



EYFS Learning Landscape Advent 1: "Marvellous Me"



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>Week. 1: Monday 5th September - "Marvellous Me" by Lisa Bullard</p> <p>Pencil grip assessment</p> <p>WOW - This week's INTENT is to look at what is the same and what is different between themselves and other people (eg: different coloured eyes, hair etc.)</p> <p>UW: Knows how to develop positive attitudes about the differences between people. Knows that my new friends have similarities and differences that connect them to, and distinguish them from, others.</p> <p>IMPLEMENTATION (what are we going to do?):</p> <ul style="list-style-type: none"> • Read the story and give out mirrors for children to look at themselves • Ask the children who has two eyes, two ears, a nose • Ask the children who has brown eyes, blue eyes, brown hair, long hair • We have some things that are the same and some things that are different • Introduce the class bears - what is the same about them and what is different • Head, shoulders, knees and toes song • Draw a self-portrait using the mirrors and crayons • Making self-portraits with loose parts eg: shells, pasta, stones <p>Mathematics: To know how to recite some number names in sequence (not necessarily understand at this stage).</p>	<p>Eyes Nose Teeth Hair Head Shoulders Knees Toes</p>

(Counting songs with prop packs in drawer)

Week. 2: Monday 12th September - "Marvellous Me" By Lisa Bullard

'Remarkable me' observations (2 children a day)

WOW -

This week's **INTENT** is to talk about what we like/dislike and what we like to do (hobbies)

UW: Knows how to develop positive attitudes about the differences between people.

Knows that my new friends have similarities and differences that connect them to, and distinguish them from, others.

IMPLEMENTATION (what are we going to do?):

- Read the story and talk about what we like to do (hobbies)
- Act out some of the hobbies - all pretend to swim, all pretend to kick a football
- Ask the children what their favourite colour is
- Introduce the birthday board - when is everybody's birthday? How old are they now?
- Children to colour in a birthday balloon with their favourite colour to go on the birthday display board

Mathematics: To know how to recite some number names in sequence (not necessarily understand at this stage).

(Counting songs with prop packs in drawer)

Week. 3: Monday 19th September - "Peepo" By Janet and Allan

Ahlberg

'Remarkable me' observations (2 children a day)

Like
Dislike
Colours
Red, blue, yellow, green, orange, pink
Birthday
Favourite

Family
Mummy
Daddy
Brother
Sister
Baby
Grandma
Grandad

WOW -

This week's **INTENT** is to talk about who is in my family and what do they look like.

UW: Knows own immediate family and relations.

Knows how to develop positive attitudes about the differences between people.

IMPLEMENTATION (what are we going to do?):

- Read the story and talk about who is in our families
- Talk about the different set-ups of families - some families all live together in one house, some live in different houses
- Some families have one child while others have lots of children
- Show photos from Twinkl of different family set-ups
- Draw pictures of who is in their family
- Can the children talk about what their family members look like?
- Can the children name their family members?
- Use the dolls' house to act out a family scene

Mathematics: To know how to sort objects using one simple criteria.

Week. 4: Monday 26th September - "Peepo" By Janet and Allan Ahlberg

Focus children observation sheet

WOW -

This week's **INTENT** is to talk about where we live and where our families are from (nationalities)

UW: Knows own immediate family and relations.

Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos.

IMPLEMENTATION (what are we going to do?):

Grandpa
Uncle
Auntie
Cousins

House
Home
England
Newark
Flag
Poland
Airplane
Ferry
World

Ukraine
Poland
Czech Republic
Portugal
Romanian
England

- Read the story and talk about who is in our family - share pictures we drew the previous week
- Share photographs of our families - make a class family book
- Put photos of our actual houses on small bricks to use in small world play
- Talk about where we live - Newark
- Where in the world is England?
- Talk about where our families are from (Nationalities)
- How far away are these places? How do you get there?
- Making flags to show the nationalities of the families in our class

Mathematics: To know how to sort objects using one simple criteria.

