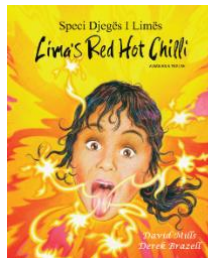
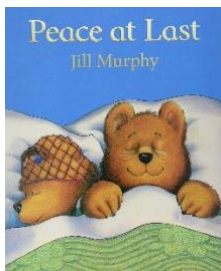
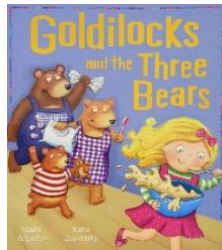




Me And My World MTP



	<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</u>
Key Events						
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 at Last</u>	Focus text: <u>Goldilocks and the Three Bears</u>
Key texts:	Week 2 = All children to start - staggered intake.					
Whatever next!	BASELINE ASSESMENTS -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 ASSESSMENT WEEK Phonics and HF word assessments
Lima's Red Hot Chilli	Starting School by Allan and Janet Ahlberg Come to School too, Blue Kangaroo! By Emma Chichester Clark Harry and the dinosaurs go to school					
Peace at Last						
Goldilocks and the Three Bears						

Numeracy	LO: To match and sort objects Children identify items that look the same/different and explain how they know.	LO: To compare groups of objects Children learn that sets that have been sorted can be <i>compared</i> and <i>ordered</i>. LO: To measure and compare Children learn that objects can be compared and ordered according to their size.	LO: To copy, continue and create simple repeating patterns Children copy, continue, and create their own simple repeating patterns.	LO: To represent 1, 2 and 3 Children identify representations of 1, 2 and 3. They subitise and count to find how many. 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 4 and 5 Children count on and back to 4 and 5 accurately using the counting principles. 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,	LO: To explore the composition of numbers to 5 Children develop the understanding that all numbers are made up of similar numbers. Children explore and notice the different compositions of numbers to 5. Children <i>subitise</i> groups to make an amount. Children notice how numbers can be composed of 2 parts, or more than 2 parts.	LO: To compare numbers to 5 Children continue to understand that when comparing numbers, one quantity can be more than, the same as, or fewer than another quantity. Children compare quantities using a variety of objects and representations. Children make comparisons in different contexts. ASSESSMENT WEEK
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					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.		
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</u> <u>t- 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> To follow our classroom rules and say how they help us.	<u>Introducing Me</u> Lo: To share what makes me special.	<u>IQRA's Learning Behaviours</u> To identify and show our learning behaviours: being caring, independent, creative, resilient and critical thinkers.	<u>Classroom iPads</u> Lo: To use iPads safely.	<u>Our Local Community</u> Lo: To explore our local community.	<u>Our School Community</u> Lo: To identify the adults who help us in school and understand that we are all part of our school community.	<u>Feelings and Choices</u> LO: To recognise a range of feelings and understand how our choices can help or hurt others.
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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	<u>Witches and Wizards</u> LO: To move safely and sensibly in a space with consideration of others	<u>Pirates</u> LO: To develop moving safely and stopping with control	<u>Mythical creatures</u> LO: To use equipment safely and responsibly	<u>To the castle</u> LO: To use different travelling actions whilst following a path	<u>Superheroes</u> LO: To work with others co-operatively and play as a group	<u>Monsters</u> LO: To follow, copy and lead a partner
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Art	<u>Self portraits</u> <u>LO: To create a portrait</u> Children will create a collage of themselves on a blank face template. Children will have the opportunity to add eyes and wool to represent hair, draw on lips and ears.  <u>To draw a self portrait</u> Children to be encouraged to look in a	Bear collage <u>LO: To cut out shapes of a bear to create a collage.</u> Children will be given different parts of a bear. They will practice their fine motor skills by cutting around the edge of the shapes.  Paint a portrait LO: To paint a portrait. Children will be encouraged to look in a mirror to	<u>Owl art</u> <u>LO: To use collage materials and printing to create an owl</u> Children will create a collage of an owl using tissue paper and create two hand printings using paint  <u>LO: To create a rocket using collage materials</u> Children will create a collage using	<u>Baby Bear masks</u> <u>LO: To use collage materials to create facial features using shape</u> Children will create a collage thinking about space as they draw facial features  <u>Fluffy paint moon art</u> <u>LO: To create a painting of the moon</u> Children will paint and create indents using circular objects 	<u>Picasso style abstract portraits</u> <u>LO: To create a collage in the style of Picasso</u> Children will use images of facial features to collage a face template  <u>Firework printing:</u> <u>LO: To create a firework using paint</u> Children will paint using a range of colours using recycled materials	<u>Picasso salt dough portraits</u> <u>LO: To create a sculpture in the style of Picasso</u> Children will learn about the artist Picasso and his style to create playdoh portraits  <u>Fork painting</u> <u>LO: To create a painting using texture and tools</u> Children will use tools such as forks to paint a picture of a bear	<u>Natural autumn hedgehog</u> <u>LO: To create a collage using natural materials</u> Children will create a collage of an autumn animal using natural materials  <u>Autumn leaf printing</u> <u>Lo: To explore patterns in natural materials</u> Children will use natural materials such as leaves to print and create rubbings
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