the floor
We see squirrels

Mathematics - (White Rose Maths) - It's Me 1 2 3! - Representing 1, 2 & 3 and Comparing 1,2 & 3

- ☺ identify representations of 1, 2 and 3
- ☺ subitise or count to find how many
- ☺ match number names to numerals and quantities
- ☺ own mark-making to represent 1, 2 and 3
- ☺ recognise that each number is one more than the number before
- ☺ recognise that each number is one less than the previous number

Week 2: Monday 7th November "Autumn Watch" - Autumn and Remembrance
"The Very Helpful Hedgehog" by Rosie Wellesley

WOW - Remembrance
Friday - Whole school Remembrance Day

This week's **INTENT** is for the children to know that Autumn is a time of change. Leaves change color and fall from trees. Animals begin to prepare for winter, this is called hibernation. We celebrate Remembrance Day to remember and give thanks to all the soldiers who fought for our country

IMPLEMENTATION (what are we going to do?)

- ☺ look at seasonal autumnal changes - Eco-land - autumn walk - **create a leaf crown**
- ☺ 'Rainbow' leaf collage - collect lots of leaves, in as many different colours, set up a long section of rolled-out paper and help the children sort and stick the leaves onto it by gradations of colour; so for example, starting with all of the dark red leaves at one end of the paper roll, moving onto bright reds, then oranges, yellows, greens etc.
- ☺ find out about hibernation - is a way that some animals deal with the harshness of winter. They curl up in a safe place and stay there until winter ends. Hibernators like dark, quiet winter homes. Some go underground or into caves. They may line their hibernation place with grass, hair, and other materials. Hibernators prepare for winter with extra eating. They store fat to keep them alive during the months when they do not eat. Some hibernators collect and store food before hibernating.
- ☺ conker races using the guttering and pipes

Book vocab - paddock, grub, feasts, alone

Topic vocab - autumn, season, hibernation, orchard, remember, poppy, soldiers, war, battle, Remembrance Day.

<p>Giving our friends cuddles We hold hands if we are friends Giving them kisses You need to be kind to your friends</p> <p>Don't hurt people or they won't be your friends</p>	<ul style="list-style-type: none"> ☺ clay hedgehogs - collect sticks ☺ visit the school gardens, eco-land and pick apples to make apple crumble ☺ make apple crumble ☺ Remembrance Day - make poppies - watch 'Cbeebies Poppies animation' - https://www.youtube.com/watch?v=pv_ub7Be7oA <p>Mathematics - (White Rose Maths) - It's Me 1 2 3! - Comparing 1, 2 & 3 and Composition of 1, 2 & 3</p> <ul style="list-style-type: none"> ☺ use representations to show one more patterns as they count ☺ use representations to show one less patterns as they count ☺ all numbers are made up of smaller numbers ☺ compositions of 2 and 3 ☺ explore larger numbers in their play sharing what they have noticed <p>Week 3 Monday 14th November: Anti-Bullying Week with a PSED focus "Elmer" by David Mckee WOW - Individuality Friday - Children in Need Day</p> <p>This week's INTENT is to understand how to be a good friend and the importance of sharing and playing well with others. To celebrate what makes each one of us unique.</p> <p>PSED Know how to be aware of my own feelings, and know that some actions and words can hurt others' feelings. Know how to accept the needs of others and know how to take turns and share resources, sometimes with support from others. Know how to demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.</p> <p>IMPLEMENTATION (what are we going to do?)</p> <ul style="list-style-type: none"> ☺ Read Elmer. Talk about how Elmer felt different because of his bright colours and desperately wanted to fit in. 	<p>Book Vocab -</p> <p>Topic vocab -</p>
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- ☺ children to share something different about themselves that they are pleased with, for instance, the colour of their hair/eyes/shoes, a skill they have, something they are looking forward to doing, and so on.
- ☺ Discuss different feelings - practise facial expressions to show different emotions.
- ☺ What should we do if someone has hurt/upset us? - Who can we TELL?
- ☺ What makes a good friend? How can we be a good friend?
- ☺ Create a class "friendship promise" - all children to 'sign' it
- ☺ Make 'friendship potion'
- ☺ Create a 'chain of friendship' to go across the classroom using a paper chain with children's names/drawn pictures on.
- ☺ Discuss/act out different scenarios - what would you do if.....(eg. You wanted a toy that another child was playing with)

