



EYFS F2 Learning Landscape Summer 2: "Wonderful World"



<p>What do the children know already about being healthy, rainforests, Big cats, dinosaurs, sea life and transport?</p>	<p>What do we want the children to learn? (Knowledge, Skills and activities)</p>	<p>What new vocabulary do we want the children to learn?</p>
<p>Sugar is too sweet and it's not good for you, it will deflate your body Eating healthy food - get muscles Fruit Eating school dinners Carrots and broccoli are healthy We get energy - broccoli gives you lots of energy Carrots make you see in the dark Drink milk - healthy bones Brush your teeth Go to the doctor or dentist if not healthy</p>	<p>Week 1: Monday 6th June - "Handa's Surprise" by Eileen Browne and "I don't like salad" by Tony Ross WOW - Pentecost HEALTHY WEEK M - Out and about - road safety - 10.45am Road safety team T - Your body - physical/food/exercise/hygiene/teeth - Whole school assembly - Cricket coaching. CAFOD Step up to the plate video W - Your mind - Mindfulness Th - Online e-safety - No RWI - Water safety assembly 9.00-9.40am. Yr6 lead Pentecost liturgy 1.55pm Fr - Others safe - 1.40 whole school "Create and Collate" This week's INTENT is for the children understand how to keep their bodies healthy. To know how to keep themselves safe when out and about.</p> <p>IMPLEMENTATION (what activities are we going to do?)</p> <ul style="list-style-type: none"> ☺ Read "Handa's Surprise" ☺ Watch https://www.youtube.com/watch?v=XyIV_xYiOas ☺ Make a healthy fruit smoothie/kebab ☺ Design a keeping healthy poster ☺ Healthy food sorting ☺ All about me - Looking after yourself ppt ☺ Design group obstacle courses and write instructions for the other groups to follow ☺ All about healthy teeth ppt <p>White Rose Maths: Find My Pattern - Doubling - Text "Double Dave" - Sue Hendra</p> <ul style="list-style-type: none"> ☺ Double means "twice as many" ☺ Build doubles using real and mathematical equipment ☺ Build doubles using pair-wise patterns on 10 frames ☺ Build doubles exploring early symmetry ☺ Sorting doubles and non-doubles 	<p>Book vocab: Guava Mango Ripe Spikey-leaved Avocado Tangy</p> <p>Topic vocab: Safety Healthy Hygiene Exercise Energy</p>

<p>It rains all day A storm There are trees all over It's warm there A forest with trees Green iguanas and frogs Bananas grow there Crocodiles have big teeth Crocodiles can eat people They live in very dirty ponds</p>	<p>Week 2: Monday 13th June - "We're Roaming in the Rainforest" by Laurie Krebs, "Rain Forests" (Explore My World) by Marfé Ferguson Delano and "Have you seen the crocodile?" by Colin West WOW - Praise Monday - Holy Trinity Feast day retreat day Friday - Whole school mass 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</p> <p>IMPLEMENTATION (what activities are we going to do?) ☺ 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 White Rose Maths - Find My Pattern - Sharing and Grouping - Text "Pete the Cat and the Missing Cupcakes" - K & J Dean ☺ Sharing fairly means sharing equally ☺ Make and recognise equal groups ☺ Noticing items left over when they share or group - devise own suggestions for resolving this</p>	<p>Book vocab: Eagerly Sloths Caimans Prey Snare dusk</p> <p>Topic vocab: Rainforest South America Tropical jungle Brazil forest floor The understory Canopy Emergent layer</p>
<p>Big cats are called cheetahs and they can go as fast as a racing car They have furry ears, longer than any other animal Tigers have sharp teeth and sharp claws They have stripes</p>	<p>Week 3: Monday 20th June - "My Best Book of Big Cats" by Christiane Gunzi and "The Tiger who came to Tea" by Judith Kerr WOW - Knowledge Wednesday - F2 Sports afternoon - 2pm Friday - poetry day, non-uniform, Summer fayre This week's INTENT is for the children to know that big cats are carnivores. They have excellent hearing and sight. They are an endangered species.</p>	<p>Book vocab: Big cats Camouflage Cubs Hunters Pounce</p>

