

Lent 1 MTP EYFS

Themes, interests, possible lines of enquiry	Winter Valentine's Day Number Day Safer Internet Day
ASSESSMENT	<u>Phonics</u> LW 6 Weekly Assessment.
Literacy and Vocabulary Key Texts	The Darkest Dark. The Emperor's Egg When I Was Young.
Dear Time Texts	Love The Body Book The Colour Monster
Mathematics Key Texts	The Hungry Caterpillar One Goose, Two Moose Anno's Counting Book Pattern Fish
Area of Learning	Knowledge and skills
Communication and Language	<ul style="list-style-type: none"> • I can tell my own stories including increasing detail. • I can make up my own simple stories following a simple beginning, middle, end structure. • I am beginning to offer simple explanations and opinions using new words I've learnt
PSED	<ul style="list-style-type: none"> • I can talk about the feelings of others and begin to show an understanding of why they might feel that way. • Circle Time • I can set myself challenges. • I can follow more complex instructions given to me by my teacher. • I know when I get frustrated and can manage my feelings appropriately. • I can work with my friends to complete a project when I play.

Physical Development	<ul style="list-style-type: none"> • I can use scissors to make fringes, curls, cutting out internal shapes / patterns. • I can form identifiable letters independently, sometimes sitting on a line. • I can use equipment to balance, jump and land, climb. • I can combine different movements in a sequence e.g. climb, jump, roll <p>REAL P.E → To be taught by coach and Tch</p> <p>BIG MOVES → To be taught by Tch</p>
Literacy	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • I can segment and blend CVC words (eg. Cat) • I can read all phase 2 sounds. • I can read all phase 2 red words. • I can read the first 10 digraphs of Phase 3. • I can read some Phase 3 words containing known digraphs, with support. • I can read decodable books, with support. <p><u>Writing – The Darkest Dark.</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 sit my letters on a line. • To be able to form lower case letters correctly. • To write a simple caption/word containing Phase 2 and some Phase 3 digraphs (when guided). • Recorded writing – Chn to write name/simple caption/word. <p><u>Writing – Emperors Egg.</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 sit my letters on a line. • To be able to form lower case letters correctly. • To write a simple caption/word containing Phase 2 and some Phase 3 digraphs (when guided). • Recorded writing – Chn to write name/simple caption/word.

	<p><u>Writing – When I was Young.</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 sit my letters on a line. • To be able to form lower case letters correctly. • To write a simple caption/word containing Phase 2 and some Phase 3 digraphs (when guided). • Recorded writing – Chn to write name/simple caption/word.
Phonics	See Little Wandle MTP
Mathematics	<ul style="list-style-type: none"> • Focus on numbers 5-7 • I know that a number can be made up of two smaller numbers. • I can arrange compositions of number bonds to 5 in different ways. • I can begin to show a knowledge of number bonds by heart. • I can count and represent objects up to 10. • I can link the quantity to the cardinal number it represents. • I can count forwards and backwards to 10 sometimes using a number line with support. • I can use a tens frame. • I can compare two quantities up to 7, saying which has more or fewer items.
Understanding the World	<p>Emperors Egg:</p> <ul style="list-style-type: none"> • I can draw / paint / collage / make models of things that I've observed or researched or found in books. • I know some features of the polar regions and the animals that live there (emperor penguin, polar bear, seals, arctic fox, North pole/south pole) – cold environment, weather (snow, blizzard, icebergs and ice caps, glaciers) • I know some similarities – land/sea, animals, people who live there, day/night, mountains • I know some differences – longer day, shorter night, where people live (igloos/brick houses), types of animals (classification) , land (snowy, rocky, less built up compared to green and concrete areas) • I know ice is frozen water • I know how to change ice into water • I know how to change water into ice • I know that ice melts into water

	<p>When I was Young:</p> <ul style="list-style-type: none"> • I know that my childhood has some differences and similarities to my parent's (for example technology, toys, stories) • I know that a bath was heated using a fire in the kitchen. • I know that a bath was made of tin. • I know that they didn't have electricity. • I know that they didn't have bathrooms. • I know that Queen Victoria was the queen in the Victorian times (When I was young)
Expressive Arts and Design	<ul style="list-style-type: none"> • I can use watercolours to create a still life picture. • I know that that a drum is an instrument which can be banged to create a beat. • I know the names of different instruments e.g. drum, tambourine, maraca, xylophone, wooden wind instruments.
Computing	<ul style="list-style-type: none"> • I know that the internet is on laptops, computers, and mobile phones • I know that that anyone can be playing a game with me online • I know not to share personal details online • I know to speak to a trusted adult if something does not feel safe online • Chicken Clicking Internet safety
R.E	<p><u>Unit</u></p> <p><u>R.E.D - Galilee to Jerusalem.</u></p> <p><u>RSE</u></p> <ul style="list-style-type: none"> • Module 2, Unit 2: Created to Love Others: safe inside and out • Module 2, Unit 2: Created to Love Others: my body my rules