



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



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>☺ Their name</p> <p>☺ That they are 4 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>☺ The languages they speak at home</p> <p>☺ That they live in Great Britain</p> <p>☺ That some of their family live in other countries</p> <p>☺ What makes them feel happy, sad, excited etc.</p>	<p>Wk. 1: (2nd and 3rd September) "The Everywhere Bear" by Julia Donaldson</p> <p>☺ The names of the staff in the setting - Mrs. Parker, Mrs. Smith, Mrs. Fraser, Mrs. Woods and Miss Piotrowska</p> <p>☺ The names of the children in our class - use the iPad to take photos of each other</p> <p>Playdough faces using natural resources - self portraits</p> <p>Art - 3D Sculpture - Begin to shape and model, use simple tools to effect changes to materials and construct with a purpose in mind. (Playdough faces)</p> <p>Wk. 2: (6th September) "What makes me a ME?" by Ben Faulkes - Me and my family</p> <p>(Other stories to read 'Marvellous Me' by Lucy Bullard and 'Guess How Much I Love you' by Sam McBratney, 'My Grandma is Wonderful' by Nick Butterworth, 'My Dad is Brilliant' by Nick Butterworth, 'Do you know what Grandad did?' By Brian Smith and 'Me and my Mum' by Alison Ritchie)</p> <p>☺ When their birthday is - our class birthday kites - each make a birthday card ready to give out to our friends on their birthday</p> <p>☺ Attributes which make them unique - facial features - mirrors - self-portraits - decorating face biscuits - write name</p> <p>☺ Things that they like and dislike - toys, games, foods etc.</p> <p>☺ Superhero powers - personalities - linked to parent's comments of the 'Getting to Know Me' forms</p> <p>☺ Families are all different - My Family - sharing their family photos (completed at home the previous week)</p> <p>Mathematics - Getting to Know You (White Rose Maths)</p> <p>Art - Texture - using and manipulating materials, experiment to create different textures, enjoy sensory experiences, construct simple collages.</p> <p>Wk. 3: (13th September) "In My Heart" by Jo Witek - Feelings</p> <p>(Other stories to read 'How do you feel?' by Mandy Stanley, 'That's when I'm Happy' by Beth Shoshan and 'Time for a Hog!' by Gabriele Antonini)</p> <p>☺ We have lots of different feelings - big and small - our heart is like a house with lots of feelings inside - build our own 'feelings' houses</p>	<p>This is to be updated on a weekly basis and displayed in the classroom as a working document.</p>

☺ To recognise these different feelings - happy, brave, mad/angry/cross, calm, sad, afraid/scared/frightened, shy.

☺ How to make ourselves calm - Take 5 Bear

Mathematics - Getting to Know You (White Rose Maths)

Wk. 4: (20th September) 'The Paper Dolls' by Julia Donaldson - Friends
(Other stories to read 'My Best, Best Friend' by Lauren Child, 'Jump over the Puddle' by Emma Quay, 'Kipper's little friends' by Mick Inkpen and 'If you can... We can!' by Beth Shoshan)

☺ Qualities of being a good friend - write a friendship potion - make a friendship paper chain of paper dolls just like in the story

☺ How to make and be friends - write class set of friendship rules - make a friendship stop for in the classroom

☺ How to resolve conflicts - making the right choices

Mathematics - Getting to Know You (White Rose Maths)

Art - Drawing - begin to draw accurate drawings of people, can they hold and use drawing tools with some dexterity and control.

Wk. 5: (27th September) - The Everywhere Bears Adventure to Great Britain - "The Queen's Knickers" by Nicholas Allan

☺ Where Great Britain/England is on a world map - use our mat to locate

☺ To identify which friends in our class are from those countries

☺ That Great Britain is an island

☺ That London is the capital city

☺ That Elizabeth is our Queen and she lives in London at Buckingham Palace

☺ To recognise the English flag

Mathematics - Just Like Me! (White Rose Maths)

Art - Painting - experiment with using primary colours, name the colours

Wk. 6: (4th October) - The Everywhere Bear's Adventure to Poland, Lithuania and Slovakia - "Emma Jane's Aeroplane" by Katie Haworth

☺ Where Poland, Lithuania and Slovakia are on a world map - use our mat to locate - talk about how we would get to each country