Lions have a mane and they jump
Africa and Australia is where they live
Eat meat and children
They are not friendly
Drink water

They are dead, died millions of years ago
They have sharp teeth
They are big and some have long necks
They eat people
They have big tongues
Some dinosaurs eat meat and some eat leaves
They have short claws
T-rex eat meat and they can roll really round
Ankylosaurus have a club on the end of their tail
There is lava
There is sand where they live

IMPLEMENTATION (what activities are we going to do?)

- ☺ Read Meet the big cat (p4&5), a world of big cats (p6&7), growing up (p8&9), perfect hunters (p10&11), cat talk (p12&13) and big cats in danger (28&29)
- ☺ Create a fact file about tigers. What do they eat? Where do they live? Research where tigers come from. What is their habitat? How are they suited to the place that they live?
- ☺ Read "The Tiger who came to Tea"
- ☺ Re-tell the story as a group. Can we change the ending? Can we change the big cat? What might that big cat eat?
- ☺ Collect amazing adjectives to describe the tiger.
- ☺ Plan a tea party of our own - children to bring a toy animal in - write an invitation - make sandwiches to eat

White Rose Maths - Find My Pattern - Even and Odd - Text "One Odd Day" - Doris Fisher

- ☺ Begin to understand that some quantities will share equally into 2 groups and some won't
- ☺ Noticing some quantities can be grouped into pairs and some will have one left over
- ☺ Use numicon to explore the odd and even structure
- ☺ Build pair wise patterns on 10 frames

Week 4: Monday 27th June - "First Fabulous Facts Dinosaurs" by Jaclyn Crupi, "Dinosaurs Galore" by Giles Andreae and "Stomp, chomp, Big Roars! Here come the Dinosaurs!" by Kaye Umansky

WOW - Understanding

Wednesday - Whole school mass

Thursday - Whole school mission and Eco day

This week's **INTENT** is for the children to know that dinosaurs were reptiles that walked the Earth for 165 million years. To know that a fossil is the remains of a dead animal and/or plant

IMPLEMENTATION (what activities are we going to do?)

- ☺ Read "First Fabulous Facts Dinosaurs" by Jaclyn Crupi
- ☺ Put children into the role of archaeologists and carry out an excavation on the school grounds
- ☺ Make our own fossils - salt dough
- ☺ Dinosaur measuring - make a life-sized T-Rex footprint (2mx2m)
- ☺ Dinosaur egg writing - make eggs (salt dough with plastic dinosaurs wrapped in cling film encased inside) - what dinosaur might be inside them?
- ☺ Watch a collection of Andy's Dinosaur Adventures - Cbeebies
- ☺ Listen to <https://www.bbc.co.uk/cbeebies/watch/playlist-andys-dinosaur-raps>

White Rose Maths - Find My Pattern - Spatial Reasoning (3) - Text "What the Ladybird Heard" - Julia Donaldson

- ☺ Models can be replicated

Topic vocab:

Meat-eaters
Carnivores
Endangered
Lions
Tigers
Jaguars
Leopards

Book vocab:

Reptiles
Fossils
Plant-eaters
Meat-eaters
Predators

Topic vocab:

Stegosaurus
Sauropods
Diplodocus
Triceratops
Tyrannosaurus rex
Prey
Herbivores
Carnivores

Dolphins can jump high up and then go back in the water
 Sharks have fins and sharp teeth
 Dolphins have tails
 Sharks have the biggest teeth
 Whales can jump
 Whales have a hole at the back and water comes out. It is so they can breathe
 Megalodon is the biggest shark
 Sharks eat meat

- ☺ Replicate simple constructions, models, real places and places in stories
- ☺ Use positional language to describe objects in relation to other items
- ☺ Follow verbal instructions to build

Week 5: Monday 4th July - , "My best book of Sharks" by Claire Llewellyn and "My best book of Whales and Dolphins" by Christiane Gunzi

WOW - Wisdom

Friday - Reports out and moving on morning

This week's **INTENT** is for the children to know that whales are the largest sea creatures on Earth. That there are two types - baleen and toothed, groups are called herds and they breathe through a blowhole. The shark is one of the fastest fish in the sea and it has a bendy skeleton.

