

Advent 1 MTP EYFS

Themes, interests, possible lines of enquiry	Autumn Bonfire Night Diwali Christmas Remembrance Day
ASSESSMENT	National Baseline School Baseline CTK RE Baseline CTK Writing Baseline
Literacy and Vocabulary Key Texts	Time Capsule/The Street Beneath my Feet. Leaf Man
Dear Time Texts	Handa's Surprise This Little Piggy First 100 words Farmer Duck Shu Lin's Grandpa Everywhere Babies Riley can be anything
Mathematics Key Texts	One Ted Falls Out of Bed Pattern Fish Anno's Counting Book
Area of Learning	Knowledge and skills
Communication and Language	<u>Listening:</u> <ul style="list-style-type: none"> • I can listen to and join in with songs, rhymes stories and associated actions. • I can Listen in familiar and new situations. • Maintain attention in new situations e.g., whole school assembly or PE sessions in the hall. • Shift attention when required e.g., when given a clear prompt - 'name'. • I can identify rhyming pairs and continue a rhyming string.

	<p><u>Speaking:</u></p> <ul style="list-style-type: none"> • I can offer my own ideas based in several situations, sometimes with support. • I talk in full sentences, sometimes with support. • I talk in full sentences, of at least 4-6 words. • I retell the main points of my favourite stories. • I can answer where, when, how and why questions, sometimes adding more detail to my answers.
PSED	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • I can use basic vocabulary (happy, sad) to identify and explain my emotions. • I can show a developing understanding of classroom rules and routines. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • I can listen to, and complete 2-part instructions given by my teachers. • I can ask for help from familiar adults or other children when I need it. • I can make independent choices in the learning environment sometimes with support. • Know areas they would like to play in or resources they would like to use and independently access. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • I can share and take turns without an adult. • I know that I need to listen to my friends and teachers and can show this by looking.

Physical Development	<p><u>Gross Motor</u></p> <ul style="list-style-type: none"> • I can explore different ways of moving, including marching, tiptoeing, and squatting. • I can go to the toilet independently, wash my hands, say when I'm hungry / thirsty / feeling unwell, line up and follow instructions. • I can climb over, under and through <p><u>Fine Motor</u></p> <ul style="list-style-type: none"> • I can use one handed tools safely and find what need in the environment e.g., scissors, knives, forks, pencils, paintbrushes. • I can cut using scissors with growing control. <p>REAL P.E → To be taught by coach and Tch</p> <p>BIG MOVES → To be taught by Tch</p>
Literacy	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> • I can orally blend and segment • I can read my own name • I know that text is read left to right • I know how to hold a book correctly • I can find the front cover of a book <p><u>Comprehension</u></p> <ul style="list-style-type: none"> • I can talk about what has happened in the story so far. • I can listen carefully to stories, rhymes, non-fiction, and songs. <p><u>Writing - Time Capsules</u></p> <ul style="list-style-type: none"> • To hold a pencil correctly and form the letter using the mnemonic

	<ul style="list-style-type: none"> • To write recognisable letters • To be able to write some Letters of my name • To know name starts with a capital letter and the rest are lower case • Recorded writing – Write first name for the Time Capsule <p><u>Writing – The Leaf Man</u></p> <ul style="list-style-type: none"> • To hold a pencil correctly and form the letter using the mnemonic • To write recognisable letters • To be able to form lower case letters correctly. • Recorded writing - To write a simple label using the sounds I know (man/ Leaf man)
Phonics	See Little Wandle MTP
Mathematics	<p><u>Number</u></p> <ul style="list-style-type: none"> • I can count by rote • I can use 1:1 correspondence when counting • I can spot AB patterns • I can count objects, actions, and sounds from 0 - 1 • I can subitise numbers 0 -1 • I can link the quantity to the cardinal number it represents. • I can count forwards and backwards to 1 • I can use a five frame. • I can use jottings to represent numbers to 1 • Know how to identify representations of 1 • Know how to match the number names we say to numerals and quantities. • Know that circles have one curved side. • I can Double the number 1 • I Know if the numbers 1 is odd or even • I can compare number 0-1

	<p><u>Numerical Pattern</u></p> <ul style="list-style-type: none"> • Begin to know that as we count each number is one more than the one before. • Begin to know as we count back each number is one less than the previous number. • Begin to know that all numbers are made up of smaller numbers.
Understanding the World	<p><u>Time Capsule/The Street Beneath my Feet.</u></p> <p>People Culture and Community</p> <ul style="list-style-type: none"> • I can talk about what I look like. • I know what I look like and can describe myself: Recorded piece – Self-portraits for time capsule. • I can compare my school environment with my home environment and say how these differences might impact on my behaviour. <p>Past and Present</p> <ul style="list-style-type: none"> • I can talk about how I have changed since being a baby.
Expressive Arts and Design	<p><u>Creating with Materials</u></p> <p><u>Time Capsule/The Street Beneath my Feet – Focus.</u></p> <ul style="list-style-type: none"> • I can use a camera to take photos of myself and my friends. • I can name all the colours and use them for a purpose. • I can observe my features and create a self-portrait. • Recorded Piece – Complete a self portrait for Time Capsule <p><u>Bridget Riley Focus</u></p> <ul style="list-style-type: none"> • I know that to use a tripod grip when using paint brushes (the same as a pencil)

	<ul style="list-style-type: none"> • I know how to use a ruler by splaying my hands and pressing down firmly. • I know to keep one hand still when drawing around an object and move the other hand around the object. • Recorded Piece - Create a piece of art work in the style of Bridget Riley using the skills I have learnt <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • I know that at least 3 nursery rhymes from memory • Rhyme Time in LW sessions daily (for first 2 weeks)
Computing	<p><u>Computing</u></p> <ul style="list-style-type: none"> • I know that a visualiser makes a bigger picture of an object • I know that the interactive board is a big computer
R.E	<p><u>Unit</u></p> <ul style="list-style-type: none"> • Myself <p><u>RSE</u></p> <ul style="list-style-type: none"> • Module 1, Unit 2: Created and Loved by God: <u>Heads, shoulders, knees and toes</u> • Module 1, Unit 3: Created and Loved by God: <u>I like, you like, we all like</u>