



## EYFS F1 Learning Landscape Pentecost 2: Animal Antics/Amazing Animals




What do the children know already about/What do they want to know?	What do we want the children to learn? (Knowledge, Skills and activities)	What new vocabulary do we want the children
<p>"Apples are good for you"</p> <p>"Watermelon"</p> <p>"Healthy bananas"</p> <p>"Eat apples"</p>	<p><b>HEALTHY WEEK</b></p> <p>Week 1: 5th June - 'Oliver's fruit salad'</p> <p>WOW - Trinity</p> <p>This week's <b>INTENT</b> is to know how to make healthy choices about food, drink, activity and tooth brushing.</p> <p><b>IMPLEMENTATION</b> (what are we going to do?)</p> <ul style="list-style-type: none"> <li>• Feely bag - looking at different types of fruit and vegetables - do we know all the names, have they tried them before? Food tasting - check all children can try all foods</li> <li>• Making a class book - children to draw a fruit or vegetable and then cover with a flap</li> <li>• Sequence pictures from the story through days of the week</li> <li>• Lunchbox activity - can we pack a healthy lunchbox - pictures, pretend items, real food</li> <li>• Cut and stick lunchboxes</li> <li>• Printing with fruits and vegetables</li> <li>• Possible visit from dentist?</li> <li>• Using toothbrushes to clean pretend teeth</li> <li>• Bring in toothbrushes and toothpaste.</li> </ul> <p><b>Baking - Make own healthy sandwich/wrap</b></p> <p><b>Mathematics: To know how to recite some number names in sequence (What comes after? Numbers past 5 - see Master the Curriculum for ideas)</b></p>	<p>Healthy</p> <p>Unhealthy</p> <p>Fruit</p> <p>Vegetables</p> <p>Food tasting</p> <p>Sandwich</p> <p>Wraps</p> <p>Salad</p>

<p>"They fly around"          "They fly well"          "Mario cart butterfly"          "They fly so high"</p>	<p><b>WEDNESDAY - WHOLE SCHOOL RETREAT DAY (HOLY TRINITY)</b>          Week 2: 12th June - 'The Crunching Munching Caterpillar' (Butterfly life cycle) Fathers' Day (18<sup>th</sup> June)          WOW - Positivity</p> <p>This week's <b>INTENT</b> is to know about and understand the key features of a butterfly life cycle.</p> <p><b>IMPLEMENTATION</b> (what are we going to do?)</p> <ul style="list-style-type: none"> <li>• ECO Land - stay in our outdoor area and make a bug hotel (crates?)</li> <li>• Growing our own butterflies from eggs</li> <li>• Symmetrical butterfly paintings</li> <li>• Life cycle of a butterfly</li> <li>• Looking at the different types of butterflies - colours/patterns</li> <li>• Can we make these colours by colour mixing?</li> <li>• Caterpillar/butterfly songs - moving like them</li> <li>• Using loose part items on butterfly templates</li> <li>• Making caterpillars from playdough - rolling green balls</li> <li>• Chalk butterflies outside - making different marks as patterns (lines, waves, circles, loops, zigzags)</li> <li>• Making Fathers' day cards</li> </ul> <p><b>Baking - Making butterfly biscuits/cupcakes as a present for Father's day</b></p> <p><b>Mathematics: To know how to identify numerals in the environment.</b></p>	<p>Butterfly          Caterpillar          Eggs          Life cycle          Pupa          Cocoon          Chrysalis          Symmetrical</p>
<p>"Running"          "Balls"          "Jumping"          "Chase around and tag people"</p>	<p><b>TUESDAY - SPORTS DAY</b>          Week 3: 19th June - 'Maisy's Sports Day'          WOW - Empathy</p> <p>This week's <b>INTENT</b> is to know how to move in different ways.</p>	<p>Sports day          Healthy          Exercise          Muscles          Stretching</p>