Week. 5: Monday 3rd October - "In my heart" By Jo Witek

Focus children observation sheet

WOW -

This week's **INTENT** is to talk about what makes us happy.

PSED: To know how to respond to the feelings and wishes of others.

IMPLEMENTATION (what are we going to do?):

- Read the story and talk about what makes us happy
- How do we feel when we are happy?
- Look at the colour the story uses for the feeling of happy
- Show the children photos of different expressions on faces - how does the person feel? How do you know? What might have made them feel like that?
- Painting smiling faces

Mathematics: To know how to recite some number names in sequence (not necessarily understand at this stage).

Happy
Feelings
Colours
Faces
Smiles

Sad
Angry

To know to bring one or two objects when an adult requests.

Week. 6: Monday 10th October - "In my heart" By Jo Witek

Focus children observation sheet

WOW -

This week's **INTENT** is to talk about what makes us sad or angry and what we can do about it.

PSED: To know that they can gain comfort from familiar adults, when needed.

- To know they have a growing sense of will and determination, which may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.
- To know they have a growing ability to distract themselves when upset, e.g. by engaging in a new play activity.

IMPLEMENTATION (what are we going to do?):

- Read the story and talk about what makes us sad
- What makes us angry?
- What can we do to make us happy again?
- What can we do to calm down when we are angry?
- All feelings are ok
- Look at the colours the story uses for feelings of sadness and anger
- Songs about feelings
- Acting out scenarios with the class bears - how might they feel?
- Making a feelings board to put up in the class that the children can refer to

Mathematics: To know how to recite some number names in sequence (not necessarily understand at this stage).

Cross
Unhappy
Calm
Safe
Feelings

To know to bring one or two objects when an adult requests.

Children will be learning to...

Communication and Language

Listening, attention and understanding

- Has single channelled attention, may find it difficult to focus on more than one thing at a time.
- Know how to concentrate for slightly longer periods. (3 minutes 6 minutes)
- Know how to join in with rhymes and songs by making sounds and by moving body.
- Know how to respond to adults making sounds and moving their bodies
- Know how to respond to my own name and will change my activity when encouraged to by adults
- Know how to be able to match objects to names and will bring my favourite toy when asked.
- Know how to respond to very simple requests especially when shown first by an adult.
- Know how to be able to anticipate actions and sounds from an action toy.
- Know how to explore objects using my senses.
- Know how to be able to understand and respond to more simple questions and instructions. E.g. 'where is your shoe?' and 'show me your nose'.
- Know how to identify my own friends.
- Know how to operate some ICT or mechanical toys.
- Knows how to understand simple questions "who is jumping"

Speaking

- Knows how to copy sounds and words like 'all gone'.
- Knows how to make requests using two words.
- Knows how to use everyday words to talk about people I know.
- Knows how to copy sounds and words a lot.
- Knows how to use 50 or more single words. These will also become more recognisable to others.
- Knows how to start to put short sentences together with 2-3 words, such as 'more juice' or 'bye nanny'

Personal, social and emotional development

Managing self

- To know that some things are mine, some things are shared and some things belong to other people.
- To know that they can gain comfort from familiar adults, when needed.
- To know how to respond to the feelings and wishes of others.
- To know they have a growing sense of will and determination, which may result in feelings of

Building relationships

- Know how to play alongside others.
- Know how to use a familiar adult as a secure base from which to explore independently in new environments, e.g. venture away to play and interact with others, but return for a cuddle or reassurance if I become anxious.

Self-regulation

- Know how to explore new toys and environments, but I 'check in' regularly with familiar adult as and when needed.
- Know how to separate from my main carer with support and encouragement from a familiar adult.
- Know how to join in a range of activities that interest me.

