



# EYFS Foundation 2 Learning Landscape Summer 1: "Down in the deep, dark woods"



<p><b>What do the children know already about St. George, dragons, woodlands and the animals that live there, the rain forest and the animals that live there too?</b></p>	<p><b>What do we want the children to learn? (Knowledge, Skills and activities)</b></p>	<p><b>What new vocabulary do we want the children to learn?</b></p>
<p>Dragons breathe fire when they are mad They fly really high They like to eat meat They take care of their baby dragons They roar They have a tail that they can knock people over</p> <p><b>Outside role play - Toy Shop (2 weeks - chosen by the children)</b></p>	<p><b>Wk. 1: Monday 18th April (4 days) - St George's day - "There was an Old Dragon who Swallowed a Knight" by Penny Parker</b></p> <p><b>WOW - Alleluia</b> St. George's day Mass (Friday) This week's <b>INTENT</b> is for the children to know who St. George was and why we celebrate St. George's Day</p> <p><b>ELGs</b> UW PP - 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. UW PCC - 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;</p> <p><b>IMPLEMENTATION (what activities are we going to do?)</b></p> <ul style="list-style-type: none"> <li>☺ Begin with a giant egg as our stimulus - what might live in here?</li> <li>☺ What is a dragon? - 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.</li> <li>☺ Draw their own dragon - using charcoal onto a piece of paper already painted in a wash paint</li> <li>☺ Adventure land - construction kits to build dragons and castles</li> <li>☺ St. George's Day - St George's Day is on 23rd April every year. He was born in a place called Cappadocia. Saint George is the patron saint of lots of things! 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 flags and bunting for the classroom - using wax crayons</li> <li>☺ Decorate biscuits - icing and red laces</li> </ul> <p><b>Whitrose Maths - To 20 and Beyond - Building numbers beyond 10</b></p> <ul style="list-style-type: none"> <li>☺ Build and identify numbers to 20 using a range of resources</li> <li>☺ Understand that larger numbers are composed of full 10s and part of the next 10</li> <li>☺ Recognise that the numbers 1-9 repeat every full 10</li> </ul>	<p><b>Book vocab</b> - knight, steed, squire, hollered, golden tassel, moat, guzzled</p> <p><b>Topic vocab</b> - dragon, St. George, Saint,</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="1733 687 1904 922"> <p>An invitation to build a castle!</p> </div> <div data-bbox="1939 660 2114 836"> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div data-bbox="1733 863 1818 922"> <p>Coloured wool gloves</p> </div> <div data-bbox="1818 863 1904 922"> <p>Wooden blocks</p> </div> </div> <div style="text-align: right; margin-top: 10px;"> </div>

**IMPACT** - was the learning successful?

**Wk. 2: Monday 25th April - "Smok - The Dragon of Krakow" by Tom Noble  
WOW - Missionary Discipleship**

This week's **INTENT** is for the children to be able to compare two different stories about a dragon and to talk about the stories

**ELGs**

UW PP - 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.

UW PCC - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts

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

☺ The Wawel Dragon is a well-known Polish folktale. The dragon lived in a cave under Wawel Hill, on the banks of the Vistula River. Wawel Hill is in the city of Kraków, in Poland. In the cathedral there is a statue of the dragon.

☺ Look at the Wawel Dragon sculpture by Bronislaw Chromy

☺ Design and label features of own dragon

☺ Dragon Big Build - invite parents - use colour mixing to then paint their own dragons

**Whitrose Maths - To 20 and Beyond - Counting patterns beyond 10**

☺ Count on and back beyond 10

☺ Notice the repeating 1-9 patterns

☺ Use representations showing full 10s and the part of 10

☺ Count on and back from different start numbers

☺ Place sequences of numbers in order

**IMPACT** (Was the learning successful?)

**Wk. 3: Monday 2nd May (4 days) - "The Wild Woods" by Simon James  
WOW - Faith**

**Crowning of Our Lady**

This week's **INTENT** is for the children to know that Sherwood Forest is home to lots of different woodland animals and plants

Book vocab -

Topic vocab - Krakow, Poland



Book vocab: wild, waterfall, belongs.

Topic vocab: woodlands, forest, oak trees, habitat

Woods have trees - millions

They have mud

There are foxes and owls

They might have bears in them and squirrels

Tangle vines

They have spiders  
Gruffalo lives there  
Wolves live there  
Pigs in live woods  
There might be apples on the tress

Outside role play - a school (2 weeks - chosen by the children)

They have rain coming out of the trees  
A rainbow coming  
Lots of noise  
Trees falling down  
Loads of bears

ELGs

UW TNW - Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

UW TNW - Explores the natural world around them, making observations and drawing pictures of animals

**IMPLEMETAION** (what activities are we going to do?)

☺ Look at woodlands/forests around us and the trees/plants we might find there - Sherwood Forest  
☺ Sherwood Forest is famous for being the home of the legendary outlaw, Robin Hood. Royal hunting ground and only the King and other lucky and wealthy people were allowed to hunt there. It was the largest Royal forest. Robin Hood supposedly hid from the Sheriff of Nottingham in the Major Oak. The huge tree is thought to be at least 800 years old.