<p>"Hand the bats to their grown-ups"</p>	<p>(slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping)</p> <p><b>IMPLEMENTATION</b> (what are we going to do?):</p> <ul style="list-style-type: none"> <li>• Practising for sports day</li> <li>• Show the children pictures of different sports (eg: tennis, cycling) - can we act them out?</li> <li>• Making and carrying out obstacle courses - can the children give instructions of how to complete the obstacle course?</li> <li>• Talking about the importance of exercise - what happens to our bodies? To our hearts? To our muscles?</li> <li>• Gross motor skills - match and move game (children to pick a card and we all do that movement/skill)</li> <li>• Cosmic kids yoga</li> <li>• Y6 children leading a PE session for the children?</li> <li>• Painting our own sports day medals</li> <li>• Name writing on sports certificates</li> <li>• FF - loose parts on medal/trophy templates</li> </ul> <p><b>Baking - Healthy smoothie (for all our exercising)</b></p> <p>Mathematics: To know when two small groups have the same number of objects. To know and show an understanding of simple comparisons like 'more'.</p>	<p>Warm-up Cool down Movement Yoga Medal Trophy Certificate Races</p>
<p>"Rabbits" "Guinea pigs can go in the tunnel" "I have two dogs" "Cats"</p>	<p>Week 4: 26th June - 'My Best Friend Bob' (Pets) WOW - Understanding</p> <p>This week's <b>INTENT</b> is to use sentences to talk about pets.</p> <p><b>IMPLEMENTATION</b> (what are we going to do?):</p> <ul style="list-style-type: none"> <li>• Talk about the pets we have at home - share photographs from Dojo</li> <li>• Pet guessing game -describing from pictures and taking turns to guess what it is</li> </ul>	<p>Pets Dogs Cats Guinea pigs Hamsters Mice Goldfish Cage</p>

	<ul style="list-style-type: none"> <li>• Visit from Mrs Willis' guinea pigs?</li> <li>• Visit from Mrs Booth's dog?</li> <li>• Visit from Christine's tortoise?</li> <li>• Visit from Nikki's dancing dogs from Crufts??</li> <li>• Discuss how to look after pets</li> <li>• Make pets from clay/playdough</li> <li>• FF - How many dog biscuits can you pick up with tweezers?</li> <li>• Painting pictures of our pets/pets we would like to have</li> </ul> <p><b>Baking - apple and grape tortoisés</b></p> <p><b>Mathematics: Solve real world mathematical problems with numbers up to 5.</b></p>	<p>Hutch Bowl Food Kennel</p>
<p>"I see animal at the farm" "Cows are going moo" "I like horses" "There is milk"</p>	<p><b>MONDAY - HOME VISITS</b> <b>THURSDAY - WHOLE SCHOOL ECO DAY: CREATION</b> <b>FRIDAY - MOVING ON MORNING (NEW STARTERS)</b> Week 5: 3rd July - 'What the ladybird heard' By Julia Donaldson (Farm animals) WOW - Creation</p> <p>This week's <b>INTENT</b> is to understand how animals change as they grow.</p> <p><b>IMPLEMENTATION</b> (what are we going to do?):</p> <ul style="list-style-type: none"> <li>• Matching baby farm animals to their mummies - vocabulary eg: foals, calves</li> <li>• Rhyming games</li> <li>• Animal sounds - listening game</li> <li>• Creative - Farm animal masks, paper plate animals, observational drawings of animals.</li> <li>• FF - thread animals, cut farm animals and stick in the right type of house, jigsaw puzzles, playdough animals to go on the farm, milking the cow.</li> </ul>	<p>Farm Animals Pig Cow Horse Sheep Tractor Farmer Field</p>

	 <ul style="list-style-type: none"> <li>• Small world farm play</li> </ul> <p><b>Baking - making milkshakes</b></p> <p>Mathematics: To know how to talk about the routine of the day and use language like 'before' and 'after'.</p>	
<p>"I have a Ipad"          "I go on mummy's phone"          "I do Mario on the phone"</p>	<p>Week 6: 10th July - 'What the ladybird heard' By Julia Donaldson (Farm animals)          WOW - Friends</p> <p>This week's <b>INTENT</b> is to know how to use technology in different ways.</p> <p><b>IMPLEMENTATION</b> (What are we going to do?)</p> <ul style="list-style-type: none"> <li>• Operating the Bee-bot machines to go round a farm mat</li> <li>• Using the paint app on the Ipads to draw farm animals/farm scene</li> <li>• Using the computers in the ICT suite to paint farm animals</li> <li>• Making our own farm maps</li> <li>• Internet safety</li> <li>• Creative - making our own junk modelling laptops</li> <li>• FF - using the pop-it keyboards</li> </ul> <p><b>Baking - picking, cooking, eating vegetables from our garden?</b></p> <p>Mathematics: Consolidation</p>	<p>Bee-bots          Computers          Buttons          Ipads          Apps          Controls          Laptop</p>

