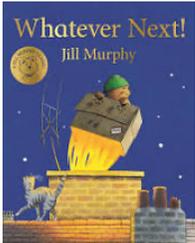
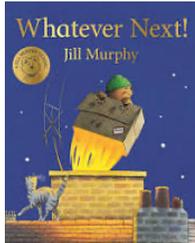
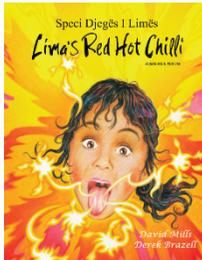
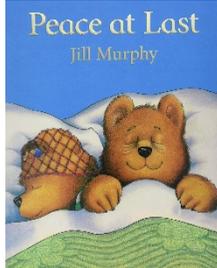
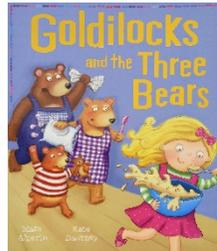




What do we know about ourselves? MTP



	<u>Week 1 and Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>	<u>Week 8</u>
<p>Literacy</p> <p>Key texts:</p> <p>Whatever next</p> <p>Lima's red-hot chilli</p> <p>Peace at last</p> <p>Goldilocks and the three bears</p>	<p>Week 1= 1 Inset day</p> <p>Week 2= All children to start-staggered intake</p> <p>BASELINE ASSESMENTS</p> <p>-Reception Baseline Assessment (RBA)</p> <p>-Literacy baseline Assessment</p> <p>-Book Assessment</p> <p>-Observations</p> <p>Starting School by Allan and Janet Ahlberg</p> <p>Come to School too, Blue Kangaroo! By Emma Chichester Clark</p> <p>Harry and the dinosaurs go to school</p>	<p>Focus text: <u>Whatever Next</u></p>  <p>Children to retell story. Children to sequence story and use pictures to retell story. Children to write sounds in key words.</p> <p>LO: To sequence and retell a story</p>	<p>Focus text: <u>Whatever Next</u></p>  <p>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.</p> <p>LO: To write a list</p>	<p>Focus text: <u>Lima's red-hot chilli</u></p>  <p>Children to recall the family members in the story and their actions. Children to mark make/write words to label characters.</p> <p>LO: To label characters in a story</p>	<p>Focus text: <u>Peace and last</u></p>  <p>Children to recall and sequence images from the story. Children to mark make/write words to list noises. What noises kept baby bear awake?</p> <p>LO: To label sounds</p>	<p>Focus text: <u>Goldilocks and the three bears</u></p>  <p>Children to make porridge and write a shopping list of ingredients used.</p> <p>LO: To write a shopping list</p>	<p>ASSESSMENT WEEK</p> <p>Phonics and HF word assessments</p>
Numeracy		<p>Sorting</p> <p>Children learn that collections of objects can be sorted into sets based on attributes such as</p>	<p>Compare Amounts</p> <p>Children learn that sets that have been sorted can be compared and ordered.</p> <p>They understand that when making</p>	<p>Representing 1, 2, 3</p> <p>Children identify representations of 1, 2 and 3. They subitise and count to find how many.</p>	<p>Representing 4 & 5</p> <p>Children count on and back to 4 and 5 accurately using the counting principles.</p>	<p>Composition to 5</p> <p>Children develop the understanding that all numbers are made up of similar numbers.</p>	<p>ASSESSMENT WEEK</p>

BASELINE ASSESSMENTS

-Reception Baseline Assessment (RBA)
-Maths Baseline Assessment
-Observations

colour, size, or shape.
Children consider what is the *same* about all of the objects in one set, and how they are *different* to other sets.

They begin to understand that the same collection of objects can be sorted in different ways and should be encouraged to come up with their own criteria for sorting objects into sets.

LO: To match and sort objects

Exploring Pattern
Children copy, continue, and create their own simple repeating patterns.
Children say the pattern aloud, as this helps them identify which repeats and supports them to continue the pattern.

comparisons, a set can have *more, fewer, or the same* amount of items as another set.

LO: To compare groups of objects

Compare Size, Mass and Capacity
Children learn that objects can be compared and ordered according to their size.

Children use language such as **big, little, large, small, tall, long, short** to describe a range of objects.

Children use vocabulary to explain what they notice.

They match the number names we say to numerals and quantities.
They count up to 3 objects in different arrangements and recognise that the final number they say, names the quantity.
They use their own mark making to represent 1, 2 and 3.

LO: To represent 1, 2 and 3

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.
They match number names to numerals and quantities.
When counting, they continue to learn that the final number they say names the quantity of the set.

They use their own mark-making to represent numbers to 4 and 5.

LO: To represent 4 and 5

Children explore and notice the different compositions of numbers to 5.
Children *subitise* groups to make an amount.
Children notice how numbers can be composed of 2 parts, or more than 2 parts.
LO: To explore the composition of numbers to 5

		LO: To copy, continue and create simple repeating patterns					
KUOW	<u>Ourselves</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</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 Rules and Behaviour Boundaries</u> Lo: To be aware of the classroom rules and say why they are important.	<u>Intrducing Ourselves</u> LO: To identify 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>My Favourite Things are...</u> LO: To express my own likes and dislikes	<u>Changes</u> LO: To identify some of the ways I have grown since birth.
PD	Holding a pencil correctly	Run in different ways for a variety of purposes Fine motor-threading	Jump in a range of ways, landing safely Fine motor completing patterns	Move safely around space and equipment	Travel in different ways, including sideways and backwards	Play a range of chasing games	Move freely using suitable spaces and speed or direction to avoid obstacles

Art

Self portraits



Owl art



3D rockets



Baby Bear masks



Fluffy paint moon art



Firework printing



Picasso salt dough portraits



Picasso style abstract portraits



Fork painting



Natural autumn hedgehog



Autumn leaf printing



Goldilocks character props



Autumn leaf puppets

