



# EYFS F1 Learning Landscape Summer 1: 'Down in the deep dark woods'



What do the children know already about St George, dragons, woods, jungles, caterpillars?	What do we want the children to learn? (Knowledge, Skills and activities)	What new vocabulary do we want the children to learn?
<p>"He's a really nice Easter man"</p>	<p><b>Wk. 1: Monday 18th April (4 days) - 'St George and the dragon'</b>  <b>WOW - Alleluia</b></p> <p><b>Stay and Play (Tuesday)</b>  <b>St. George's day Mass (Friday)</b></p> <p>This week's <b>INTENT</b> is for the children to know who St George was and why we celebrate St George's day.  <b>(UW (PCC): Knows how to recognise and describe special times or events for family or friends.)</b></p> <p><b>IMPLEMENTATION</b> (what are we going to do?):</p> <ul style="list-style-type: none"> <li>• Begin with the St George flag hanging in the classroom - what do we know?</li> <li>• St George's Day is on 23rd April every year. He was born in a place called Cappadocia in Turkey. Saint George is the patron saint of England. He is most famous for slaying a dragon. Saint George was a Roman soldier! Some people eat traditional English food to celebrate!</li> <li>- Make St George's day biscuits (white icing and red laces)</li> <li>- Make St George's day flags (collage)</li> <li>- Make shields.</li> </ul> <p><b>IMPACT</b> (was the learning successful?):</p> <p><b>Mathematics - To know how to recite some number names in sequence (not necessarily understand at this stage).</b>  <b>To know to bring one or two objects when an adult requests.</b></p>	

"They breathe fire"  
"They fly"  
"They eat bacon"

**Wk. 2: Monday 25th April - 'George and the dragon' by Christopher Wormell**  
**WOW - Missionary Discipleship**

This week's **INTENT** is for the children to be able to describe dragons.

**UW (TNW):** 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.

**IMPLEMENTATION** (what are we going to do?):

- Find dragon's footprints on the classroom floor - What/who could they belong to? What/who could have been in the classroom?
- What is a dragon? - look at pictures of dragons - can we describe them?
- A dragon has: none to four legs, claws, scales and possibly spikes. Optional wings. A dragon can look like a snake with wings, or like lizards. A dragon has a tail and a long neck. A dragon has a wide mouth with big and dangerous teeth. Sometimes they have horns and hair. A dragon can fly. A dragon can perhaps breathe fire (or other dangerous substances). A dragon has special powers. Some dragons live in caves.



- egg box dragons (3D sculpture)
- 'George's tea party' - make sandwiches. (invite parents??)
- playdough dragons (matchsticks for spikes)

**IMPACT** (was the learning successful?):

**Mathematics - To know and show an understanding of simple comparisons like 'more'.**

"Dragon"  
"Nettles"  
"A squirrel"  
"A fox"  
"A monster"  
"A house"  
"There might be a Gruffalo"

### Wk. 3: Monday 2nd May (4 days) - 'The Gruffalo' by Julia Donaldson

WOW - Faith

This week's **INTENT** is to be able to describe animals that live in a wood and understand how we can help to look after the plants found there.

**UW (TNW):** 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.

#### **IMPLEMENTATION** (what are we going to do?):

- What animals live in a wood? - Animals that live in forests and woodlands include big animals like bears, moose and deer, and smaller animals like hedgehogs, raccoons and rabbits. Because we use trees to make paper, we need to be careful about what that does to forest habitats. One way to care for forests is to recycle paper.
- Make our own recycled paper <https://www.youtube.com/watch?v=XF6OV0brUC0>
- Drawing woodland animals. (Drawing)
- Gruffalo crumble.
- Act out the story.

#### **IMPACT** (was the learning successful?):

**Mathematics** - To know how to use comparative language like 'taller', 'shorter', 'the same'.  
To know how to ask questions about my observations of differences and similarities.

"Twinkle Twinkle Little Star"  
"Fox box"  
"The Gruffalo"

**Wk. 4: Monday 9th May - 'The Gruffalo's child' by Julia Donaldson**

WOW - Vocation

This week's **INTENT** is for the children to be able to join in with rhymes in familiar stories.

**C&L (LAU):** Knows how to remember and join in with rhymes and familiar stories.

**IMPLEMENTATION** (what are we going to do?):

- What words come next in the story? - fill in the missing words.
- Retell the story - repeat the rhymes.
- What words rhyme? - how do we know if words rhyme?
  - Rhyming pairs
  - Sequence the story
  - Paint the Gruffalo (Painting)
  - Retell the story

**IMPACT** (was the learning successful?):

**Mathematics - To know how to start to identify shapes in the environment.**

"Lions"  
"Crocodile"  
"A monkey"  
"Elephants"

**Wk. 5: Monday 16th May - 'Monkey puzzle' by Julia Donaldson (jungle)**

WOW - Witness

Wear it wild day (Friday)

This week's **INTENT** is to be able to describe a jungle and animals that live there.

UW (TNW): 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.

