
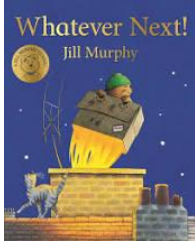

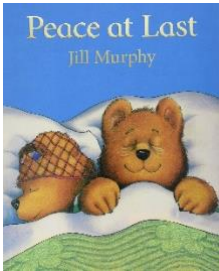
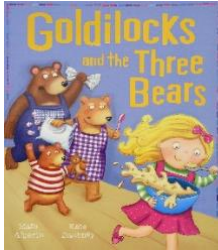




Me And My World MTP



	<u>Week 1 & Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7 & 8</u>
Key Events	Phonics Parent Workshop- 12 th September 2024			Autumn Local Walk – 4 th October 2024		
Literacy	Week 1= 1 Inset day.	Focus text: <u>Whatever Next</u>	Focus text: <u>Whatever Next</u>	Focus text: <u>Lima's red-hot chilli</u>	Focus text: <u>Peace and last</u>	Focus text: <u>Goldilocks and the three bears</u>
Key texts:	Week 2=All children to start-staggered intake.					
Whatever next!	BASELINE ASSESSMENTS -Reception Baseline Assessment (RBA) -Internal baseline Assessments -Observations	Children to retell story. Children to sequence story and use pictures to retell story. Children to write sounds in key words. LO: To sequence and retell a story	Children to go on their own rocket adventure. Children to choose items to pack for their trip to the moon. Children to draw, mark make/write words to list items. LO: To write a list	Children to recall the family members in the story and their actions. Children to mark make/write words to label characters. LO: To label characters in a story	Children to recall and sequence images from the story. Children to mark make/write words to list noises. What noises kept baby bear awake? LO: To write a list	Children to make porridge and write a shopping list of ingredients used LO: To write a shopping list
Lima's red-hot chilli	Starting School by Allan and Janet Ahlberg					
Peace at last	Come to School too, Blue Kangaroo! By Emma Chichester Clark					
Goldilocks and the three bears	Harry and the dinosaurs go to school					ASSESSMENT WEEK Phonics and HF word assessments






<p>Numeracy</p>	<p>LO: To match and sort objects</p> <p>Children identify items that look the same/different and explain how they know.</p>	<p>LO: To compare groups of objects</p> <p>Children learn that sets that have been sorted can be <i>compared</i> and <i>ordered</i>.</p> <p>LO: To measure and compare</p> <p>Children learn that objects can be compared and ordered according to their size.</p>	<p>LO: To copy, continue and create simple repeating patterns</p> <p>Children copy, continue, and create their own simple repeating patterns.</p>	<p>LO: To represent 1, 2 and 3</p> <p>Children identify representations of 1, 2 and 3.</p> <p>They subitise and count to find how many.</p> <p>They match the number names we say to numerals and quantities.</p> <p>They count up to 3 objects in different arrangements and recognise that the final number they say, names the quantity.</p> <p>They use their own mark making to represent 1, 2 and 3.</p>	<p>LO: To represent 4 and 5</p> <p>Children count on and back to 4 and 5 accurately using the counting principles.</p> <p>They count and subitise sets up to 4 and 5 objects, and represent up to 5 objects on a 5-frame. Children understand that if the frame is full then there are 5.</p> <p>They match number names to numerals and quantities.</p> <p>When counting, they continue to learn that the final number they say names the quantity of the set.</p> <p>They use their own mark-making to represent numbers to 4 and 5.</p>	<p>LO: To explore the composition of numbers to 5</p> <p>Children develop the understanding that all numbers are made up of similar numbers.</p> <p>Children explore and notice the different compositions of numbers to 5.</p> <p>Children <i>subitise</i> groups to make an amount.</p> <p>Children notice how numbers can be composed of 2 parts, or more than 2 parts.</p>	<p>LO: To compare numbers to 5</p> <p>Children continue to understand that when comparing numbers, one quantity can be more than, the same as, or fewer than another quantity.</p> <p>Children compare quantities using a variety of objects and representations.</p> <p>Children make comparisons in different contexts.</p> <p style="text-align: center;">ASSESSMENT WEEK</p>
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UW	<u>Our faces</u> LO: To identify own facial features	<u>Our body</u> LO: To identify how we can make healthy choices to look after our bodies.	<u>5 senses</u> LO: To identify and use our 5 senses to explore our environment	<u>Our family</u> LO: To identify and talk about my family	<u>Our Local Environment- Local Walk</u> LO: To identify features of my local environment	<u>Homes around the World</u> LO: To look at homes around Slough and compare them to my own	<u>Seasons</u> LO: To compare autumn and spring
PSHE	<u>Classroom Routines and Rules</u> Lo: To be aware of the classroom routines and rules and say why they are important.	<u>Intrducing Ourselves</u> LO: To idenitfy the person /people I love the most and say why	<u>Basic hygiene</u> LO: To understand how to keep ourselves clean and safe	<u>Feelings</u> Lo: To recognise a range of different feelings.	<u>Feelings</u> Lo: To understand that hands can be used to help or hurt others.	<u>Changes</u> LO: To identify some of the ways I have grown since birth.	

