



F1 Learning Landscape Autumn 1: "Marvellous Me!" (Belonging)



What do the children already know?	What do we want them to learn?		What language do we want them to learn/know?
<p>Their name</p> <p>That they are 3 years old</p> <p>Who is in their family (living in their family home - including pets)</p> <p>Who is in their extended family (grandparents, aunts, uncles, cousins)</p>	<p style="text-align: center;"><u>Knowledge</u></p> <p><u>Week 1 (2 days) & 2 ('In my heart' by Jo Witek)</u></p> <p>Who am I? What is my name? How old am I? When is my birthday? (Introduce birthday display) What do I look like? What do I like/dislike? What feelings do I have?</p> <p><u>Week 3 ('The things I love about family' by Trace Moroney)</u></p> <p>Who is in my family? What do I enjoy doing with my family? Where does my family come from? What jobs do my parents do? What pets do I have?</p> <p><u>Week 4 ('Farmer Duck' by Martin Waddell)</u></p> <p>What is a friend? Who are my friends? What makes a good friend? How am I the same/different to my friends?</p>	<p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"> • To identify and describe feelings. • To describe what they like and dislike. • To paint self-portraits. • To be able to name the country they live in. • To be able to name and describe the type of house they live in. • To be able to name the members of their family. • To understand and describe what makes a good friend. • To name the country their family is from. • To locate countries on a world map. • To find information from videos and photos. 	<ul style="list-style-type: none"> • family • country • town • names of countries - England, Poland, Zimbabwe, Nigeria, Czech Republic • Types of houses - detached, semi, terraced, flat. • feeling words - happy, sad, scared etc. • world • transport

Week 5 ('Emma Jane's aero plane'
by Katie Haworth - England/Great
Britain)

Where do I live? What type of house do I live in? What town do I live in? What country? Where in the world is England? What traditional food is eaten in England? (tea party/fish and chips) What is the flag? What is the National Anthem? What wild animals live in England?

Week 6 (Emma Jane's suitcase for
her journey to Poland and Czech
Republic)

Knowledge as above but also including:
What language is spoken? How would we travel there? What is the weather like?

Week 7 (Emma Jane's suitcase for
her journey to Africa)

Zimbabwe & Nigeria (Africa) - knowledge as above.

Other stories to read:
Guess how much I love you

- To understand and respect the differences between people.
- To choose colours appropriately to paint flags.
- To listen carefully (National Anthems)
- To name and describe different types of transport.

Lost and Found

The tiger who came to tea

We're going on a bear hunt

The Gruffalo

Rhymes and songs:

If you're happy and you know it

I'm a little teapot

1,2 Buckle my shoe

Grand Old Duke

Children will be learning to.....

Personal Social and Emotional Development

- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Physical Development

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- 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.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.

Understanding the World

- Begin to make sense of their own life-story and family's history.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Literacy

- Understand print has meaning.
- Spot and suggest rhymes.
- Engage in extended conversations about stories, learning new vocabulary.
- Understand the names of the different parts of a book.

Expressive Arts and Design

- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Explore colour and colour-mixing.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.

Communication & Language

- Enjoy listening to longer stories and can remember much of what happens. (C&L)
- Sing a large repertoire of songs. (C&L)
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (C&L)
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (C&L)

Mathematics

- Say one number for each item in order: 1,2,3,4,5
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns - stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.

What would the children like to know?