Mathematics - (White Rose Maths) It's Me 1 2 3! - Circles and Triangles and Spatial Awareness

- ☺ circles have one curved side
- ☺ triangles have 3 straight sides
- ☺ recognise these shapes on everyday items
- ☺ build their own circles and triangles
- ☺ use positional language
- ☺ drawing maps to represent real places

Week 4: Monday 21st November (Birthdays) "Kipper's Birthday" by Mick Inkpen

WOW - Responsibility

Monday LP out pm - Basia or Linda in Conker's classroom???

Tuesday and Wednesday - possible F2 open sessions @ 10.15-11.15am

Friday - National Youth Fun Day/ Whole School Retreat Day

This week's **INTENT** is for the children to know there are 12 months in a year. To know when their birthday month is. That a birthday celebrates another year of their life. That people celebrate birthday's in different ways

IMPLEMENTATION (what are we going to do?):

We have balloons
You have a birthday cake
Birthday hats
You get presents

You play games
You blow birthday candles out

Characters - Kipper, Tiger, Jake, Holly.

Topic vocab - birth, celebration, months of the year, birthday

- ☺ class Birthday kites - months of the year - it's a time for friends and family to come together and celebrate you, the anniversary of your birth, and another year of your life
- ☺ design and write own party invitations - toy party in school on Friday to celebrate Kipper's birthday
- ☺ write a birthday party list - initial and final sounds, Fred Talk to write whole words
- ☺ make party decorations - design and label first and then make
- ☺ make birthday cakes

Mathematics - (White Rose Maths) - Light and Dark - Numbers to 5 - 4 and 5

- ☺ count on and back to 5
- ☺ count and subitise sets of up to 5 objects
- ☺ match number names to numerals and quantities
- ☺ comparing sets using more and fewer
- ☺ five frames to show these representations

Week 5: Monday 28th November (Birthdays) - "Kipper's Birthday" by Mick Inkpen

WOW - Advent

Monday - Hannah Younger in RWI (am) - Linda????

Wednesday - St. Andrew's Day Mass

Friday - Whole school Advent Liturgy

This week's **INTENT** is for the children to know that 'advent' is the time getting ready for Jesus' birth. It is about preparing for Christmas Day. It is the time before Christmas.

IMPLEMENTATION (what are we going to do?):

- ☺ make a class advent wreath
- ☺ make a class advent calendar - nativity scene
- ☺ introduce our class Jesse Tree - stories from the old and new testament

Mathematics - (White Rose Maths) - Light and Dark - Numbers to 5 - 5 and

Topic vocab: advent, Jesus, preparing, birthday, Jesse tree, old testament, new testament



You get a big tree and you pop decorations on
 We get presents from Santa
 Opens presents
 Mrs. Claus and Santa
 You go to sleep and Santa gives you presents
 Santa goes down the chimney
 He might go on the cross - Jesus
 It is Jesus' birthday

It's very cold when it is Christmas
 We have Christmas lights
 Jesus is a baby

- ☺ count, subitise and compare as explore one more and one less
- ☺ 5 frames to represent numbers
- ☺ predict how many there will be if they add one more or take one away
- ☺ link counting forwards and one more
- ☺ link counting backwards with one less

Week 6: Monday 6th December (Christmas) - The Nativity story - "The First Christmas" by Marcia Williams (RWI assessments) "Little Owl and the Star" by Mary Murphy
 WOW - Peace
 Wednesday - F2 Nativity 2pm

This week's **INTENT** is for the children to know that Christmas is a Christian celebration, it marks the birth of Jesus Christ, who Christians believe to be the Son of God. Nativity is the word often used for the story of Jesus' birth, it is taken from the Gospels of Matthew and Luke.

IMPLEMENTATION (what are we going to do?)

