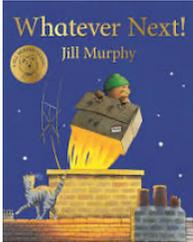
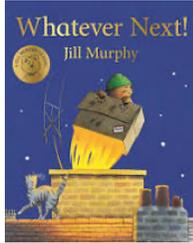
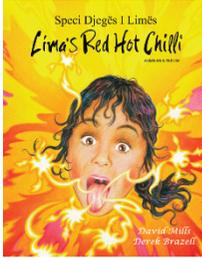
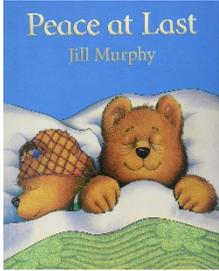
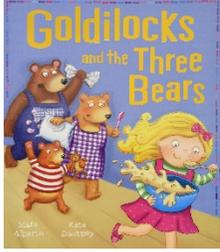
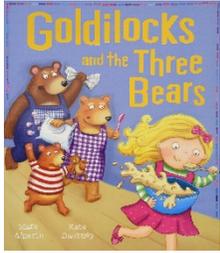




Ourselves MTP



	<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= 2 Inset days and 1 day of staggered starts.</p> <p>Week 2=Most children to start-staggered intake</p> <p>BASELINE ASSESSMENTS</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>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 retell a story I must put the pictures in order. I should retell the story using the pictures. I could begin to write key words.</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 I must say what I would take to the moon. I should write the initial sound of words. I could write the sounds I hear in words.</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 I must name the characters in the story. I should write the initial sound. I could write the sounds I hear in words.</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.</p> <p>What noises kept baby bear awake?</p> <p>LO: To write a list I must recall the sounds that kept daddy bear awake. I should write the initial sound of words</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 I must say what ingredients I used. I should write the initial sound of words. I could write the sounds I hear in words.</p>	<p>Focus text: <u>Goldilocks and the three bears</u></p>  <p>Children to sequence images from the story and use the pictures to retell the story. Children to write key words and phrases related to each picture.</p> <p>LO: To retell a story I must sequence the pictures and use them to retell the story. I should write the sounds I hear in words. I could write simple phrases.</p>

	<p>Harry and the dinosaurs go to school</p> <p>BASELINE ASSESSMENTS</p> <p>-Reception Baseline Assessment (RBA)</p> <p>-Maths Baseline Assessment</p> <p>-Observations</p>				<p>I could write the sounds I hear in words.</p>		<p>Phonics and HF word assessments</p>
<p>Numeracy</p>		<p>Counting to 3 Children will start to count to 3 and back from 3. They will link the skill of counting 3 concrete objects to the pictorial representation of 3, and then to the abstract numerals 1, 2 and 3.</p> <p>LO: To count to 3 I must match 1, 2 and 3 objects I should represent 3 using different models I could recreate 3 in a variety of ways Digging deeper: I could find objects in groups of 2's and 3's</p>	<p>Counting to 4 Children will build on their knowledge of counting to 3, by counting to 4. They will link the skill of counting 4 concrete objects to the pictorial representation of 4, and then to the abstract numeral 4. The five frame is introduced for the first time.</p> <p>LO: To count to 4 I must show 4 I should count to 4 I could show 4 in different ways Digging deeper: I could find objects that are in 4's</p>	<p>Counting to 5 Children will learn to count to 5 using the counting principles they developed in Week 1 and Week 2. Children will represent numbers up to 5 in concrete and pictorial ways as well as linking an amount to the numerals 1, 2, 3, 4 and 5.</p> <p>LO: To count to 5 I must recognise 5 I should count backwards and forwards from 5 I could show 5 in different ways Digging deeper: I could recreate what I have seen on a five-frame</p>	<p>Sorting into 2 groups Children will focus on similarities and differences in sets of objects found in the classroom. Children will sort objects into two groups based on size, colour and shape. They will discover that groups can be sorted in different ways and into more than two groups.</p> <p>LO: To sort objects into 2 groups I must describe 1 object by shape, size, and colour I should sort objects into 2 groups, and describe how I have sorted them</p>	<p>Comparing quantities of identical objects Children will compare groups of identical objects using the language more, fewer and less. Identical objects are compared in different orientations, and include equal-quantity groups to prompt more creative thinking about how identical groups can be compared.</p> <p>LO: To compare groups of identical objects I must identify if a group has more or fewer objects</p>	<p>Assessments Comparing quantities of non-identical objects Children will compare two groups of non-identical objects saying which group of objects has more, fewer or the same. Children will build on learning from the previous week, matching objects to compare quantities, but focusing on matching non-identical objects to draw out the misconception that objects must be the same to compare them.</p> <p>LO: To compare groups of non-identical objects I must identify more/fewer I should sort and match non-identical objects into 2 groups I could use more, fewer, and the same to describe groups of non-identical objects</p>

					<p>I could sort objects into more than 2 groups</p> <p>Digging deeper: I could sort 2D shapes and record all the ways I have sorted them</p>	<p>I should show more or fewer when given an amount</p> <p>I could show groups that are equal</p>	
KUOW	<p><u>Ourselves</u> LO: To identify own facial features</p>	<p><u>Our body</u> LO: To identify our body parts and explain how we use them</p>	<p><u>5 senses</u> LO: To identify and use our 5 senses to explore a range of fruit.</p>	<p><u>Our family</u> LO: To identify members of my family.</p> 	<p><u>Our Local Environment</u> LO: To identify features of my local environment</p>	<p><u>Homes around the World</u> LO: To look at homes around the world and compare them to my own.</p>	<p><u>Seasons</u> LO: To compare Autumn and Spring.</p> 
PSHE	<p><u>Classroom Rules and Behaviour Boundaries</u> Lo: To be aware of the classroom rules and say why they are important.</p>	<p><u>Intrducing Ourselves</u> LO: To idenfity the person /people I love the most and say why</p>	<p><u>Basic hygiene</u> LO: To understand how to keep ourselves clean and safe</p>	<p><u>My Favourite Things are...</u> LO: To express my own likes and dislikes.</p>	<p><u>Feelings</u> Lo: To understand that hands can be used to help or hurt others.</p>	<p><u>Feelings</u> Lo: To recognise a range of different feelings.</p>	<p><u>Changes</u> LO: To identify some of the ways I have grown since birth.</p>

<p>PD</p>	<p>Holding a pencil correctly</p>	<p>Run in different ways for a variety of purposes</p> <p>Fine motor-threading</p>	<p>Jump in a range of ways, landing safely</p> <p>Fine motor completing patterns</p>	<p>Move safely around space and equipment</p>	<p>Travel in different ways, including sideways and backwards</p>	<p>Play a range of chasing games</p>	<p>Move freely using suitable spaces and speed or direction to avoid obstacles</p>
<p>Art</p>							