

### Pentecost 1 MTP EYFS

<b>Themes, interests, possible lines of enquiry</b>	Summer (Seasonal Change) Transport and Culture (All Aboard the Bobo Bus)-Bus Trip around Leicester Poetry Recitals (Singing/Rhyming)
<b>ASSESSMENT</b>	6 Weekly LW Assessments
<b>Literacy and Vocabulary Key Texts</b>	Leaf All Aboard the Bobo Bus
<b>Dear Time Texts</b>	The Gruffalo Mrs Armitage on Wheels Six Dinner Sid Rescue and Jessica
<b>Mathematics Key Texts</b>	Anno's Counting Book (Ongoing) One is a Snail, Ten is a Crab How do Dinosaurs Count to Ten Pattern Fish One More Try
<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 retell known stories in greater detail, without support (Links to Speaking)</li> <li>• I can ask questions to find out more (Links to Speaking)</li> <li>• I can use talk to plan using new words I've learnt (Links to Speaking)</li> </ul> <p><b><u>Speaking:</u></b></p> <ul style="list-style-type: none"> <li>• I can ask questions to find out more</li> <li>• I can retell known stories in greater detail, without support</li> <li>• I speak in longer sentences joined by conjunctions following a spoken model</li> <li>• I can use talk to plan using new words I've learnt</li> </ul>
<b>PSED</b>	<p><b><u>Self-Regulation</u></b></p> <ul style="list-style-type: none"> <li>• Revision of previous skills and Intervention to meet ELG</li> </ul>

	<p><b><u>Managing Self</u></b></p> <ul style="list-style-type: none"> <li>• Revision of previous skills and Intervention to meet ELG</li> </ul> <p><b><u>Building Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Revision of previous skills and Intervention to meet ELG</li> </ul>
<b>Physical Development</b>	<p><b><u>Gross Motor</u></b></p> <ul style="list-style-type: none"> <li>• I can play group games which involve ball skills and control of large movements</li> <li>• I can talk about the factors that support my health and wellbeing (healthy schools week)</li> </ul> <p><b><u>Fine Motor</u></b></p> <ul style="list-style-type: none"> <li>• I can use scissors to cut a variety of materials to independently support my model making/artwork</li> <li>• I can form some capital letters matched to lower case letters that I know, with some support</li> </ul> <p><b>REAL P.E/REAL FOUNDATION FOR EYFS → To be taught by coach and Tch</b>  <b>BIG MOVES + INTERVENTION → To be taught by Tch and coach</b></p>
<b>Literacy</b>	<p><b><u>Word Reading</u></b></p> <ul style="list-style-type: none"> <li>• I can confidently read all the first 44 letter sound correspondences (Phase 3)</li> <li>• I can read and spell longer words containing adjacent consonants</li> </ul> <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• I can retell known stories in greater detail, without support</li> <li>• I speak in longer sentences joined by conjunctions following a spoken model</li> <li>• I can ask questions to find out more about a story/text</li> </ul> <p><b><u>Writing</u></b></p>

	<p><b>Leaf</b></p> <p><b>Week 1 -</b> " Leaf stomps in the forest. He gets lots of leaves. He gets red leaves and green leaves" "Tell chn about 'ea' and give them "leaves")</p> <p><b>Week 2 -</b> "I think he is sad. I think he is lost. I think he is bad. I think he needs help." Chn to write sentences about what the other animals are saying about Leaf.</p> <p><b>All Aboard the Bobo Bus.</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To spell longer words containing adjacent consonants</li> <li>• To hold a pencil correctly and form the letter using the mnemonic</li> <li>• To know a sentence starts with a capital letter and ends with a full stop</li> <li>• To know I need finger spaces to signify a new word</li> <li>• To write a sequence of simple sentence using any taught diagraphs/trigraphs (WK1 – On the bus they saw goats, ducks and hippos) (Wk2 – on the bus we see, cats dogs and birds)</li> </ul> <p><b>Week 1 -</b> "On the Bobo bus they found hippos, goats and yams. The bus went fast and far."</p> <p><b>Week 2 -</b> "On the bus we can see a big green park and a big church. We can see lots of food and drinks"</p>
Phonics	See Little Wandle MTP
Mathematics	<p><b><u>Number</u></b></p> <ul style="list-style-type: none"> <li>• I can count objects, actions, and sounds from 0 – 10+ confidently</li> <li>• I can count on and back from any number up to 10 using a number line</li> </ul>