☺ Sherwood has more than 1000 ancient oaks - over 900 trees in the forest are thought to be 600 years old or more.

☺ Look at the creatures we might find living in those woodlands - The forest is well known for its wildlife, which includes many birds; owls, woodpeckers, redstarts, nuthatches, swallows, swifts, tree creepers, jays, blue tits, as well as bats, insects (which includes stag beetles), 200 species of spiders,

☺ Use clay to create a woodland creature

☺ Look at their natural habitats - build a shoe box habitat (home learning project??)

**Whiterose Maths - To 20 and Beyond - Spatial Reasoning (1) Match, Rotate, Manipulate**

☺ Complete jigsaws and shape puzzles

☺ Select and rotate shapes to fill a given space

☺ Match arrangements of shape

☺ Use positional language

☺ Complete picture boards and tangram outlines

**IMPACT** (Was the learning successful?)

**Wk. 4: Monday 9th May - "We're Roaming in the Rainforest" by Laurie Krebs and "Rain Forests" (Explore My World) by Marfé Ferguson Delano**

**WOW - Vocation**

This week's **INTENT** is for the children to know that the rainforest in Brazil and is home to lots of different animals and plants

UW TNW - Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

UW TNW - Explores the natural world around them, making observations and drawing pictures of animals

**IMPLEMETAION** (what activities are we going to do?)

**Book vocab:** eagerly, sloths, caimans, prey, snare, dusk

**Topic vocab:** rainforest, South America, tropical, jungle, Brazil, forest floor, the understory, bromeliads, vines, canopy and emergent layer

- ☺ Compare with the rainforest (Brazil - Samuel and Gustavo) and the trees/plants we might find there
- ☺ The Amazon rainforest is the largest forest. It grows in the tropical basin of the Amazon River. It is a moist broadleaf forest. Over half of the Amazon rainforest is located in Brazil. It is warm and wet. The Amazon river runs through the rain forest. The types of trees and plants found within the Amazon Rainforest include scarlet macaws, spider monkeys, three-toed sloths, pink river dolphins, blue morpho butterflies, black caimans, poison dart frogs, leaf-cutter ants, spiders, green iguanas, geckos, anacondas, jaguars and giant river otters.
- ☺ Look at the creatures we might find living there - There are more species of plant and animal life in this forest than any other forest in the world. There are some dangerous animal species, these include the jaguar, cougar, black caiman, anaconda and vampire bat. Also, the river contains some very dangerous species including the electric eel and piranha.
- ☺ look at the vocabulary used to describe how the animals move - slip, tiptoe, hop, slink, shuffle, swoop, creep, crawl, flit, flutter, climb, lounge, leap, swing, zip and hang.
- ☺ Explore the vocabulary used to describe the sounds the animals make - whoop, roar, screech, croak,
- ☺ Collage a rainforest animal - focus on pattern - use paper strips, natural fibres, beads, buttons, variety of fabrics and papers, mosaics, recycled materials
- ☺ Look at their natural habitats - create a Rain Forest Layer cake - forest floor, understory, canopy and emergent layer

#### Whiterose Maths - First Then Now - Adding More

- ☺ Use real objects to see the quantity of a group can be changed by adding more
- ☺ Create mathematical stories in meaningful contexts
- ☺ Count on to find out how many altogether
- ☺ Represent number stories using 10 frames, number tracks and their fingers

**IMPACT** (Was the learning successful?)

#### Wk. 5: Monday 16th May - "The Gruffalo" by Julia Donaldson

##### WOW - Witness

**Wear it wild day (Friday)**

This week's **INTENT** is for the children to know about an animal food chain.

This week's **INTENT** is for the children to be able to retell a well-known story to their friends using key vocabulary and phrases from the book.

##### ELGs

C&L S - 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.

L C&WR - Know how to use vocabulary and events from stories in my play.