- ☺ sequencing the Nativity story
- ☺ enacting the story - masks and puppets - junk model props
- ☺ turn outside playhouse into the stable
- ☺ decorate the class Christmas trees - inside and out
- ☺ make tree decorations
- ☺ 6th December - Polish Christmas tradition - Father Christmas leaves gifts under the pillow for well-behaved children. Look at other traditions from the nationalities within our classroom

Mathematics - (White Rose Maths) - Light and Dark - Shapes with 4 sides and Measurement - Time

- ☺ squares and rectangles have 4 straight sides
- ☺ they have 4 corners
- ☺ recognise these shapes in everyday objects
- ☺ build their own squares and rectangles
- ☺ talk about night and day
- ☺ order key events in daily routine

Book vocab - carpenter, swaddling clothes, stable, manger, Saviour,

Topic vocab - Nativity, Christmas, Nazareth, Bethlehem, Taxes



- ☺ use day, night, morning, afternoon, before, after, today and tomorrow
- ☺ measure time in simple ways

Wk 7: 12th December (Christmas Stories and Christingle)

"Kipper's Christmas Eve" by Mick Inkpen

RWI assessment week

WOW - Joy

Monday - Christmas Party

This week's **INTENT** is for the children to know that Christingle is a festive, candle-lit Christian celebration. It takes place during Advent. It is named after the Christingles that are lit during the service - Light of the World.

IMPLEMENTATION (what are we going to do?)

- ☺ turn the home corner into **Father Christmas' workshop - make props as a class**
- ☺ letter writing to Father Christmas
- ☺ presents list
- ☺ design a Christmas stamp
- ☺ Christmas celebrations from families in our class
- ☺ Christingle service

Mathematics - (White Rose Maths) - Digging Deeper - Challenges covering topics covered this half term.

Wk 8: 19th December (3 days)

"Santa's Suit" by Kate Lee and "Careful Santa" by Julie Sykes

Make a party hat ready to wear at the party

Make Christmas cards

Book vocab - St. Nicholas, nestled, sugarplums, plump, dimples

Topic vocab - Christingle, Light of the World



The Prime areas of learning (More basic, life-long skills that pave the way for children to progress towards Specific Areas of Learning).

Personal, social and emotional development*		
<p>Self-Regulation ELG</p> <ul style="list-style-type: none"> ☺ Know how to be aware of my own feelings, and know that some actions and words can hurt others' feelings. ☺ Know how to accept the needs of others and know how to take turns and share resources, sometimes with support from others. ☺ Know how to tolerate delay when my needs are not immediately met, and understand that my wishes may not always be met. 	<p>Managing Self ELG</p> <ul style="list-style-type: none"> ☺ know how to select and use activities and resources with help. ☺ enjoy the responsibility of carrying out small tasks. ☺ know how to be confident to talk to other children when playing, and will communicate freely about home and community. ☺ know how to be outgoing towards unfamiliar people and more confident in new social situations. ☺ know how to show confidence in asking adults for help. 	<p>Building Relationships ELG</p> <ul style="list-style-type: none"> ☺ Know how to initiate play, offering cues to my friends to join me. ☺ Know how to demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.
Communication and Language*		
<p>Listening, Attention and Understanding ELG</p> <ul style="list-style-type: none"> ☺ know how to turn to listen to my friends or my teacher. ☺ know how to listen carefully and why listening is important. ☺ know how to be able to listen to and then follow an instruction. ☺ know how to be able to remember and join in with rhymes and stories I like. ☺ know how to be able to find the right tool for a job. ☺ know how to be able to follow instructions using prepositions. ☺ know how to be able to respond to a string of requests one after another (not quickly) ☺ know how to be able to ask and respond to 'why' questions. ☺ know and to be able to follow a story with props and pictures. ☺ know and to be able to show interest in the lives of other people or events. ☺ know and to be able to see some similarities and differences between people. ☺ know and be able to operate a digital device and show understanding of the remote controls. ☺ know and to be able to show interest in other technological items. 	<p>Speaking ELG</p> <ul style="list-style-type: none"> ☺ know and be able to start to link simple sentences. Using connectives. ☺ know how to and be able to explain in simple sentences, including ordering, stating what happened and what might happen. ☺ know and be able to use tense, intonation and rhythm to enhance meaning. ☺ know how to be able to use vocabulary to express imaginary events in play. ☺ know how to be able to engage in imaginary role play sometimes building stories around toys and objects. 	
Physical Development*		
<p>Gross Motor Skills ELG (See separate plan for P.E)</p> <ul style="list-style-type: none"> ☺ know how to stand momentarily on one foot when shown. ☺ know how to catch a large ball. 	<p>Fine Motor Skills ELG</p> <ul style="list-style-type: none"> ☺ know how to use a pincer grasp. ☺ begin to show a preference for a dominant hand. 	

