



EYFS Learning Landscape Spring 1: "One small step..." (Lives & Community)



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>Wk. 1: (3rd January - 3 days) Epiphany - The Story of the Wise Men</p> <ul style="list-style-type: none"> ☺ Bible story "The Three Visitors" (p93 The Beginners Bible) ☺ What is a star? Stars are bright balls of glowing gas, like the sun. They are much bigger than they look from the Earth. They are hotter than fire! ☺ Look at telescopes and make one - Telescopes make distant things look bigger, brighter and closer. Mirrors inside help to bring things closer. ☺ Making the Three Wise Men - collage Mathematics - (White Rose Maths) 'Alive in 5!' Number - Introducing Zero, Comparing Numbers to 5, Composition of 4 and 5 SSM - Compare Mass and Compare capacity <p>Wk. 2: (10th January) Non-fiction - Planets</p> <p>"My First Book of Planets" by Bruce Betts</p> <ul style="list-style-type: none"> ☺ The Solar System - The solar system has the sun in the middle. It has 8 planets which go around the sun, Earth being one of these. ☺ The Sun - The sun is a star. It keeps us warm and gives us lots of light. ☺ The Earth - Earth is the third planet from the Sun. It is the only planet known to have life on it. The Earth takes a whole year to orbit the sun! ☺ The Moon - The moon travels around the Earth. A full moon is when all of it is lit by sunlight. People have actually landed and walked on the moon. ☺ 3D paper mâché solar system - group art project ☺ Watch https://www.bbc.co.uk/iplayer/episode/m000rjgl/cbeebies-stargazing-space-explorers-1-the-grand-tour ☺ Compile an A3 Class book - planet research - homework Mathematics - (White Rose Maths) 'Alive in 5!' Number - Introducing Zero, Comparing Numbers to 5, Composition of 4 and 5 SSM - Compare Mass and Compare capacity 	<p>Book vocab - wise men, worshipped, Bethlehem, perfume, sweet spices.</p> <p>Characters - The Three Wise Men, Baby Jesus</p> <p>Topic vocab - ball of gas, stars, Earth, constellations, telescope</p> <div data-bbox="1848 598 2004 790" data-label="Image"></div> <p>Book/topic vocab - solar system, planet, orbit, giant planets, gas, star</p> <div data-bbox="1736 1037 2116 1252" data-label="Image"></div>

Wk. 3: (17th January) "Stars"

"How to Catch a Star" by Oliver Jeffers (also read "Stars" - Peppa Pig)

- ☺ Story map the key events as a class
- ☺ What would the children do with a star if they had one of their very own?
- ☺ Children design a way for how they could catch a star - a labelled plan
- ☺ Write a list of the things they would need to catch the star
- ☺ Find out about day and night - routines - a day is the time it takes a planet to spin all the way around once.
- ☺ Look at star constellations - carry out a 'Star Gazer' for homework
- ☺ Learn the 'Constellation Song' - <https://www.bbc.co.uk/cbeebies/watch/stargazing-constellation-song>
- ☺ 'The Starry Night' Vincent Van Gogh

Mathematics - (White Rose Maths) 'Alive in 5!'

Number - Introducing Zero, Comparing Numbers to 5, Composition of 4 and 5

SSM - Compare Mass and Compare capacity

Wk. 4: (24th January) Astronauts

"Goodnight Spaceman" by Michelle Robinson

- ☺ Design and build rockets as a group - different construction kits
- ☺ Design junk model rocket and label
- ☺ Junk modeling rocket - parent's BIG BUILD
- ☺ Find out about Neil Armstrong - he was the first human to walk on the moon, he walked a distance of about 60 metres on the surface of the moon (replicate this in the playground wearing helmets made)
- ☺ Watch <https://www.bbc.co.uk/cbeebies/watch/stargazing-bluepeter-astronaut>
- ☺ Find out about the surface of the moon - the surface has thousands of pits called craters. The craters form when chunks of rock and metal called meteorites crash into the Moon. These crashes have covered the Moon's surface with rocks and dust
- ☺ Bake space rock cakes

Mathematics - (White Rose Maths) 'Growing 6,7,8'

Number - 6, 7 & 8, Making Pairs and Combining Groups

SSM - Length & Height and Time

Wk. 5: (31st January) - Chinese New Year (1st February)

"Lanterns and Firecrackers: A Chinese New Year Story" by Jonny Zucker

Book vocab - sunrise, appear, lasso, shore, jetty.

Characters - The boy, star

Topic vocab - day, night, constellations



Book vocab - starlight, shuttle, Milky Way, astronauts.

