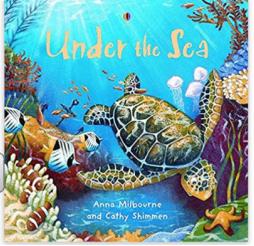
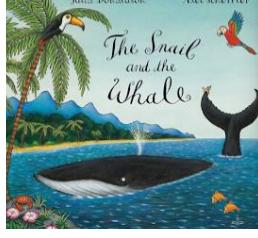
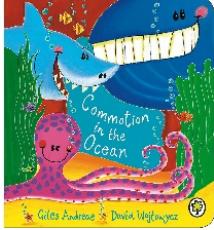
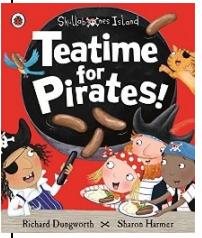
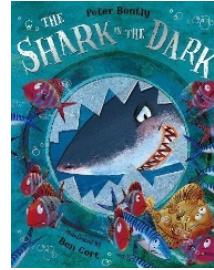
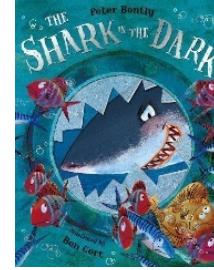
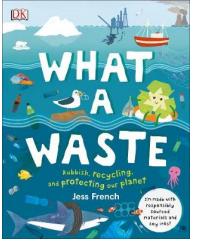
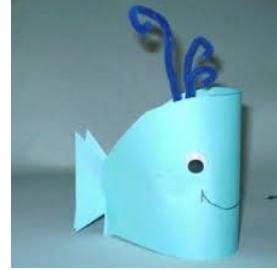
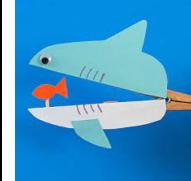
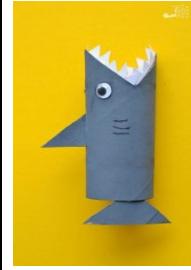


Under the Sea MTP

Key events	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Literacy	<p>Writing Focus text: <u>Under the Sea</u></p>  <p>Key texts: <u>Under the Sea</u></p> <p>The Snail and the Whale</p> <p>Children to apply their phonics knowledge to label creatures that live under the sea.</p> <p>Lo: To label creatures that live under the sea</p> <p>I must write the initial sound of words. I should write the sounds I hear in words I could write a phrase.</p>	<p>Writing Focus text: <u>The Snail and the Whale</u></p>  <p>Focus text: <u>The Snail and the Whale</u></p> <p>Children to identify the rhyming words in the story. Children to write their own rhyming pairs, strings and phrases using their phonics knowledge.</p> <p>Lo: To continue a rhyme</p> <p>I must write the initial sound of rhyming pairs. I should write the sounds I hear in a rhyming string.</p>	<p>Writing Focus text: <u>Commotion in the ocean</u></p>  <p>Focus text: <u>Commotion in the ocean</u></p> <p>Children to use adjectives to describe sea creatures by appearance and behaviour.</p> <p>Lo: To use adjectives to describe sea creatures</p> <p>I must write the initial sound of words.</p>	<p>Writing Focus text: <u>Tea time for pirates</u></p>  <p>Focus text: <u>Tea time for pirates</u></p> <p>The greedy pirate is hungr. Can you fill his tummy with lots of food? Children to draw and label various food items.</p> <p>Lo: To write an apology letter.</p>	<p>Writing Focus text: <u>Shark in the dark</u></p>  <p>Focus text: <u>Shark in the dark</u></p> <p>Apology letter Children to write an apology letter from the shark's perspective apologising for his behaviour. Dear fish... I am sorry... love from...</p> <p>Lo: To write an apology letter.</p>	<p>Writing Focus text: <u>Shark in the dark</u></p>  <p>Focus text: <u>Shark in the dark</u></p> <p>Writing Assessment Children to write a recount of their sea life aquarium trip.</p> 	<p>Phonics and HF word assessments</p> <p>Lo: To write a trip recount. I must write the sounds I hear in words.</p>

		I could complete a rhyming phrase.	I should write the sounds I hear in words. I could write a phrase/simple sentence.	Lo: To label the foods the pirate ate. I must write the sounds I hear in words. I should write phrases. I could write a simple sentence.	I must write the sounds I hear in words. I should write phrases. I could write a simple sentence.	I should write phrases. I could write sentences.	
Numeracy	<p><u>3D Shapes</u> <u>LO: To identify properties of 3D shapes</u> I must sort 3D shapes I should describe 3D shapes I could explain similarities and differences between 3D shapes</p>	<p><u>2D Shapes</u> <u>LO: To identify 2D shapes</u> I must identify 2D shapes on 3D objects I should match 3D shapes to their 2D print and name each 2D shape I could say which 3D shape has more than 1 print</p>	<p><u>My Day</u> <u>LO: To order familiar events</u> I must talk about familiar events in my day I should sequence 3 events in my day I could use language related to time</p>	<p><u>One more within 5</u> <u>LO: To find one more within 5</u> I must add one more I should show one more using manipulatives I could make up a story to describe and then show one more</p>	<p><u>One less within 5</u> <u>LO: To find one less within 5</u> I must complete a one less story I should show one less than 5 I could order a one less story</p>	<p><u>Number bonds to 5 – part-whole model</u> <u>LO: To identify number bonds to 5</u> I must sort objects into groups I should use number bonds to 5 to split a whole into parts</p>	<p><u>Spatial Awareness</u> <u>LO: To use positional and directional language</u> I must follow a set of simple instructions I should use positional and directional language to follow instructions I could use positional and directional language to give instructions</p>

						I could split the whole into more than 2 parts	
KUOW	<u>Land and sea animals</u> LO: To classify land and sea animals	<u>All about whales</u> LO: To compare whales to snails	<u>Science investigation floating and sinking</u> <i>Which objects in our class room can float/ sink?</i>	<u>All about pirates</u> LO: To recognise parts of a pirate ship	<u>Rivers and canals</u> LO: To visit a canal and compare its differences to the sea.	<u>Sharks</u> LO: To recognise the similarities and differences between sharks	<u>Pollution</u>  LO: To identify some of the natural and man made objects found on beaches.

Art	    	 	 	  	 	 
PSHE	We are all different – respecting cultures and others	Resilience – never giving up	Stories from around the world workshop. Anti Bullying Week Odd socks	What Makes Us Special	Fabulous Friends	Saying Sorry It's Good To Care

PD	Jump in a range of ways from one space to another with control	Move around, under, over, and through different objects and equipment	Begin to balance with control	Stand on one foot to hold balance	Complete simple sequences to different stimulus	Ride a balance bike safely, with both feet on the floor	Scoot safely
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