☺ To identify which friends in our class are from those countries

☺ That they are all part of Europe

☺ That Warsaw is the capital of Poland

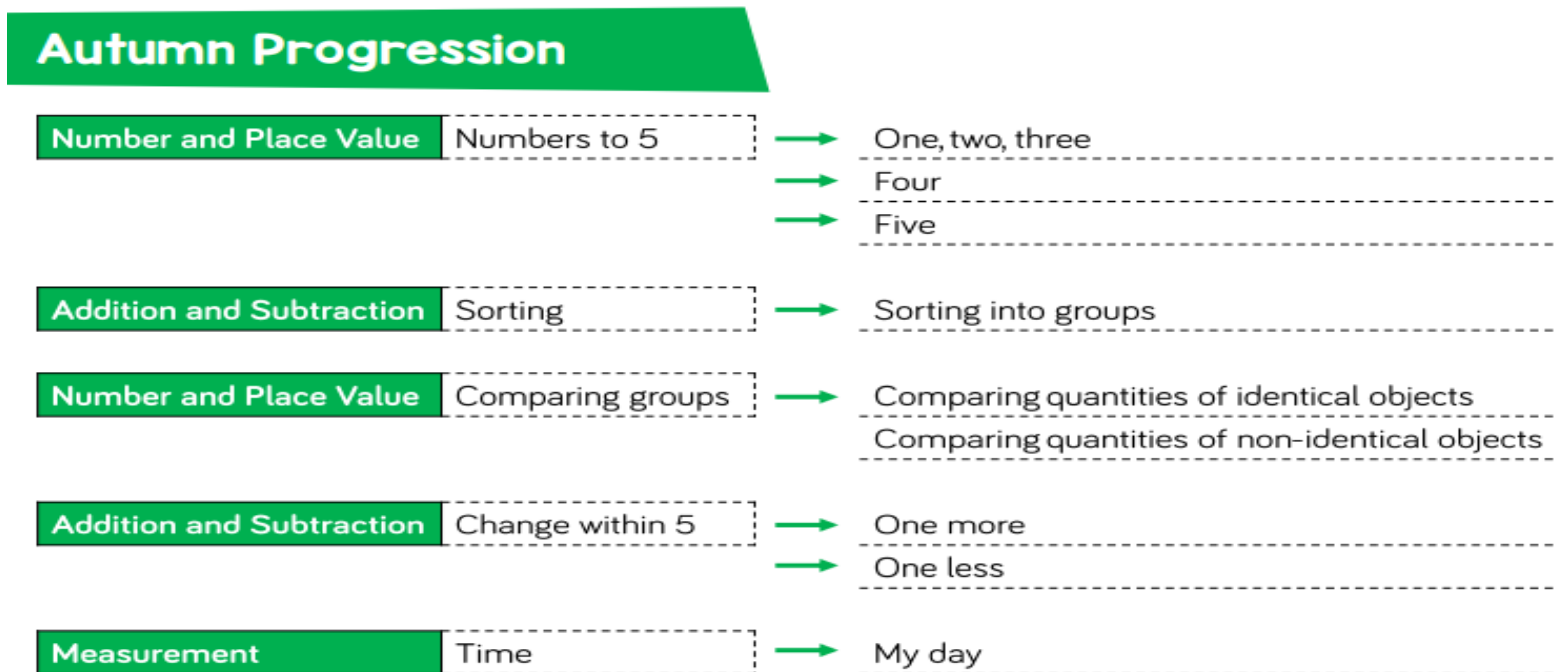
☺ That Vilnius capital of Lithuania

☺ That Bratislava is the capital of Slovakia

☺ To recognise each country's flag

	<p>Mathematics - Just Like Me! (White Rose Maths) Art - Printing - print with a variety of objects</p> <p>Wk 7: (11th October) The Everywhere Bear's Adventures to Italy, Portugal and India/Sri Lanka - "All Aboard for the Bobo Road" by Stephen Davies (Multi-cultural Education week - also read 'Handa's Surprise', 'The Smeds and the Smoos', 'Not Like the Other's' and 'Where the night came from')</p> <ul style="list-style-type: none"> ☺ Where Italy, Portugal and Sri Lanka are on a world map - use our mat to locate - talk about how we would get to each country ☺ To identify which friends in our class are from those countries ☺ That Rome is the capital of Italy ☺ That Lisbon capital of Portugal ☺ That Colombo is the capital of Sri Lanka ☺ To recognise each country's flag <p>Mathematics - Just Like Me! (White Rose Maths) Art - Pattern - begin to paint using irregular patterns</p>	
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Maths - White Rose



Early Learning Goals Children at the expected level of development will:

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Building Relationships**
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.