<p>anger and frustration which are difficult to handle, e.g. may have tantrums.</p> <ul style="list-style-type: none"> • To know they have a growing ability to distract themselves when upset, e.g. by engaging in a new play activity. • To know how to develop appropriate ways of being assertive. 		<ul style="list-style-type: none"> • Know how to develop their sense of responsibility • Know how to enjoy the responsibility of carrying out small tasks. • Know how to welcome praise for what they have done.
--	--	---

Physical development

<p><u>Gross motor skills</u></p> <ul style="list-style-type: none"> • Know how to walk confidently. • Know how to walk upstairs with my hand held. • Know how to use my feet to scoot along on a trike. • Know how to climb onto furniture. • Know how to run but sometimes fall. • Know how to squat to pick up toys. • Know how to climb into a large chair and turn to sit. • Know how to carry large toys. • Know how to attempt to kick a ball. • Know how to stand on one foot with support. • Know how to control my whole body and am able to negotiate space and objects. • Know how to run safely on my whole foot. • Know how to move spontaneously within available space. • Know how to walk upstairs or downstairs holding onto a rail, two feet on a step. 	<p><u>Fine motor skills</u></p> <ul style="list-style-type: none"> • Know how to use a fist grip or fist grip comfortably. • Know how to use a palmer grasp and four-finger grip.
---	---

Literacy

<p><u>Writing</u></p> <ul style="list-style-type: none"> • To know how to enjoy drawing freely • To know how to add marks to their drawings, which they give meaning to. For example, "That says mummy." • To know that I can make marks to represent letters 	<p><u>Comprehension and word reading</u></p> <ul style="list-style-type: none"> • To know that print has a meaning. • To know that we read English text from left to right and from top to bottom. • To know about page sequencing.
--	--

Mathematics

<p><u>Number</u></p> <ul style="list-style-type: none"> • To know how to mark make and ascribe some concept of number to the marks 	<p><u>Numerical patterns</u></p> <ul style="list-style-type: none"> • To know how to recite some number names in sequence (not necessarily understand at this stage). 	<p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> • To know how to start to fit shapes into board puzzles or shape sorters.
---	--	---

<p>(attempts at digits from the environment, making dots, lines etc).</p> <ul style="list-style-type: none"> To know how to experiment with their own symbols and marks as well as numerals. To know how to sort objects using one simple criteria. 	<ul style="list-style-type: none"> To know to bring one or two objects when an adult requests. To know and show an understanding of simple comparisons like 'more'. 	<ul style="list-style-type: none"> To know how to begin to build using simple blocks. To know how to fill and empty a container. To know how to show some understanding of 'now' and 'next'. To know to see some shapes in pictures and can start to make pictures using shapes. To know how to use small world play to experiment with size, shape, differences and similarities. To know and understand position through words alone – for example, "The bag is under the table," –with no pointing. To know how to talk about the routine of the day and use language like 'before' and 'after'
---	---	---

Understanding the World

<p><u>Past and Present</u></p> <ul style="list-style-type: none"> Knows their own life-story 	<p><u>People, culture and communities</u></p> <ul style="list-style-type: none"> Knows own immediate family and relations. Knows how to develop positive attitudes about the differences between people. Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos. Knows that my new friends have similarities and differences that connect them to, and distinguish them from, others. 	<p><u>The natural world</u></p> <ul style="list-style-type: none"> Knows how to play with small-world models such as a farm, a garage or a train track. Knows about and notices features of objects in the environment Knows how to use all their senses in hands-on exploration of natural materials. Knows to show care and concern for living things and the environment
---	---	---

Expressive arts and design

<p><u>Creating with materials</u></p> <ul style="list-style-type: none"> Know how to sing some favourite songs. To be able to sing a few familiar songs. Know how to create sounds by banging, shaking, tapping or blowing. Know how to show an interest in the way musical instruments sound. Know how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. To be able to enjoy joining in with dancing and ring games. Know how to experiment with blocks, colours and marks 	<p><u>Being imaginative and expressive</u></p> <ul style="list-style-type: none"> Know how to begin to use representation to communicate, e.g. drawing a line and saying 'That's me.' Know how to make-believe by pretending (starting to) Know how to take part in simple pretend play, using an object to represent something else even though they are not similar.
---	---

- | | |
|---|--|
| <ul style="list-style-type: none">• Know how to explore colour and colour-mixing.• Know how to use various construction materials. | |
|---|--|