<p>Didn't know anything about animals that live in Africa</p>	<p><b>GRADUATION - FRIDAY 21st July</b>          Week 7/8: 17th July + 2 days (24th &amp; 25th July) - Handa's Surprise (Wild animals)          WOW - Awesome</p> <p>This week's <b>INTENT</b> is to make observations about the types of fruit and animals found in Kenya.</p> <p><b>IMPLEMENTATION</b> (What are we going to do?)</p> <ul style="list-style-type: none"> <li>• Sinead Hinch (Asda lady) - to read the story and make fruit kebabs</li> <li>• Chopping fruit</li> <li>• Investigate types of animals that live in Kenya - draw/paint (Creative)</li> <li>• Creative - children create their own basket of fruit (painting), drawing fruit</li> <li>• Tasting different fruits.</li> <li>• FF - Cut fruit to stick in Handa's basket, thread 'fruit' to create a kebab, weave a basket, playdough making fruit to go in Handa's basket</li> <li>• Look on a world map to find out where Kenya is in relation to Newark - what is the weather like?</li> <li>•</li> </ul> <p><b>Baking - fruit kebabs</b></p> <p><b>Mathematics: Consolidation</b></p>	
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Children will be learning to.....

<p><b>Communication and Language</b></p>		
<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Knows how to turn head and focus on adults and friends as I speak and play, responding to comments.</li> <li>• Knows how to listen to and follow directions.</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Knows how to link simple sentences. (Starting to )</li> <li>• Knows how to explain in simple sentences what happened and what might happen.</li> <li>• Knows how to use tense, intonation and rhythm to enhance meaning.</li> </ul>	

<ul style="list-style-type: none"> <li>● Knows how to remember and join in with rhymes and familiar stories.</li> <li>● Knows how to tell a long story</li> <li>● Knows how to be able to find the right tool for a job.</li> <li>● Knows how to follow instructions using prepositions.</li> <li>● Knows how to be able to respond to a string of requests one after another (not quickly).</li> <li>● knows how to be able to ask and respond to 'why' questions.</li> <li>● Knows how to be able to follow a story with props and pictures.</li> <li>● Knows how to be able to show interest in the lives of other people or events.</li> <li>● Knows how to be able to see some similarities and differences between people.</li> <li>● Knows how to be able to operate a CD player or music app on the Ipad and show understanding of the remote controls.</li> <li>● Knows how to be able to show interest in other technological items.</li> </ul>	<ul style="list-style-type: none"> <li>● Knows how to use vocabulary to express imaginary events in play.</li> <li>● Knows how to engage in imaginary role play sometimes building stories around toys and objects.</li> <li>● Know how to use sentences of 4 to 6 words.</li> <li>● Around the age of 4, is the child using sentences of four to six words –“I want to play with cars” or “What’s that thing called?”</li> <li>● Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.</li> <li>● Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?</li> <li>● Can the child answer simple ‘why’ questions?</li> </ul>	
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**Personal, social and emotional development**

<p><b>Managing self</b></p> <ul style="list-style-type: none"> <li>● To have awareness of their own feelings, and know that some actions and words can hurt others’ feelings.</li> <li>● To know how to begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> </ul>	<p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>● Know how to keep play going by responding to what others are saying or doing.</li> <li>● Know how to demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	<p><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>● Know how to select and use activities and resources.</li> <li>● Know how to be confident to talk to other children when playing and will communicate freely about my own home and community.</li> </ul>
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<ul style="list-style-type: none"> <li>● To know how to tolerate delay when their needs are not immediately met and understand that their wishes may not always be met.</li> <li>● To know how others might be feeling.</li> <li>● To know how to usually adapt their behaviour to different events, social situations and changes in routine.</li> </ul>	<ul style="list-style-type: none"> <li>● Know how to play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>● Know how to initiate play, offering cues to peers to join me.</li> </ul>	<ul style="list-style-type: none"> <li>● Know how to be outgoing towards unfamiliar people and more confident in new social situations.</li> <li>● Know how to show confidence in asking adults for help.</li> </ul>
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## Physical development