Introduction to PE : Unit 1

In this unit children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping, skipping.

PD	<p><u>Witches and Wizards</u></p> <p>LO: To move safely and sensibly in a space with consideration of others</p>	<p><u>Pirates</u></p> <p>LO: To develop moving safely and stopping with control</p>	<p><u>Mythical creatures</u></p> <p>LO: To use equipment safely and responsibly</p>	<p><u>To the castle</u></p> <p>LO: To use different travelling actions whilst following a path</p>	<p><u>Superheroes</u></p> <p>LO: To work with others co-operatively and play as a group</p>	<p><u>Monsters</u></p> <p>LO: To follow, copy and lead a partner</p>
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Art	<p><u>Self portraits</u> <u>LO: To create a portrait</u></p> <p>Children will create a drawing of themselves on a blank face template. Children will have the opportunity to add eyes and tissue paper to represent hair and colour their face.</p>	<p><u>Owl art</u> <u>LO: To use collage materials and printing to create an owl</u></p> <p>Children will create a collage of an owl using tissue paper and create two hand printings using paint</p> 	<p><u>Baby Bear masks</u> <u>LO: To use collage materials to create facial features using shape</u></p> <p>Children will create a collage thinking about space as they draw facial features</p>  <p><u>Fluffy paint moon art</u></p>	<p><u>Firework printing:</u> <u>LO: To create a firework using paint</u></p> <p>Children will paint using a range of colours using recycled materials</p>  <p><u>Picasso salt dough portraits</u> <u>LO: To create a sculpture in the style of Picasso</u></p>	<p><u>Picasso style abstract portraits</u> <u>LO: To create a collage in the style of Picasso</u></p> <p>Children will use images of facial features to collage a face template</p>  <p><u>Fork painting</u> <u>LO: To create a painting using texture and tools</u></p>	<p><u>Natural autumn hedgehog</u></p>  <p><u>LO: To create a collage using natural materials</u></p> <p>Children will create a collage of an autumn animal using natural materials</p> <p><u>Autumn leaf printing</u></p>
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3D rockets:
LO: To create a rocket using collage materials

Children will create a collage using recycled materials



LO: To create a painting of the moon

Children will paint and create indents using circular objects



Children will learn about the artist Picasso and his style to create playdoh portraits



Children will use tools such as forks to paint a picture of a bear

Lo: To explore patterns in natural materials

Children will use natural materials such as leaves to print and create rubbings



Music

Sing a range of well-known nursery rhymes and songs:

Wind the bobbin up
wheel on the bus Five Senses Song | CoCo melon Nursery Rhy

Song: Bismillah
Focus: Rhythm and rhyme

