

## Pentecost 2 MTP EYFS

<b>Themes, interests, possible lines of enquiry</b>	Summer (Seasonal Change) Farm trip Sports Day Transition to Year 1 (Change/New beginnings)
<b>ASSESSMENTS</b>	LW 6 Weekly Assessments End of Year Data Re-Baselining Children for end of Data.
<b>Literacy and Vocabulary Key Texts</b>	(People Who Help Us/Non Fiction) All about Firefighters My Mummy is a Firefighter The Time Capsule/The Street Beneath My Feet (Revisited)
<b>Dear Time Texts</b>	Mr Grumpy's Outing On the Way Home The Girl who thought in Pictures
<b>Mathematics Key Texts</b>	Anno's Counting Book (Ongoing) Ten Little Aliens Ten Little Dinosaurs Where is Bear?
<b>Area of Learning</b>	<b>Knowledge and skills</b>
<b>Communication and Language</b>	<b><u>Listening:</u></b> <ul style="list-style-type: none"> <li>• I can ask questions and explain what I understand by the answers (Links to Speaking)</li> <li>• I can recall key facts from Non Fiction texts we have been reading (Links to Speaking)</li> </ul> <b><u>Speaking:</u></b> <ul style="list-style-type: none"> <li>• I can ask questions and explain what I understand by the answers</li> <li>• I can recall key facts from Non Fiction texts we have been reading</li> <li>• I speak in longer sentences joined by conjunctions</li> <li>• The stories I make up include aspects of story language</li> </ul>
<b>PSED</b>	<b><u>Self-Regulation</u></b> <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 travel with confidence and skill, negotiating space independently</li> <li>• I can independently use a range of large and small scale apparatus indoors and outdoors</li> <li>• I can understand the importance of exercise and healthy eating</li> </ul> <p><b><u>Fine Motor</u></b></p> <ul style="list-style-type: none"> <li>• I can use a tripod grip to form all of the letters correctly (lower case and upper case) in accordance with the Little Wandle Phonics programme</li> </ul> <p><b>REAL P.E/REAL FOUNDATION FOR EYFS → To be taught by coach and Tch</b></p> <p><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 read all phase 4 tricky words</li> <li>• I can read phase 3 and 4 Little Wandle books with confidence</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 show a clear understanding of books I have read myself</li> <li>• I can offer an opinion about a book I have read</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• I can spell all phase 3 tricky words sometimes following a model</li> <li>• I can write a sequence of simple sentences using any taught digraphs and trigraphs</li> </ul>

**All About Firefighters/My Mummy is a Firefighter.**

**Key Knowledge:** My Mummy is a Firefighter.

**Key Knowledge:**

- To hold a pencil correctly and form the letter using the mnemonic
- To know a sentence starts with a capital letter and ends with a full stop
- To know I need finger spaces to signify a new word
- To write a sequence of simple sentence using any taught digraphs/trigraphs: I Need my torch. I need my hose. I need my hat. I need my helmet. I need my fire truck.
- To spell longer words containing adjacent consonants
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**Week 1 -**

"A firefighter wears\_\_\_\_and \_\_\_\_and \_\_\_\_\_. Firefighters\_\_\_\_\_."

LA Chn: 2 – 3 sentences

MA+HA chn : 3+

**Week 2 -**

Labelling a fire engine – Key words: Siren, ladder, window, wheels, lights"

+ Writing the sentences "Firefighters need lots of tools to do their job"

**The Time Capsule (Revisited)**

**Key Knowledge:**

- To hold a pencil correctly and form the letter using the mnemonic
- To know a sentence starts with a capital letter and ends with a full stop
- To know I need finger spaces to signify a new word