<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>● Know how to stand momentarily on one foot when shown.</li> <li>● Know how to catch a large ball.</li> <li>● 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.</li> <li>● Know how to run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</li> <li>● Know how to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>● Know how to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>● Know how to increasingly use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul>	<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>● Know how to hold a pencil near the point between first two fingers and thumb and use it with good control</li> <li>● Know how to start eating independently and learning how to use a knife and fork</li> <li>● Know how to be increasingly independent as I get dressed and undressed, for example, putting coats on and doing up zips</li> <li>● Know how to use pincers, tweezers and threading equipment with increasing control and confidence. (Literacy)</li> </ul>	
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<ul style="list-style-type: none"> <li>• Know how to make healthy choices about food, drink, activity and tooth brushing</li> <li>• Know how to take part in some group activities which they make up for themselves, or in teams. (starting to)</li> </ul>		
<b>Literacy</b>		
<p><b>Comprehension and Word Reading</b></p> <ul style="list-style-type: none"> <li>• To know how to engage in extended conversations about stories, learning new vocabulary.</li> <li>• To know the name of the different parts of a book.</li> <li>• To know how to count and clap syllables in a word.</li> <li>• To know and recognise words with the same initial sound, such as money and mother.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• To know how to write the initial sound of my name (RWI begins in this term)</li> <li>• To know how to write some letters accurately.</li> <li>• To know how to write some of their name.</li> <li>• To know how to write all of their name.</li> </ul>	
<b>Mathematics</b>		
<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• To know when two small groups have the same number of objects.</li> <li>• To know how to identify numerals in the environment.</li> <li>• To know how to extend and create ABAB patterns –stick, leaf, stick, leaf.</li> <li>• To know how to notice and correct an error in a repeating pattern.</li> </ul>	<p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• To know how to recite some number names in sequence (not necessarily understand at this stage).</li> <li>• To know to bring one or two objects when an adult requests.</li> <li>• To know and show an understanding of simple comparisons like ‘more’.</li> </ul>	<p><b>Shape, Space and Measure</b></p> <ul style="list-style-type: none"> <li>• To know how to talk about the routine of the day and use language like ‘before’ and ‘after’.</li> <li>• To know how to use comparative language like ‘taller’, ‘shorter’, ‘the same’.</li> <li>• To know how to start to identify shapes in the environment.</li> <li>• To know how to start to find appropriate shapes for certain tasks.</li> </ul>

		<ul style="list-style-type: none"> <li>• To know how to ask questions about my observations of differences and similarities.</li> <li>• To know how to start to make more meaningful pictures, patterns and arrangements with shapes.</li> </ul>
<b>Understanding the World</b>		
<b>Past and Present</b> <ul style="list-style-type: none"> <li>• Knows how to talk and remembers about significant events in my own experience.</li> </ul>	<b>People Culture and Communities</b> <ul style="list-style-type: none"> <li>• Knows how to show interest in the lives of people who are familiar to me.</li> <li>• Knows how to recognise and describe special times or events for family or friends.</li> </ul>	<b>The Natural World</b> <ul style="list-style-type: none"> <li>• Knows how to ask questions about aspects of my familiar world such as the place where I live or the natural world.</li> <li>• Knows how to talk about some of the things I have observed such as plants, animals, natural and found objects.</li> <li>• Knows how to talk about why things happen and how things work.</li> <li>• Knows about and is developing an understanding of growth, decay and changes over time.</li> <li>• Knows about and understands the key features of the life cycle of a plant and an animal.</li> </ul>
<b>Expressive arts and design</b>		
<b>Creating with Materials</b> <ul style="list-style-type: none"> <li>• To be able to begin to move rhythmically.</li> <li>• To be able to imitate movement in response to music.</li> <li>• To be able to tap out simple repeated rhythms.</li> </ul>	<b>Being Imaginative and Expressive</b> <ul style="list-style-type: none"> <li>• Know how to develop preferences for forms of expression.</li> <li>• Know how to use movement to express feelings.</li> <li>• Know how to create movement in response to music.</li> </ul>	

<ul style="list-style-type: none"><li>• Know that to be able to use lines to enclose a space and then begin to use these shapes to represent objects.</li><li>• Know how to show interest in and describe the texture of things.</li><li>• Know how to join construction pieces together to build and balance.</li><li>• Know how to join different materials and explore different textures.</li><li>• Know how to show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li></ul>	<ul style="list-style-type: none"><li>• Know how to sing to myself and makes up simple songs.</li><li>• Know how to sing the pitch of a tone sung by another person ('pitch match').</li><li>• Know how to create their own songs, or improvise a song around one they know.</li><li>• Know how to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li><li>• Know how to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. (starting to)</li></ul>	
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