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| Image result for childrens heads clip art pngImage result for childrens heads clip art png**Ourselves MTP** | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Literacy**  **Key texts:**  **Whatever next**  **Harry and the dinosaurs go to school**  **Lima’s red-hot chilli**  **Peace at last**  **Goldilocks and the three bears** | **Children to start**  **Staggered intake**  **6 new children per day**  **BASELINE ASSESMENTS**  **Book assessments**  **Assessment booklet**  **Observations** | ***Writing***  **Focus text:**  **Whatever next**  Whatever Next!: Amazon.co.uk: Murphy, Jill: Books  My rocket adventure  What would you take to the moon?  Children to draw, mark make/write words to label objects. | ***Reading***  **Focus text:**  **Harry and the dinosaurs go to school**  Harry and the Dinosaurs Go to School: Amazon.co.uk: Whybrow, Ian ...  Children to listen to the story and re call key events. Children to illustrate their understanding.  Focus: initial sounds m and s | ***Writing***  **Focus text:**  **Lima’s red-hot chilli**  Lima's Red Hot Chilli | Mantra Lingua UK  Children to recall the family members in the story and their actions. Children to label/mark make. | ***Reading***  **Focus text:**  **Peace and last**  Peace at Last: Amazon.co.uk: Murphy, Jill: Books  Children to recall and sequence images from the story. Children to label/mark make. | ***Writing***  **Focus text: Goldilocks and the three bears**  Goldilocks and the Three Bears (My First Memories. My First Fairy ...  Children to make porridge and write a shopping list of ingredients used. | ***Reading***  **Focus text: Goldilocks and the three bears**  Goldilocks and the Three Bears (My First Memories. My First Fairy ...  Children to recall and match the 3 bears to objects in the story.  **Phonics/HF word assessments** |
| **Numeracy** | **One, two, three**  Children to be taught to count forwards and backwards 1-3  They count up to **identical objects** in **different/same arrangements** by touching each object as they count, saying the names in a **stable order**. | **One, two, three**  Children to be taught to count forwards and backwards 1-3  They count up to 3 different objects in **different /same arrangements** by touching each object as they count, saying the names in a **stable order**. | **Four**  Children can continue to apply the counting principles when counting to four (forwards and backwards).  They can **represent** four in **different ways** and **count out** four objects from a larger group. | **Five**  Children to continue to learn to **count forwards and backwards** accurately using the counting principles. They **represent** up to 5 objects on a **five frame** and understand that if the frame is full then there are 5 | **Sorting into groups**  Children learn that collections of objects can be **sorted into sets** based on attributes such as **size** and **colour.**  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. | **Comparing quantities of Identical objects**  When **comparing 2** **groups** children should be encouraged to **line** the items to make **direct comparisons.** Using 5 frames can support this.  They should also be encouraged to count each set carefully which helps them to link names of numbers, their value and their position in the counting order  **Mini maths assessment** |
| **KUOW** | **Ourselves**  LO: To identify own facial features | **Our family**  LO: To identify members of my family.  Image result for my home eyfs activities | **Our body**  LO: To identify our body parts and explain how we use them | **5 senses**  LO: To identify and use our 5 senses | **Our Local Environment**  LO: To identify features of our local environment | **Homes around the World**  LO: To identify different types of houses, and compare this to our home | **Seasons**  LO: To identify signs of autumn |
| **PSHE** | **Classroom Rules and Behaviour Boundaries**  Lo: To be aware of the classroom rules and say why they are important. | **Intrducing Ourselves**  LO: To idenitfy the person /people I love the most and say why | **Basic hygiene**  LO: To understand how to keep ourselves clean and safe | **My Favourite Things are…**  LO: To express my own likes and dislikes. | **Feelings**  Lo: To understand  that hands can be can be used to help or hurt others. | |  | | --- | | **Feelings**  Lo: To recognise a  range of different  feelings? | | **Changes**  LO: To identify  some of the ways  I have grown since birth. |
| **PD** | Climbing and balancing on the outdoor obstacle course  Holding a pencil correctly | Using the bikes effectively  Fine motor- threading | Balancing and climbing on outdoor wooden play frame  Fine motor completing patterns | Moving in a range of ways:  slithering, shuffling, rolling, crawling, | Moving in a range of ways:  walking, running, jumping, skipping, sliding and hopping. | Throwing and catch a ball | Bean bag and hoop matching |
| **Art** | Image result for self portrait eyfs different materials | How to make a Rocket? DIY - YouTube | Dinosaurs! | Dinosaur activities preschool, Dinosaur crafts ... | grandparents | Family tree craft, Easy paper crafts kids ... | Peace at Last Display, classroom display, class display, Story ... | Sensory Play with Porridge | Fairy tales preschool, Fairy tale ... | 13 Best The Three Bears images | Goldilocks, the three bears ... |