

## Advent 1 MTP EYFS

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

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

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

- 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

**Writing – The Leaf Man**

- 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 my name/simple label using phonics sounds.

**Phonics**

**See Little Wandle MTP**

**Mathematics**

**Number**

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

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