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

Understand some important processes and changes in the natural world around them

He has spikes on his back

Wart on his nose

Sharp nails

Big big one

Pointy horns

The mouse comes to have tea with him

Snake goes to have tea with him

With the snake he has scrambled snake

Owl ice cream

**Outside role play - A Gruffalo Café (2 weeks  
- chosen by the children)**

**Book vocab:** stroll, underground, treetop, frightfully, log pile, astounding, tusks,

**Topic vocab:** food chain, organism, eats, primary source - sun, consumer, predator, herbivore, carnivore, omnivore.

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

- ☺ Investigate the rhyming words in the book
- ☺ Descriptive language to describe the Gruffalo - terrible tusks, terrible claws, terrible teeth, knobbly knees, turned-out toes, poisonous wart, purple prickles.
- ☺ Create a food chain using the animals in the story and shown in the pictures.
- ☺ Role play the story
- ☺ Outside Gruffalo café - playhouse
- ☺ Painting using natural dyes found in the deep dark wood

**Whitrose Maths - First Then Now - Taking Away**

- ☺ Use real objects to see the quantity of a group can be changed by taking away
- ☺ Create mathematical stories in meaningful contexts
- ☺ Count out all the items at the start, take away the required amount practically
- ☺ Subitise and recount to see how many are left
- ☺ Represent number stories using 10 frames, number tracks and their fingers

**IMPACT** (Was the learning successful?)

**Wk. 6: Monday 23rd - "The Gruffalo" by Julia Donaldson**

26<sup>th</sup> May - The Willow Holt

This week's **INTENT** is to be able to use the structure of the Gruffalo to write their own version

L W - Know how to write recognisable letters, most of which are correctly formed.

Know how to spell words by identifying sounds in them (using Fred Spelling) and representing the sounds with a letter or letters (Special Friends)

Know how to write simple phrases and sentences that can be read by others.

L CWR Know how to demonstrate understanding of what has been read to me by retelling stories and narratives using own words and recently introduced vocabulary.

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

- ☺ Write own version of the Gruffalo - choose characters found in either Sherwood forest of the Amazon Rain forest
- ☺ Gruffalo/woodland animal picnic with parents??? Sharing our own written stories.

**Whitrose Maths - First Then Now - Spatial Reasoning (2) - Compose and Decompose**

- ☺ Combine and separate shapes to make new shapes
- ☺ Fit shapes together and break shapes apart and notice the shapes they have created
- ☺ Investigate how many ways a given shape can be made
- ☺ Explore shapes by combining a set of given shapes in different ways

**IMPACT** (Was the learning successful?)

<b>Children at the expected level of development will be working towards...</b>		
<b>Communication and Language</b>		
<b>Listening, Attention and Understanding ELG</b> ☺ Listen attentively and respond to what they hear with relevant questions, comments ☺ Make comments about what they have heard ☺ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ☺ Knows how to listen to a longer story	<b>Speaking ELG</b> ☺ 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.	
<b>Personal, social and emotional development</b>		
<b>Self-Regulation ELG</b> ☺ 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	<b>Managing Self ELG</b> ☺ 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	<b>Building Relationships ELG</b> ☺ 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.
<b>Physical development</b>		
<b>Gross Motor Skills ELG</b> (See separate plan for P.E) ☺ 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.	<b>Fine Motor Skills ELG</b> ☺ 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.	
<b>Literacy</b>		
<b>Comprehension and Word Reading ELG</b> ☺ Demonstrate understanding of what has been read to me by retelling stories and narratives using own words and recently introduced vocabulary. ☺ Anticipate (where appropriate) key events in stories. ☺ Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. ☺ Read Set 1 Phonics Green Words ☺ Read Set 2 Sounds ☺ Read Set 2 Phonics Green Words	<b>Writing ELG</b> ☺ Write recognisable letters, most of which are correctly formed. ☺ Spell words by identifying sounds in them (using Fred Spelling) and representing the sounds with a letter or letters (Special Friends) ☺ Write simple phrases and sentences that can be read by others.	



- ☺ Read words consistent with my phonic knowledge by sound-blending.
- ☺ Read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.

## Mathematics

### Number ELG (White Rose)

- ☺ know numbers to 10 and have a deep understanding, including the composition of each number;
- ☺ know how to Subitise (recognise quantities without counting) up to 5;
- ☺ know number bonds up to 5 by automatic recall (without reference to rhymes, counting or other aids), including subtraction facts and some number bonds to 10, including double facts.

### Numerical Patterns ELG

- ☺ know how to verbally count beyond 20, recognising the pattern of the counting system;
- ☺ know how to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- ☺ know patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### Shape, Space and Measure ELG (White Rose)

- ☺ know how to compare length, weight and capacity.
- ☺ know how to compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- ☺ know how to select, rotate and manipulate shapes in order to develop spatial reasoning skills.

## Understanding the World

### Past and Present ELG

- ☺ Children at the expected level of development will:
- ☺ Understand the past through settings and events encountered in books read in class and storytelling.

### People Culture and Communities ELG

- ☺ Children at the expected level of development will:
- ☺ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- ☺ 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 ELG

- ☺ Children at the expected level of development will:
- ☺ 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.

## Expressive arts and design

### Creating with Materials ELG

- ☺ 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 ELG

- ☺ 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.