



Advent 2 MTP EYFS

Themes, interests, possible lines of enquiry	Bonfire Night Christmas Advent Christingle Remembrance Day All Souls Day St Andrew's Day
ASSESSMENT.	<u>Writing:</u> Letter to Santa. <u>Phonics:</u> LW Assessment.
Literacy and Vocabulary Key Texts	Owl Babies Hungry Hen Twas the night before Christmas The Nativity Story
Dear Time Texts	Stickman Whatever Next Wiggle and Roar
Mathematics Key Texts	How To Count to One. Noah's Ark. Goldilocks and the Three Bears. A Squash and a Squeeze. The Perfect Fit.
Area of Learning	Knowledge and skills
Communication and Language	<u>Listening:</u> <ul style="list-style-type: none">• I can retell known stories in my own words, with some support.• I can offer my own ideas and recall experiences using new words I've learnt.• I can make up my own stories with support.• I talk in full sentences using past and present tenses accurately.

	<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. • I talk in full sentences, of at least 4-6 words. • I retell the main points of my favourite stories. • I can begin to ask where, when, how and why questions.
PSED	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • I can use vocabulary (happy, sad, worried, angry, excited) 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 use more complex vocabulary to identify the emotions and feelings in stories. D (The colour Monster D.E.A.R) • I can show an increasing awareness and understanding of the feelings of others. D (The colour Monster D.E.A.R) • I follow classroom rules and routines. • I can complete two-part instructions given to me by my teacher without reminders. • I can make independent choices in the learning environment. • I can continue an activity until completion. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • I can work with my friends to tidy the learning environment by following a model. • I can pay attention and respond appropriately in conversations.

Physical Development	<p><u>Gross Motor</u></p> <ul style="list-style-type: none"> • I can use a pen, pencil, scissors, or paintbrush to follow along / trace a line / shape. • I can form identifiable letters, following a model. <p><u>Fine Motor</u></p> <ul style="list-style-type: none"> • I can show coordination when demonstrating gross motor movements i.e. rolling, crawling, skipping, hopping, jumping etc). • I can explore different ways of moving and using equipment. • I can balance on 1 leg. • I can hold a position for 10 seconds. • I can get dressed and undressed independently. <p>REAL P.E → To be taught by coach and Tch BIG MOVES → To be taught by Tch</p>
Literacy	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> • I can confidently read the first 19 letter sound correspondences (Phase 2) • I can read all Phase 2 Tricky words. • I can read and make CVC words. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> • I can read phase 2 band books, sometimes with support. <p><u>Writing - Owl Babies</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 write some letters of my name. • To know name starts with a capital letter and the rest are lower case. • Recorded writing – Name writing + simple word/caption.

Writing – Hungry Hen

- 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 – Chn to write name/simple caption/word eg. “hen”.

Writing – Twas the night before Christmas

- 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 – Chn to write name/words for items on Christmas list.

Writing assessment

Check points:

- I can write some of the phase 2 tricky words (I, to)
- I can write a cvc word (Can)
- I can use finger spaces between words)
- To write words with sounds I know

“Please can I have:

A _____

A _____ ”

Phonics

See Little Wandle MTP

Mathematics

Number

- I can count objects, actions, and sounds from 0 - 4
- I can subitise numbers 0 -4
- I can link the quantity to the cardinal number it represents.
- I can count forwards and backwards to 4

- I can use a five frame.
- I can use jottings to represent numbers to 4
- I know how to identify representations of 3 and 4
- I know how to match the number names we say to numerals and quantities.
- I know that triangles have 3 sides.
- I know that squares and rectangle have 4 sides.
- I can Double the number 3 and 4
- I Know if the numbers 3-4 are odd or even
- I can compare number 0-4

Numerical Pattern

- 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

The Nativity Story

People Culture and Community

- To know the names of different people in the story (Mary, Joseph, Baby Jesus, The three Kings, The Shepherds).
- To Know that on Christmas day Jesus was born.
- To know that Mary and Joseph where Jesus's parents
- To know that a star led the three Kings and the Shepherds to Jesus.
- To know that an angel visited Mary to tell her she would have a baby.
- To know that Jesus is the king.

Twas the Night Before Christmas

Past and Present

- I know that people's lives were different to what they are now.
- I know that Santa was called St Nicholas in the past.
- I know my Christmas toys would have been different to the past.
- I know that my Christmas traditions are different to the past.
- (Grandparents to come in to talk about their Christmas experiences)

Owl Babies

The Natural World

Know some features of a woodland habitats and the animals that live there (owls/birds generally and nests)

Expressive Arts and Design

Owl Babies

Creating with Materials

- I know that that scissors can be used to cut things.
- I know that that scissor control comes from holding the scissors pointing to the sky and moving the paper around.
- I know that a pivot is made using a split pin which allows the wings on the owl to move.
- I know that that different media can create different effects in their creations (e.g. feathers on owl).
- I know that I can use mixed media (junk modelling) to build a Gruffalo house and to know and experiment with different joining.
- techniques (splayed cuts on cylindrical objects)
- I know how to use a tape dispenser, allowing me to join to objects together.
- I know how to make a prop to help me retell a narrative.

Christmas Carols

Being Imaginative and Expressive

- I can sing new songs once they've been taught to me.

	<ul style="list-style-type: none"> • I can use instruments to keep beat and play increasingly complex patterns. • I know that that rhythm is sounds in a row.
Computing	<p><u>Computing</u></p> <ul style="list-style-type: none"> • I know that a keyboard operates a computer. • I know that a remote control operates a computer and a TV. • I know that a mobile and landline phone have the same function. • I know that a fridge and freezer keep things cool/frozen. • I know that a microwave makes things hot.
R.E	<p><u>Unit</u></p> <ul style="list-style-type: none"> • R.E.D - Prophesy and Promise. <p><u>RSE</u></p> <ul style="list-style-type: none"> • Module 1, Unit 3: Created and Loved by God: Let's get real! • Module 1, Unit 4: Created and Loved by God: Growing up