IMPLEMENTATION (what activities are we going to do?)

Whales

☺ Read...Meet the whales (p4&5), A world of whales (p8&9), Life in the oceans (p12&13), Blowholes (p14&15), Hunting for prey (p16&17), Talking underwater (P20&21)

☺ Watch <https://www.bbc.co.uk/iplayer/episode/m00039zk/andys-safari-adventures-series-1-31-andy-and-the-humpback-whale>

☺ Watch "The Snail and the whale" by Julia Donaldson

<https://www.bbc.co.uk/iplayer/episodes/m000cslw/the-snail-and-the-whale>

☺ Jonah and the Whale - Class Liturgy

Sharks

☺ Read...Meet the shark (4&5), A world of sharks (p6&7), Swimming champions (p8&9), Baby Sharks (p10&11)

☺ Learn to sing <https://www.bbc.co.uk/cbeebies/watch/andys-animal-raps-sharky-showdown>

☺ Read "Shark in the Park" by Nick Sharratt

☺ Play "Sharks" - Have a set of hoops scattered about the floor, with children moving about 'swimming'. The stroke can be changed with older children, e.g. front crawl / back stroke / running backwards. When "sharks" is shouted, the children must get into hoops as quickly as possible (2 children to a hoop). Remove one hoop each time you shout "sharks", and ask the children to help when they are out to still make them feel part of it. When only two people are left make them touch the wall at each side of the hall on the way round the hoop to avoid cheating!

☺ Choose either a whale, a dolphin, a porpoise or a shark and write a fact file about it with a focus on appearance, habitat, diet and "a fascinating fact"

☺ Create an underwater tuff spot as a class

White Rose Maths - On The Move - Deepening Understanding - Text "Billy's Bucket - Kes Gray"

☺ Extend problem solving and develop critical thinking skills

☺ Discuss different possible starting points



Book vocab:

Mammals
 Ocean
 Porpoise
 Camouflage
 Herds
 Skeleton
 Gills

Topic vocab:

Arctic ocean
 Antarctic ocean
 Krill
 Plankton
 Calf
 Baleen whale
 Toothed whale
 Prey
 Denticles
 Pups



