


EYFS F2 Learning Landscape Autumn 1: "Remarkable Me!" (Belonging) (PSED)

Gathered information/knowledge...	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: Wednesday 31st August 31st - INSET 1st - INSET 2nd - Children attend half a day - make biscuit faces</p>	
	<p>Week 2: Monday 5th September - "The Everywhere Bear" by Julia Donaldson WOW - Encounter</p> <p>This week's INTENT is for the children to begin to know and use the names of the staff (Mrs. Parker, Mrs. Fraser and Miss Piotrowska) in our setting. To begin to know and use names of the children in our class. To write our class rules and to be able to follow them.</p> <p>IMPLEMENTATION (what activities are we going to do?)</p> <ul style="list-style-type: none"> 😊 use the iPad to take photos of each other 😊 Playdough faces using natural resources - self-portraits - Art - 3D Sculpture - Begin to shape and model, use simple tools to effect changes to materials and construct with a purpose in mind. 😊 "Guess Who" using our photos 😊 write names using name cards 😊 make our "Proud Squares" to put up in the classroom 😊 Build the world of the story (both inside and outside) and the journey the bear takes (small world play) to help the children 'live' the story (a busy street, underwater, a harbor, a fish shop, the local tip, the library and the school - use real photos of some of these settings in Newark) 😊 Cosy corner - bear themed stories 😊 Dessert - set it up as a construction site - vehicles, hard hats etc. Write construction signs / warning signs 😊 Water world - fish, seaweed - underwater theme - boats <p>White Rose Maths - Getting to Know You</p> <ul style="list-style-type: none"> 😊 Key times of the day 😊 Class routines 😊 Exploring the continuous provision 😊 where do things belong? 😊 Positional language 	<p>This week is...Story Week: The plot The characters Their actions Their motives</p> <p>Story vocab: Tumbled Hauled Harbour Squawked Crane</p>

	<p>RWI</p> <ul style="list-style-type: none"> ☺ Complete the baseline for all NEW F2s ☺ Introduce and practice silent signals, Team stop ☺ Introduce and teach children to name pictures on the sound picture frieze ☺ Play Fred Talk Games <p>Family Friday RWI Session</p> <ul style="list-style-type: none"> ☺ Explain the benefits of reading stories to children every night <p>ASSESSMENT: Pencil Grip Development and RWI Baseline all new F2 Busy Home Challenge - "My Family" - photograph and parents nationalities</p>	
	<p>Week 3: Monday 12th September - "What Makes Me a Me?" by Ben Faulkes (Storytime - "Not Like the Others" by Jana Broecker) WOW - Belonging</p> <p>This week's INTENT is for the children to know and recognise their name. To know when their birthday is. To know who is in their family. To know that families are all different.</p> <p>IMPLEMENTATION (what activities are we going to do?)</p> <ul style="list-style-type: none"> ☺ class birthday kites - talk about the months of the year and the seasons ☺ facial features - mirrors - self-portraits - decorating face biscuits - Art - Texture - using and manipulating materials, experiment to create different textures, enjoy sensory experiences, construct simple collages. ☺ write name ☺ things that they like and dislike - toys, games, foods etc. ☺ My Family - sharing their family photos (completed at home the previous week) ☺ introduce 'Remarkable Me' home moments <p>White Rose Maths - Getting to Know You</p> <ul style="list-style-type: none"> ☺ Key times of the day ☺ Class routines ☺ Exploring the continuous provision ☺ where do things belong? ☺ Positional language <p>RWI - 10 minutes a day</p> <ul style="list-style-type: none"> ☺ Teach reading: m, a, s, d, t ☺ Small groups to teach letter formation ☺ Play Fred Talk games <p>Assessment: "Remarkable Me" - 10min individual child observation - LP and MK</p>	<p>This week is...Story Week:</p> <ul style="list-style-type: none"> The plot The characters Their actions Their motives

