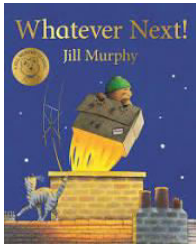
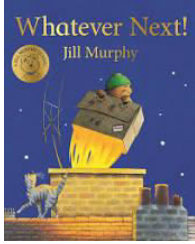

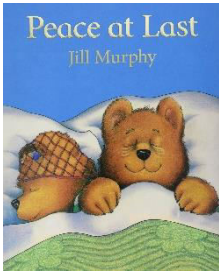
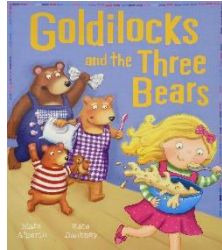




Me And My World MTP



| | <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 | Phonics Parent Workshop- 14 th September 2023 | | | Autumn Local Walk – 6 th October 2023 | | |
| 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 and last</u> | Focus text: <u>Goldilocks and the three bears</u> |
| Key texts: | Week 2=All children to start-staggered intake. |  |  |  |  |  |
| Whatever next! | BASELINE ASSESSMENTS -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 |
| Lima's red-hot chilli | | | | | | |
| Peace at last | Starting School by Allan and Janet Ahlberg | | | | | |
| Goldilocks and the three bears | Come to School too, Blue Kangaroo! By Emma Chichester Clark Harry and the dinosaurs go to school | | | | | ASSESSMENT WEEK Phonics and HF word assessments |

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|------------------------|---|--|---|---|---|-------------------------------|
| <p>Numeracy</p> | <p>LO: To match and sort objects</p> <p>Children identify items that look the same/different and explain how they know.</p> <p>LO: To measure and compare</p> <p>Children learn that objects can be compared and ordered according to their size.</p> | <p>LO: To compare groups of objects</p> <p>Children learn that sets that have been sorted can be <i>compared</i> and <i>ordered</i>.</p> <p>LO: To copy, continue and create simple repeating patterns</p> <p>Children copy, continue, and create their own simple repeating patterns.</p> | <p>LO: To represent 1, 2 and 3</p> <p>Children identify representations of 1, 2 and 3.</p> <p>They subitise and count to find how many.</p> <p>They match the number names we say to numerals and quantities.</p> <p>They count up to 3 objects in different arrangements and recognise that the final number they say, names the quantity.</p> <p>They use their own mark making to represent 1, 2 and 3.</p> | <p>LO: To represent 4 and 5</p> <p>Children count on and back to 4 and 5 accurately using the counting principles.</p> <p>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.</p> <p>They match number names to numerals and quantities.</p> <p>When counting, they continue to learn that the final number they say names the quantity of the set.</p> <p>They use their own mark-making to represent numbers to 4 and 5.</p> | <p>LO: To explore the composition of numbers to 5</p> <p>Children develop the understanding that all numbers are made up of similar numbers.</p> <p>Children explore and notice the different compositions of numbers to 5.</p> <p>Children <i>subitise</i> groups to make an amount.</p> <p>Children notice how numbers can be composed of 2 parts, or more than 2 parts.</p> | <p>ASSESSMENT WEEK</p> |
|------------------------|---|--|---|---|---|-------------------------------|

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|---|---|--|---|--|---|---|---|
| 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- 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> Lo: To be aware of the classroom routines and rules and say why they are important. | <u>Intrducing Ourselves</u> LO: To idenitfy the person /people I love the most and say why | <u>Basic hygiene</u> LO: To understand how to keep ourselves clean and safe | <u>Feelings</u> Lo: To recognise a range of different feelings. | <u>Feelings</u> Lo: To understand that hands can be used to help or hurt others. | <u>Changes</u> LO: To identify some of the ways I have grown since birth. | |
| <u>Introduction to PE : Unit 1</u> | | | | | | | |
| 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 | <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 | |

consideration of others

Art

Self portraits
LO: To create a portrait

Children will create a drawing of themselves on a blank face template. Children will have the opportunity to add eyes and tissue paper to represent hair.



Owl art
LO: To use collage materials and printing to create an owl

Children will create a collage of an owl using tissue paper and create two hand printings using paint



3D rockets:
LO: To create a rocket using collage materials

Children will create a collage using recycled materials

Baby Bear masks
LO: To use collage materials to create facial features using shape

Children will create a collage thinking about space as they draw facial features



Fluffy paint moon art
LO: To create a painting of the moon

Children will paint and create indents using circular objects



Firework printing:
LO: To create a firework using paint

Children will paint using a range of colours using recycled materials



Picasso salt dough portraits
LO: To create a sculpture in the style of Picasso

Children will learn about the artist Picasso and his style to create playdoh portraits



Picasso style abstract portraits

LO: To create a collage in the style of Picasso

Children will use images of facial features to collage a face template



Fork painting
LO: To create a painting using texture and tools

Children will use tools such as forks to paint a picture of a bear



Natural autumn hedgehog



LO: To create a collage using natural materials

Children will create a collage of an autumn animal using natural materials

Autumn leaf printing
Lo: To explore patterns in natural materials

Children will use natural materials such as leaves to print and create rubbings



Music

Sing a range of well-known nursery rhymes and songs:

Wind the bobbin up

wheel on the bus Five Senses Song | CoCo melon Nursery Rhymes

Song: Bismillah

Focus: Rhythm and rhyme