	<ul style="list-style-type: none"> <li>• I can subitise numbers 0 -5 confidently and begin to subitise 5-10</li> <li>• I can count forwards and backwards to 20</li> <li>• I can use a 10s frame to make numbers up to 10 and beyond</li> <li>• Know how to identify representations of numbers from 0-10</li> <li>• Know how to match the number names we say to numerals and quantities.</li> <li>• I can Double the number confidently up to 5+5 and begin to double numbers beyond 5</li> </ul> <p><b><u>Numerical Pattern</u></b></p> <ul style="list-style-type: none"> <li>• I can create my own repeating pattern and use a sentence stem to vocalise the unit of repeat 'It is a ..... Block ..... block pattern'</li> <li>• I can repeat and continue more complex patterns (AABB, ABB, AABBB, ABC etc)</li> <li>• I can compare numbers 0-10</li> <li>• I know if the numbers 1-10 are odd or even</li> </ul>
<p><b>Understanding the World</b></p>	<p><b><u>People Culture and Community</u></b></p> <p><b>(All Aboard the Bobo Bus- Transport and Culture)</b></p> <ul style="list-style-type: none"> <li>• I know I live in a country called England</li> <li>• I know what a globe is and I know that a globe can show where different countries are</li> <li>• I know some similarities between England and Burkina Faso (West Africa)- buses, live in houses, rivers, forests, lake (King Leir lake), wild animals, market)</li> <li>• I know some differences between England and Burkina Faso (Hippos, domes of Fabledougou, styles of houses, weather)</li> </ul> <p><b>BUS TRIP AROUND LEICESTER/LOCAL AREA TO SPOT KEY LANDMARKS- SCHOOL TRIP</b></p> <p><b><u>Past and Present-</u></b></p>

	<p><b><u>The Natural World</u></b></p> <p><b>(Leaf)</b></p> <ul style="list-style-type: none"> <li>• I know some features of a woodland habitat and the animals that live there (burrows, foxes, rabbits, shelter, caves/bats)</li> </ul>
<p><b>Expressive Arts and Design</b></p>	<p><b><u>Creating with Materials</u></b></p> <p><b><u>To make a House for Leaf (DT Link)</u></b></p> <ul style="list-style-type: none"> <li>• I can explore different joins and how these can be join junk together</li> <li>• I can talk about what I want to make as a sculpture by discussing what fits together and creates an interesting form/shape</li> <li>• I can create an alternating repeating pattern using the techniques I have learnt</li> <li>• I can create another pattern using 2 different implements to create 2 different textures</li> <li>• I know that mixed media could build a Gruffalo house and to know and experiment with different joining techniques (splayed cuts on cylindrical objects)</li> <li>• I know that how to use a tape dispenser</li> </ul> <p><b><u>Being Imaginative and Expressive</u></b></p> <p><b>Key Artist- Tony Cragg</b></p> <ul style="list-style-type: none"> <li>• I know how to use my imagination to design and make my own Tony Cragg inspired sculpture using clay/playdoh and different techniques that I have learnt</li> </ul>

<p><b>Computing</b></p>	<p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>• I know that a beebot is a robot</li> <li>• I know that a pressed button tells the robot to do something</li> <li>• I know that programming is when you tell a computer or robot to do something</li> <li>• I know what forward and backwards, left and right means</li> <li>• I know the I can programme a sequence of instructions to the beebot and have a go</li> </ul>
<p><b>R.E</b></p>	<p><b><u>Units</u></b></p> <ul style="list-style-type: none"> <li>• Good News (Pentecost)</li> <li>• Friends</li> </ul> <p><b><u>RSE</u></b></p> <ul style="list-style-type: none"> <li>• <i>Module 3: Created to Live in Community:</i> <b>God's love</b></li> <li>• <i>Module 3: Created to Live in Community:</i> <b>loving God, loving others</b></li> </ul>