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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: BooksMy 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 UKChildren 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: BooksChildren 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 1-3They 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 1-3They 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 understandthat hands can be can be used to help or hurt others.  |

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| **Feelings** Lo: To recognise a range of different feelings? |

 | **Changes**LO: To identify some of the waysI 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 ... |