<p>☺ know how to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>☺ know how to run skillfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>☺ know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>☺ know the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - Lining up and queuing - Mealtimes - Personal hygiene 	<p>☺ begin to develop their small motor skills so that they can use a range of tools with some confidence and control. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p>
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The Specific areas of learning (Areas of Learning cannot be developed alone, and rely on the skills gained in the Prime Areas of Learning).

Literacy*		
<p>Comprehension and Word Reading ELG</p> <p>☺ know how to talk about events and characters in books.</p> <p>☺ know how to tell a story to friends.</p> <p>☺ know how to talk about my favourite book.</p> <p>☺ know how to read individual letters by saying the sounds for them (Set 1 Single sounds)</p>	<p>Writing ELG</p> <p>☺ begin to form recognisable letters</p> <p>☺ begin to write initial sounds for words I want to write</p> <p>☺ begin to write final sounds for the words I want to write</p>	
Mathematics*		
<p>Number ELG (White Rose)</p> <p>☺ know some numerals of personal significance.</p> <p>☺ know addition facts up to 5 using all combinations.</p> <p>☺ know how to subitise to 4.</p>	<p>Numerical Patterns ELG</p> <p>☺ know how to count up to three or four objects by saying one number name for each item.</p> <p>☺ know how to count objects to 10 and begin to count beyond 10.</p> <p>☺ know how to count out up to six objects from a larger group.</p> <p>☺ know how to select the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>☺ know how to count objects, actions and sounds.</p>	<p>Shape, Space and Measure ELG (White Rose)</p> <p>☺ know how to talk about the routine of the day and use language like before, after.</p> <p>☺ know how to use comparative language like taller, shorter, the same.</p>
Understanding the World		
<p>Past and Present ELG</p> <p>☺ knows how to talk and remembers about significant events in my own experience.</p>	<p>People Culture and Communities ELG</p> <p>☺ knows how to show interest in the lives of people who are familiar to me.</p>	<p>The Natural World ELG</p>

<p>☺ knows that some places are special to members of their community.</p> <p>☺ knows how to comment on images of familiar situations in the past.</p>	<p>☺ knows how to talk about members of their immediate family and community.</p> <p>☺ Knows how to name and describe people who are familiar to them</p> <p>☺ knows how to recognise some similarities and differences between life in this country and life in other countries.</p>	<p>☺ knows how to ask questions about aspects of my familiar world such as the place where I live or the natural world.</p> <p>☺ knows how to talk about some of the things I have observed such as plants, animals, natural and found objects.</p> <p>☺ knows about and is developing an understanding of growth, decay and changes over time.</p> <p>☺ knows how to show care and concern for living things and the environment</p> <p>☺ knows how to explore the natural world around them.</p>
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Expressive Arts and Design

<p>Creating with Materials ELG</p> <p>☺ know how to enjoy joining in with dancing and ring games.</p> <p>☺ know how to sing a few familiar songs.</p> <p>☺ know how to begin to move rhythmically.</p> <p>☺ know how to imitate movement in response to music.</p> <p>☺ know how to show interest in and describe the texture of things.</p> <p>☺ know how to explore colour and how colours can be changed.</p> <p>☺ know how to use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>☺ know how to use various construction materials.</p> <p>☺ know how to begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>☺ know how to join construction pieces together to build and balance.</p>	<p>Being Imaginative and Expressive ELG</p> <p>☺ know how to engage in imaginative role-play based on own first-hand experiences.</p> <p>☺ know how to notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>☺ begins to develop storylines in their pretend play.</p> <p>☺ begins to build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>☺ begins to use available resources to create props to support role-play.</p>
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Children are defined as having reached a *Good Level of Development (GLD)* at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning (*) and the specific areas of mathematics and literacy (*).