**IMPLEMENTATION** (what are we going to do?):

- What is a jungle? - Jungles are similar to forests, but they have less trees and more sunlight. Jungles are in warm places with lots of rainfall. Usually found near the equator.
- Jungles — thick tropical forests — are full of life: birds, insects, reptiles, monkeys, and often gorillas and other animals. They're dangerous places, even for the animals that live there. This is why jungle also means any place that is risky or wild.
- What animals live in a jungle? - Some animals that live in jungles are tigers, jaguars, elephants, and monkeys.
- Collage jungle animals (Collage)
- Sequence the story
- Build a jungle scene (construction)
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**IMPACT** (was the learning successful?):

Mathematics - To know how to start to find appropriate shapes for certain tasks.  
To know how to start to make more meaningful pictures, patterns and arrangements with shapes.

"They turn into butterflies"  
"The really hungry caterpillar ate a lot of food"  
"Apples"  
"They eat plums"  
"They eat leaves"  
"Oranges"

## Wk. 6: Monday 23rd - 'The very hungry caterpillar' by Eric Carle

### WOW - Example

This week's **INTENT** is to understand and describe the lifecycle of a butterfly.

UW (TNW): Knows about and is developing an understanding of growth, decay and changes over time.  
: Knows about and understands the key features of the life cycle of a plant and an animal.

### **IMPLEMENTATION** (what are we going to do?):

- What are caterpillars? - Caterpillars eat a lot, in fact, they can be 100 times larger than when they emerged from the egg! Caterpillars have six eyes. They don't have lungs. A caterpillar's gut moves on its own. Caterpillars don't have teeth.
- What are butterflies? - Butterflies are insects that have six legs and three separate parts to their body. They have been around for over 56 million years. Most butterflies are herbivores and only eat plants and leaves.
- sequence the life cycle
- Watch caterpillars turning into butterflies  
<https://www.insectlore.co.uk/butterfly-garden-with-3-5-live-caterpillars.html>
- paint butterflies (symmetry)
- butterfly cakes

### **IMPACT** (was the learning successful?):

Mathematics - To know how to extend and create ABAB patterns -stick, leaf, stick, leaf.  
To know how to notice and correct an error in a repeating pattern.

## Children will be learning to...

### Communication and Language

#### Listening, Attention and Understanding

- Knows how to turn head and focus on adults and friends as I speak and play, responding to comments.
- Knows how to listen to and follow directions.
- Knows how to remember and join in with rhymes and familiar stories.
- Knows how to tell a long story
- Knows how to be able to find the right tool for a job.
- Knows how to follow instructions using prepositions.
- Knows how to be able to respond to a string of requests one after another (not quickly).
- Knows how to be able to ask and respond to 'why' questions.
- Knows how to be able to follow a story with props and pictures.
- Knows how to be able to show interest in the lives of other people or events.
- Knows how to be able to see some similarities and differences between people.
- Knows how to be able to operate a CD player or music app on the Ipad and show understanding of the remote controls.
- Knows how to be able to show interest in other technological items.

#### Speaking

- Knows how to link simple sentences. (Starting to )
- Knows how to explain in simple sentences what happened and what might happen.
- Knows how to use tense, intonation and rhythm to enhance meaning.
- Knows how to use vocabulary to express imaginary events in play.
- Knows how to engage in imaginary role play sometimes building stories around toys and objects.
- Knows how to use sentences of 4 to 6 words.
- 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?"
- 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".
- Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?
- Can the child answer simple 'why' questions?

### Personal, social and emotional development

#### Managing self

- To have awareness of their own feelings, and know that some actions and words can hurt others' feelings.
- To know how to begin to accept the needs of others and can take turns and share resources, sometimes with support from others.
- To know how to tolerate delay when their needs are not immediately met and understand that their wishes may not always be met.
- To know how others might be feeling.
- To know how to usually adapt their behaviour to different events, social situations and changes in routine.

#### Building relationships

- Know how to keep play going by responding to what others are saying or doing.
- Know how to demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Know how to play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Know how to initiate play, offering cues to peers to join me.

#### Self-regulation

- Know how to select and use activities and resources.
- Know how to be confident to talk to other children when playing and will communicate freely about my own 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.

### Physical development

#### Gross Motor Skills

- 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.

#### Fine Motor Skills

- Know how to hold a pencil near the point between first two fingers and thumb and use it with good control
- Know how to start eating independently and learning how to use a knife and fork
- Know how to be increasingly independent as I get dressed and undressed, for example, putting coats on and doing up zips

<ul style="list-style-type: none"> <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> <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>		<ul style="list-style-type: none"> <li>• Know how to use pincers, tweezers and threading equipment with increasing control and confidence. (Literacy)</li> </ul>
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**Literacy**

<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>
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**Mathematics**

<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> <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>
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**Understanding the World**

<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Knows how to talk and remembers about significant events in my own experience.</li> </ul>	<p><b>People Culture and Communities</b></p> <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>	<p><b>The Natural World</b></p> <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> </ul>
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		<ul style="list-style-type: none"> <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>
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**Expressive arts and design**

<p><b>Creating with Materials</b></p> <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> <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>		<p><b>Being Imaginative and Expressive</b></p> <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> <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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