	<p>Busy Home Challenge - "Remarkable Me" home star achievement</p> <p>Week 4: Monday 19th September - "What Makes Me a Me?" by Ben Faulkes (Storytime - "Marvellous Me" by Lisa Bullard) WOW - Resilience</p> <p>This week's INTENT is for the children to know that we are all different but equally special. To know that we have different nationalities in our class. To find these locations on our class map (England, Ireland, Poland, Czechoslovakia, Nigeria, Lithuania, Portuguese and the Netherlands)</p> <p>IMPLEMENTATION (what activities are we going to do?)</p> <ul style="list-style-type: none"> ☺ world map rug - locate the different nationalities ☺ "Remarkable Me" display - share families nationalities ☺ baby photos of themselves and their grown-ups - past and present ☺ human life cycles ☺ "I am glad I'm me!" poster - Busy Challenge - totally awesome superhero <p>White Rose Maths - Getting to Know You</p> <ul style="list-style-type: none"> ☺ Key times of the day ☺ Class routines ☺ Exploring the continuous provision ☺ where do things belong? ☺ Positional language <p>RWI - 15 minutes a day</p> <ul style="list-style-type: none"> ☺ Teach reading: i, n, p, g, o ☺ Small groups to teach letter formation ☺ Learning to blend (Word Time 1.1) ☺ Play Fred Games <p>Assessment: "Remarkable Me" - 10min individual child observation - LP and MK Busy Home Challenge - making a peg Super hero of themselves Family Friday RWI Session</p> <ul style="list-style-type: none"> ☺ Show parents how to practice reading the Speed Sound Cards Set 1 and letter formation 	<p>This week is...Vocabulary Week</p> <p>Our 8 words to explore are</p> <ul style="list-style-type: none"> ☺ beserk ☺ lazy bones ☺ sleek ☺ fiery ☺ backpack ☺ full of beans ☺ honk ☺ spurt
	<p>Week 5: Monday 26th September - "Ruby's Worry" by Tom Percival WOW - Gratitude</p> <p>This week's INTENT is for the children to know that we have lots of different feelings inside us. To be able to name the feelings of being happy, sad, angry, scared, worried and to recognise those feelings.</p>	<p>This week is...Vocabulary Week</p> <p>Our 6 words to explore are</p> <ul style="list-style-type: none"> ☺ faraway ☺ worry ☺ enormous ☺ unexpected

	<p>IMPLEMENTATION (what activities are we going to do?)</p> <ul style="list-style-type: none"> ☺ explore different feelings ☺ create a 'worry' ☺ make feelings potions to help get rid of worries ☺ set up a Loose Parts Feelings/emotions Fine Motor Skills activity ☺ colour mixing and creating shades for our feelings - yellow for happy, red for angry, blue for sad, green for calm etc. <p>White Rose Maths - Just Like Me! - Match & Sort - "Where's My Teddy" by Jez Alborough and "Monkey Puzzle" by Julia Donaldson</p> <ul style="list-style-type: none"> ☺ find and match objects which are the same ☺ finding objects exactly the same and then different ☺ sort objects based on colour, size or shape ☺ sorting the SAME objects in DIFFERENT ways ☺ devising own criteria for sorting <p>RWI - 15 minutes a day</p> <ul style="list-style-type: none"> ☺ Teach reading: c, k, u, b, f ☺ Small group letter formation ☺ Learning to blend (Word Time 1.2) ☺ Play Fred Talk games <p>ASSESSMENT: Foundation 2 Baseline</p>	<ul style="list-style-type: none"> ☺ shrink ☺ tumbled 
	<p>Week 6: Monday 3rd October - "Welcome to Our World: A Celebration of Children Everywhere!" (non-fiction)</p> <p>WOW - Rosary</p> <p>Mental Health Week</p> <p>Thursday 6th - National Poetry Day</p> <p>This week's INTENT is for the children to know that the town we live in is called Newark. Newark has a castle and a river. Newark is in the United Kingdom. The United Kingdom is an island.</p> <p>IMPLEMENTATION (what activities are we going to do?)</p> <ul style="list-style-type: none"> ☺ go on a walk around the locality of the school - park, church, river etc. ☺ drawing maps of our outside area, eco-land, playground etc. ☺ find the United Kingdom on a map/atlas ☺ find out about the castle and the river Trent ☺ explore British traditions - have an afternoon tea ☺ look at the British flag and the National anthem 	<p>This week is...Vocabulary Week</p> <p>Our 8 words to explore are</p> <ul style="list-style-type: none"> ☺ countries ☺ planet ☺ town ☺ United Kingdom ☺ island ☺ Great Britain ☺ river Trent ☺ Newark

	<p>☺ look at the Queen</p> <p>White Rose Maths - Just Like Me! - Making Comparisons - "Mr Big" by Ed Vere, "A Squash and a Squeeze" by Julia Donaldson and "Dear Zoo" by Rod Campbell</p> <ul style="list-style-type: none"> ☺ comparing amounts - more, fewer, the same ☺ comparing sets ☺ ordering sets ☺ comparing and ordering objects according to their size ☺ using language such as big and little, large and small ☺ introduce tall, long and short <p>RWI - 15 minutes a day</p> <ul style="list-style-type: none"> ☺ Teach reading: e, l, h, r, j ☺ Small group letter formation ☺ Learning to blend (Word Time 1.3) ☺ Fred Fingers: Teach 'Learning to use Fred Fingers' <p>Family Friday RWI Session</p> <ul style="list-style-type: none"> ☺ Show parents how to practice blending using Fred Talk <p>ASSESSMENT: Foundation 2 Baseline</p>	
	<p>Week 7: Monday 10th October - "Welcome to Our World: A Celebration of Children Everywhere!" (non-fiction)</p> <p>WOW - Equality</p> <p>MCE Week</p> <p>INSET DAY FRIDAY</p> <p>This week's INTENT is for the children to know that some of our families come from different countries (this will be confirmed in September). To know where these countries are on the world map in relation to where we live.</p> <p>IMPLEMATAION (what activities are we going to do?)</p> <ul style="list-style-type: none"> ☺ Locate each country on our world map ☺ Explore a "tradition" or "celebration" from each country within our class ☺ Invite parents in to talk about their home country/culture and share food <p>White Rose Maths - Just Like Me! - Exploring Pattern - "Duck in the Truck" by Jez Alborough</p> <ul style="list-style-type: none"> ☺ copy simple repeating patterns ☺ continue simple repeating patterns ☺ create their own simple repeating patterns ☺ describe the pattern out loud ☺ explore AB patterns ☺ build patterns both vertically and horizontally 	<p>This week is...Vocabulary Week</p> <p>Our 8 words to explore are</p> <ul style="list-style-type: none"> ☺ England ☺ Ireland ☺ Poland ☺ Lithuania ☺ Czechoslovakia ☺ Netherlands ☺ Nigeria ☺ Portuguese