Topic vocab - astronauts, Neil Armstrong, craters, meteorites, dust



Book vocab - firecrackers, envelopes, feast, festival, lanterns

Topic vocab - money wallet, dragon, snake, goat, horse, pig,

	<p>☺ Find out about the Chinese New Year - people get together and welcome the new year with customs that shall bring good luck and happiness, dragon dances and lion dance festivals help to see in the new year, Firecrackers are lit as these shall bring good luck and fortune. Money in 'red packets' or little red envelopes are handed out as these symbolise prosperity and happiness.</p> <p>☺ Watch https://www.bbc.co.uk/cbeebies/watch/chinese-new-year</p> <p>☺ Read the story and sequence</p> <p>☺ Watch https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-chinesenewyearperformance</p> <p>☺ Role play the Chinese race</p> <p>☺ Make a Chinese dragon head</p> <p>☺ Chinese food tasting</p> <p>☺ Chinese writing</p> <p>Mathematics - (White Rose Maths) 'Growing 6,7,8' Number - 6, 7 & 8, Making Pairs and Combining Groups SSM - Length & Height and Time</p> <p>Wk. 6: (7th February) Pancakes "Mr. Wolf's Pancakes" by Jan Fearnley</p> <p>☺ Introduce Shrove Tuesday - Pancake Day, or Shrove Tuesday, is the traditional feast day before the start of Lent on Ash Wednesday. Lent - the 40 days leading up to Easter</p> <p>☺ Introduce Ash Wednesday - officially known as the Day of Ashes - is a day of repentance. During a Mass, a priest places the ashes on a worshiper's forehead in the shape of a cross.</p> <p>☺ Design their pancake topping and make pancakes</p> <p>☺ Write a list of things needed by Mr Wolf</p> <p>☺ Have a pancake race - look at traditions</p> <p>Mathematics - (White Rose Maths) 'Growing 6,7,8' Number - 6, 7 & 8, Making Pairs and Combining Groups SSM - Length & Height and Time</p>	<p>rooster, rabbit, tiger, rat, ox, Emperor, cat, dog, monkey</p> <p>Book vocab - pile, sighed, ingredients, politely, delicious, drifted.</p> <p>Characters - Mr Wolf, Chicken Licken, Wee Willy Winky, the Gingerbread Man, Little Red Riding Hood, Three Little Pigs,</p> <p>Topic vocab - Shrove Tuesday, Ash Wednesday, Pancake Day, Lent, sorry</p>
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Children will be learning to...

Communication and Language

<p>Listening, Attention and Understanding ELG</p> <p>Children at the expected level of development will:</p> <p>Know and be able to listen to a whole story and comment on what is happening.</p> <p>Know and be able to ask questions about my favourite books. Ask questions to find out more and check understanding.</p> <p>Know and understand how to listen carefully and why listening is important.</p> <p>Know and engage in story times.</p> <p>Know how to listen to and talk about stories to build familiarity and understanding.</p>	<p>Speaking ELG</p> <p>Children at the expected level of development will:</p> <p>Know how to be able to explore new vocabulary</p> <p>Know how to be able to use language to create imaginary events, storylines and themes</p> <p>Know how to be able to use sentences that are well formed</p> <p>Know and learn new vocabulary.</p> <p>know and use new vocabulary through the day.</p> <p>Know and ask questions to find out more and to check they understand what has been said to them.</p> <p>Know how to describe events in some detail.</p>
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Know how to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Know how to engage in non-fiction books.	Know and Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Know how use new vocabulary in different contexts.
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Personal, social and emotional development

<p>Self-Regulation ELG Children at the expected level of development will: Know how to usually adapt my behaviour to different events, social situations and changes in routine. Know that their own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them. Know how to start to negotiate and solve problems without aggression, e.g. when someone has taken my toy. Know there are boundaries set and be aware of behavioural expectations in the class. know how to express their feelings and consider the feelings of others. Know how to identify and moderate their own feelings socially and emotionally.</p>	<p>Managing Self ELG Children at the expected level of development will: To know how to welcome and value praise for what I have done. To know how to willingly participate in a wide range of activities. To know how to show enthusiasm and excitement when anticipating and engaging in certain activities To know how to be confident to speak to others about own needs, wants, interests and opinions. To know how to be confident in speaking in front of a small group. To know how to describe myself in positive terms and talk about my abilities. To know that they are a valuable individual. To know how to be resilient and persevere in the face of challenge. To know how to manage their own needs.</p>	<p>Building Relationships ELG Children at the expected level of development will: Know how to start conversations, attend to and take account of what others say. Know how to explain their own knowledge and understanding, and ask appropriate questions of others Know how to take steps to resolve conflicts with other children, e.g. finding a compromise. Know how to build constructive and respectful relationships. Know how to think about the perspectives of others. Know how to play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p>
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Physical development