	<ul style="list-style-type: none"> <li>To write a sequence of simple sentence using any taught diagraphs/trigraphs (Now I can... Now I am big. Now I am not little Now I can spell words like CVCC CCvC CCVC CCVCC CCCVC CCCVCC)</li> <li>To spell longer words containing adjacent consonants</li> </ul> <p><b>Transition (2 weeks towards the end of the year)</b></p> <p><b>Time out for EYFS to speak with Y1 staff members (statutory) – sharing how you have covered the Writing and previous experiences, what books and have EYFS used for the teaching of writing so they can review what they have done</b></p>
<b>Phonics</b>	<b>See Little Wandle MTP</b>
<b>Mathematics</b>	<p><b><u>Number</u></b></p> <ul style="list-style-type: none"> <li>I can double a given number using concrete objects and jottings</li> <li>I can recall some doubling facts up to 10, sometimes with support</li> <li>I can share a given quantity into 2 equal groups</li> <li>I can halve a whole number by sorting it in to 2 equal groups</li> <li>I know my number bonds to 5</li> <li>I know some or most of my number bonds to 10 (including some subtraction facts)</li> <li>I can count beyond 20 in order and with confidence</li> </ul> <p><b><u>Numerical Pattern</u></b></p> <ul style="list-style-type: none"> <li>I know that doubling means twice as many</li> <li>I can represent my understanding of doubling, halving and sharing in different ways</li> <li>I know that when a group can't be shared equally, it is odd</li> <li>I know that when a group can be shared equally, it is even</li> <li>I can represent odd and even numbers in different ways</li> <li>I can compare length, weight and capacity</li> <li>I can describe length using shorter than, it is longer than, it is equal to</li> </ul>

	<ul style="list-style-type: none"> <li>• I can describe weight, using heavier than, it is lighter than, it is equal to</li> <li>• I can describe capacity</li> <li>• I can describe distance, far, furthest and further</li> </ul>
Understanding the World	<p><b><u>People Culture and Community</u></b></p> <p><b>Firefighters (Non Fiction- People who help us):</b></p> <ul style="list-style-type: none"> <li>• I know what a firefighter does</li> <li>• I know that being a firefighter is an important job within our community</li> <li>• I know what a firefighter needs to stay safe (boots, hose, fire engine, torch, helmet) etc</li> </ul> <p><b><u>The Time Capsule (Revisted- Links to People and Comm and Past and Present)</u></b></p> <ul style="list-style-type: none"> <li>• I know that school is different to home and I can talk about how</li> <li>• I know that landmarks help me find the way in my environment (Eg: road, house, school, church, shop, garage, park, post box)</li> <li>• I can create a simple map starting with my walk to school using local landmarks</li> </ul> <p><b>The children will be finding and digging up their time capsule on the Junior Site and will create a map of where they found it using a metre stick and mapping skills</b></p> <p><b><u>Past and Present-</u></b></p> <p><b><u>The Time Capsule (Revisted):</u></b></p> <ul style="list-style-type: none"> <li>• I know how I have grown</li> <li>• I know what I look like now and I can describe myself</li> </ul> <p><b><u>The Natural World</u></b></p> <p><b><u>Summer Walk</u></b></p>

	<ul style="list-style-type: none"> <li>• I know that trees change in the seasons</li> <li>• I know that the weather changes within each season</li> <li>• I know what to wear for the different seasons</li> </ul> <p>FARM SCHOOL TRIP</p>
Expressive Arts and Design	<p><b><u>Creating with Materials</u></b></p> <ul style="list-style-type: none"> <li>• I know what I want to make using a variety of learnt art skills and techniques</li> <li>• I can adapt my creation using new techniques to make it better</li> <li>• I can use mixed media and talk about why I have used those materials</li> <li>• I can talk about what I have drawn, made or painted</li> <li>• I know some artists by name</li> </ul> <p><b><u>Being Imaginative and Expressive</u></b></p> <ul style="list-style-type: none"> <li>• I know at least 7 songs from memory</li> <li>• I can move rhythmically to music</li> <li>• I can perform by singing and dancing</li> </ul>
Computing	<p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>• I know pressing the keyboard will produce letters and numbers on the laptop</li> <li>• I can type my name using upper case and lower case letters on word</li> </ul>
R.E	<p><b><u>Units</u></b></p> <ul style="list-style-type: none"> <li>• Our World</li> </ul>

- Revisiting Baseline

**RSE**

*Module 3: Created to Live in Community:* [Religion](#)