	RWI - 15 minutes a day 😊 Teach reading: v, y, w, z, x 😊 Learning to blend/blending independently (Word Time 1.4) 😊 Fred Fingers: Teach 'Learning to use Fred Fingers'	
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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*		
Self-Regulation ELG 😊 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.	Managing Self ELG 😊 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.	Building Relationships ELG 😊 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*		
Listening, Attention and Understanding ELG 😊 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.	Speaking ELG 😊 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*

Gross Motor Skills ELG (See separate plan for P.E)

- ☺ know how to stand momentarily on one foot when shown.
- ☺ know how to catch a large ball.
- ☺ 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.
- ☺ know how to run skillfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- ☺ know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it.
- ☺ know the skills they need to manage the school day successfully:
 - Lining up and queuing
 - Mealtimes
 - Personal hygiene

Fine Motor Skills ELG

- ☺ know how to use a pincer grasp.
- ☺ begin to show a preference for a dominant hand.
- ☺ 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

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*

Comprehension and Word Reading ELG

- ☺ know how to talk about events and characters in books.
- ☺ know how to tell a story to friends.
- ☺ know how to talk about my favourite book.
- ☺ know how to read individual letters by saying the sounds for them (Set 1 Single sounds)

Writing ELG

- ☺ begin to form recognisable letters
- ☺ begin to write initial sounds for words I want to write
- ☺ begin to write final sounds for the words I want to write

Mathematics*

Number ELG (White Rose)

- ☺ know some numerals of personal significance.
- ☺ know addition facts up to 5 using all combinations.
- ☺ know how to subitise to 4.

Numerical Patterns ELG

- ☺ know how to count up to three or four objects by saying one number name for each item.
- ☺ know how to count objects to 10 and begin to count beyond 10.
- ☺ know how to count out up to six objects from a larger group.
- ☺ know how to select the correct numeral to represent 1 to 5, then 1 to 10 objects.
- ☺ know how to count objects, actions and sounds.

Shape, Space and Measure ELG (White Rose)

- ☺ know how to talk about the routine of the day and use language like before, after.
- ☺ know how to use comparative language like taller, shorter, the same.

Understanding the World

<p>Past and Present ELG</p> <ul style="list-style-type: none"> ☺ knows how to talk and remembers about significant events in my own experience. ☺ knows that some places are special to members of their community. ☺ knows how to comment on images of familiar situations in the past. 	<p>People Culture and Communities ELG</p> <ul style="list-style-type: none"> ☺ knows how to show interest in the lives of people who are familiar to me. ☺ knows how to talk about members of their immediate family and community. ☺ Knows how to name and describe people who are familiar to them ☺ knows how to recognise some similarities and differences between life in this country and life in other countries. 	<p>The Natural World ELG</p> <ul style="list-style-type: none"> ☺ knows how to ask questions about aspects of my familiar world such as the place where I live or the natural world. ☺ knows how to talk about some of the things I have observed such as plants, animals, natural and found objects. ☺ knows about and is developing an understanding of growth, decay and changes over time. ☺ knows how to show care and concern for living things and the environment ☺ knows how to explore the natural world around them.
<p>Expressive Arts and Design</p>		
<p>Creating with Materials ELG</p> <ul style="list-style-type: none"> ☺ know how to enjoy joining in with dancing and ring games. ☺ know how to sing a few familiar songs. ☺ know how to begin to move rhythmically. ☺ know how to imitate movement in response to music. ☺ know how to show interest in and describe the texture of things. ☺ know how to explore colour and how colours can be changed. ☺ know how to use lines to enclose a space, and then begin to use these shapes to represent objects. ☺ know how to use various construction materials. ☺ know how to begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. ☺ know how to join construction pieces together to build and balance. 	<p>Being Imaginative and Expressive ELG</p> <ul style="list-style-type: none"> ☺ know how to engage in imaginative role-play based on own first-hand experiences. ☺ know how to notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. ☺ begins to develop storylines in their pretend play. ☺ begins to build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. ☺ begins to use available resources to create props to support role-play. 	

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 (*).