<p>Gross Motor Skills ELG (See separate plan for P.E) Children at the expected level of development will: Know how to use a tripod grasp. Know how to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Know how to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Fine Motor Skills ELG Children at the expected level of development will: Know how to show a preference for a dominant hand. Know how to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Know how to develop the foundations of a handwriting style which is fast, accurate and efficient</p>
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Literacy

<p>Comprehension and Word Reading ELG Children at the expected level of development will: To know how to use vocabulary and events from stories in my play. To know how to make suggestions about what might happen next in a story. To know how to tell a story to friends. To know how to say a sound for each letter in the alphabet. To know how to blend sounds into words, using Fred Talk, so that I can read short words made up of known letter-sound correspondences. To know how to use Fred Talk to read Green Words (Word Time.....)</p>	<p>Writing ELG Children at the expected level of development will: To know how to correctly form lower-case letters using the RWI letter rhymes. To know how to spell words, using Fred Fingers, by identifying all the sounds and then writing the sound with letter/s. To know how to read back my writing using Fred Talk.</p>
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Mathematics

<p>Number ELG (White Rose) Children at the expected level of development will:</p>	<p>Numerical Patterns ELG Children at the expected level of development will:</p>	<p>Shape, Space and Measure ELG (White Rose) Children at the expected level of development will:</p>
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<p>To know how to approach addition and find the total number of items in two groups by counting all of them and starting to use 'counting on'.</p> <p>To know and begin to use the vocabulary involved in adding and subtracting including counting on and back.</p> <p>To know the composition of numbers to 10.</p> <p>To know number bonds for numbers 0-10 by automatic recall.</p> <p>To be able to show some understanding of doubling and halving in familiar contexts.</p> <p>To know how to subitise to 4.</p>	<p>To know numerals and be able to represent them for 1 to 5, then 1 to 10 objects. Then 1-20</p> <p>To know how to begin to use 'teens' to count beyond 10.</p> <p>To know how to count an irregular arrangement of up to ten objects.</p> <p>To know how to find one more or one less from a group of up to five objects, then ten objects.</p> <p>To know how to estimate how many objects and check by counting all of them.</p> <p>To know how to use the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>To know all manipulations of the numbers 5, 6, 7 etc.</p> <p>To know how to count objects, actions and sounds.</p> <p>To know to link the number symbol (numeral) with its cardinal number value.</p> <p>To know how to count beyond ten.</p> <p>To know how to compare numbers.</p> <p>To know 'one more than/one less than' and the relationship between consecutive numbers.</p> <p>Continue, copy and create repeating patterns.</p>	<p>To know how to experiment with length, height, capacity and use my findings to order and group items.</p> <p>To know how to identify money and to be able to start to use money in my play.</p> <p>To know how to recall routines and start to relate them to the time on the clock</p> <p>To know how to ask questions about their observations of differences and similarities.</p> <p>To know how to recall names for 2D and 3D shapes and to be able to use some of the terms to describe their properties.</p> <p>To know how to order and sort according to simple properties</p> <p>To know similarities, differences, patterns and changes.</p>
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Understanding the World

<p>Past and Present ELG</p> <p>Children at the expected level of development will:</p> <p>Knows how to recognise and describe special times or events for family or friends.</p> <p>Knows how to compare and contrast characters from stories, including figures from the past.</p>	<p>People Culture and Communities ELG</p> <p>Children at the expected level of development will:</p> <p>Knows how to draw information from a simple map.</p> <p>Knows how to recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Knows to show an interest in different occupations and ways of life. (starting to)</p>	<p>The Natural World ELG</p> <p>Children at the expected level of development will:</p> <p>Knows how to talk about why things happen and how things work.</p> <p>Knows how to describe what they see, hear and feel whilst outside.</p> <p>Knows how to recognise some environments that are different to the one in which they live.</p> <p>Knows and understands the effect of changing seasons on the natural world around them.</p>
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Expressive arts and design

<p>Creating with Materials ELG</p> <p>Children at the expected level of development will:</p> <p>Know how to explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Know how to return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Know how to create collaboratively sharing ideas, resources and skills.</p>	<p>Being Imaginative and Expressive ELG</p> <p>Children at the expected level of development will:</p> <p>Knows how to develop preferences for forms of expression.</p> <p>Know how to use movement to express feelings.</p> <p>Know how to create movement in response to music.</p>
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