<p>Mermaids live in the sea There is sand at the seaside Turtles on the sand Beaches in Spain have sun trees on the beach There is water - salty There are crabs Giant squid - some are big and small Starfish and jellyfish Shells Waves can get us Some fish Pirates and buried treasure Coral - half animal and half plant</p> <p>Mini car Dumper trucks Monster trucks go really fast and they have tracks and can go up and down</p>	<p>☺ Review and discuss strategies</p> <p>Week 6: Monday 11th July - "Tiddler, The story-telling fish" By Julia Donaldson and "Barry the fish with fingers" by Sue Hendra</p> <p>WOW - Friends</p> <p>Monday - KS1 Meet the New Teacher (tbc) Friday - F2 Graduation pm</p> <p>This week's INTENT is for the children to be able to name and identify sea creatures. Knows that 'shoal' is the collective noun for a group of fish.</p> <p>IMPLEMETAION (what activities are we going to do?)</p> <ul style="list-style-type: none"> ☺ Draw a story map of Tiddler ☺ Identify all of the rhyming words that are used in the story. Collect other words that rhyme with these ☺ Make up another 'tall tale' that Tiddler might tell. ☺ Investigate floating and sinking. How do fishing boats stay afloat? What materials and shapes are the best to use when designing a boat? ☺ Make and eat fishfinger sandwiches <p>White Rose Maths - On The Move - Patterns and Relationships - Text "Pattern Fish" - Trudy Harris</p> <ul style="list-style-type: none"> ☺ Explore and investigate relationships between numbers and shapes ☺ Copy, continue and create repeating patterns ☺ Symmetrical constructions ☺ Patterns in stories <p>Week 7 & 8: Monday 18th July and Monday 25th July (two days) - (Cars and monster trucks)</p> <p>"Look Inside Things That Go" by Rob Lloyd Jones and "Mr Gumpy's Motor Car" by John Birmingham</p> <p>WOW - Awesome</p> <p>This week's INTENT is for the children to be able to name and identify different types of vehicles. To know that transport can be by land, water or air.</p> <p>IMPLEMETAION (what activities are we going to do?)</p> <ul style="list-style-type: none"> ☺ Carry out a traffic survey on Farndon Road ☺ Visit from the Traffic Police ☺ Writing questions to the Traffic Police ☺ Writing thank you letters following their visit ☺ Make police helmets to wear on our traffic survey ☺ Large scale vehicle construction using junk modelling and scrap shed materials - parents BIG BUILD <p>☺ Sponsored car wash???</p>	<p>Book vocab:</p> <p>Hauling Dawdling Squid Shoal Shipwreck Ocean</p> <p>Topic vocab:</p> <p>Seahorse Ray Skate Squid Plaice Starfish Seal Lobster</p> <p>Book vocab:</p> <p>Topic vocab:</p> <p>Vehicle Transport Land Air Water</p>
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	<p>White Rose Maths - On The Move - Spatial Reasoning (4) - Text "Once Upon a Time Map Book - B.G. Hennessy</p> <ul style="list-style-type: none"> ☺ Make maps and plans to represent places ☺ Use maps to see where things are in relation to other things ☺ Look at maps ☺ Create own maps to represent models they've built ☺ Create maps of familiar places and places in stories 	
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The Prime areas of learning (More basic, life-long skills that pave the way for children to progress towards Specific Areas of Learning).

Personal, social and emotional development*		
<p>Self-Regulation ELG</p> <ul style="list-style-type: none"> ☺ 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 	<p>Managing Self ELG</p> <ul style="list-style-type: none"> ☺ 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 	<p>Building Relationships ELG</p> <ul style="list-style-type: none"> ☺ 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.
Communication and Language*		
<p>Listening, Attention and Understanding ELG</p> <ul style="list-style-type: none"> ☺ 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 	<p>Speaking ELG</p> <ul style="list-style-type: none"> ☺ 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. 	
Physical Development*		
<p>Gross Motor Skills ELG (See separate plan for P.E)</p> <ul style="list-style-type: none"> ☺ 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. 	<p>Fine Motor Skills ELG</p> <ul style="list-style-type: none"> ☺ 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. 	

The Specific areas of learning (Areas of Learning cannot be developed alone, and rely on the skills gained in the Prime Areas of Learning).

Literacy*		
<p>Comprehension and Word Reading ELG</p> <ul style="list-style-type: none"> ☺ 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 ☺ 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. 		<p>Writing ELG</p> <ul style="list-style-type: none"> ☺ 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.
Mathematics*		
<p>Number ELG (White Rose)</p> <ul style="list-style-type: none"> ☺ 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. 	<p>Numerical Patterns ELG</p> <ul style="list-style-type: none"> ☺ 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. 	<p>Shape, Space and Measure ELG (White Rose)</p> <ul style="list-style-type: none"> ☺ 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		
<p>Past and Present ELG</p> <ul style="list-style-type: none"> ☺ Children at the expected level of development will: ☺ Understand the past through settings and events encountered in books read in class and storytelling. 	<p>People Culture and Communities ELG</p> <ul style="list-style-type: none"> ☺ 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. 	<p>The Natural World ELG</p> <ul style="list-style-type: none"> ☺ 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.

Children are defined as having reached a *Good Level of Development (GLD)* at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning (*) and the specific areas of mathematics and literacy (*).