

## Term 6 - The UK and London MTP for Yr1, 2 and EYFS

	EYFS	Yr1	Yr2
Literacy Writing	<p>Write Labels, captions and messages, orally rehearsing and writing sentences (appropriate to individual ability and stage of development)</p> <p>Letter formation</p> <p>Sitting letters on the line</p> <p>Using phonic knowledge to spell words and spelling High frequency words learnt so far correctly in writing</p>	<p>Orally rehearsing sentences before writing</p> <p>Writing sentences with capital letters, appropriate sized finger spaces and full stops</p> <p>Adjectives</p> <p>Exclamations and questions</p> <p>Correct letter formation and of an appropriate size</p>	
Speaking and listening Communication, Listening and Language	<p><b>Listening and attention</b></p> <p>Understand how to listen carefully and why listening is important and learn and use new vocabulary</p> <p>Learn rhymes, poems and songs</p> <p>Engage in non fiction books</p> <p><b>Speaking</b></p> <p>Articulate their ideas and thoughts in well formed sentences</p> <p>Develop social phrases</p> <p>Engage in story times</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell a story once they have developed deep familiarity with the text, repeating it in their own words</p> <p>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Listen and respond appropriately</p> <p>Ask relevant questions</p> <p>Maintain attention and participate</p>	<p>Articulate and justify answers</p> <p>Initiate and respond to comments</p> <p>Use spoken language to develop understanding – ask questions to find out more</p>
Maths	<p><b>Sharing and grouping</b></p> <p>Explore sharing</p> <p>Sharing</p> <p>Explore grouping</p> <p>Grouping</p> <p>Even and odd sharing</p> <p>Play with and build doubles</p> <p><b>Visualise, build and map</b></p> <p>Identify units of repeating patterns</p> <p>Create own pattern rules</p> <p>Explore own pattern rules</p> <p>Replicate and build scenes and constructions</p> <p>Visualise from different positions</p> <p>Describe positions</p> <p>Give instructions to build</p> <p>Explore mapping</p> <p><b>Making connections</b></p> <p>Deepen understanding</p> <p>Patterns and relationships</p>	<p><b>Position and Direction</b></p> <p>Describe turns</p> <p>Describe position</p> <p>Forwards and backwards</p> <p>Above and below</p> <p>Ordinal numbers</p> <p><b>Place value withing 100</b></p> <p>Count from 50-100</p> <p>Tens to 100</p> <p>Partitioning</p> <p>Numberline to 100</p> <p>1 more/1less</p> <p>Compare numbers same tens</p> <p>Compare any two numbers withing 100</p> <p><b>Money</b></p> <p>Unitising</p> <p>Recognising coins</p> <p>Recognise notes</p> <p>Count in coins</p>	

<p><b>Science</b> Knowledge and Understanding of the world – Natural world</p>	<p>Draw simple information from a simple map. (Maps of the UK) Explore the natural world around them looking. Describe what they see, hear and feel when outside. Recognise that some environments are different to the ones they live in (geographical features in Wales, Scotland and Northern Ireland and Landmarks in the UK) Understanding the changing seasons on the natural world around them. (Spring signs)</p>	<p><b>Plants</b> Identify and name a variety of common garden plants Identify and name a variety of trees including deciduous and evergreen trees <b>Seasonal changes</b> Observe the weather associated with changes of season, making tables and charts and recording weather in symbols</p>	<p><b>Plants</b> Observe how seeds (vegetables) grow and what they need to stay healthy Planting, taking care of and harvesting vegetables in school vegetable patch <b>Seasonal changes</b> Recording temperatures and rainfall daily reading scales and creating pictograms and bar graphs and drawing conclusions about seasonal weather</p>
<p><b>Geography</b> Knowledge and understanding of the world – People, places and communities</p>	<p>Recognises some similarities and differences between life in this country and life in this country and life in other countries (Wales, Scotland and Northern Ireland)</p>	<p><b>The world, The UK and London</b> Name and locate the seven continents and five oceans Name, locate and identify the four countries, capital cities of the UK and its seas Refer to key physical and human features in the UK using geographical language (London and Landmarks of UK) Use Google maps to identify landmarks in London and create landmark map using basic symbols and a key</p>	
<p><b>History – Knowledge and Understanding of the world – Past and Present</b></p>	<p>Comment on images of familiar situations from the past – Kings Coronation</p>	<p><b>Kings and the Coronation</b> Chronology – Using words like past, present day, now, then, older, younger and ordering events – Kings and Queens from the past (focus on clothes and hairstyles/photos and paintings) Significant Individuals – The current King and Henry VIIIth (2 kings in different periods) Significant events – Events of Coronation of King Charles and the Stealing of The stone of Scone Historical Enquiry – Asking questions, observing and using sources to find out about the past (Runs through all above activities)</p>	
<p><b>Computing</b></p>		<p><b>Robots – Beebots</b> Forward, backward, right and left, go Sequences of instructions Predicting and testing algorithms Creating own algorithms to get Beebot to a certain place, testing then debugging</p>	
<p><b>PSHE and PSED</b></p>	<p><b>Self regulation</b> Identify and moderate feelings socially and emotionally. Manage their own needs – washing hands after toilet and before and after eating, regular exercise and sensible screen time. Being a safe pedestrian. <b>Managing self</b> See themselves as a valuable individual Show resilience and perseverance in the face of challenge <b>Building Relationships</b> Build constructive and respectful relationships Express own feelings and consider the feelings of others Think of others perspectives</p>	<p><b>Living in the wider world</b> Where money comes from, what its used for and how to keep it safe Everyone is unique and to be unique is special and important We are different from each other but we are also the same People in the community who help us and how to get help in an emergency</p>	
<p><b>Art</b> Expressive arts and design</p>	<p><b>Creating with materials</b> Taking part in pretend play (developing role play area and helicopter stories) Start to develop more complex stories using small world equipment Explore different materials developing ideas how to use them and what to make</p>		

	<p>Drawing objects and people creating closed lines to represent objects with increasing complexity and detail</p> <p>Exploring more colour mixing using white and black to create tones and shades</p> <p>Show emotions in their drawings</p> <p><b>Being Imaginative</b></p> <p>Watch and talk about dance and performance art and express their feelings in responses</p> <p>Sing in a group on their own matching pitch and melody</p> <p>Develop storylines in their play</p> <p><b>Self Expression</b></p> <p>Explore, use and refine artistic effects to express ideas and feelings</p> <p>Return to and build on previous learning, refining ideas and developing them (adding pastels and crayons and pen to paintings to add detail and refining models adding details and learning refining model making skills)</p>	
<p>RE and People Places and Communities</p>	<p>Understand that some places are special to members of the community.</p> <p>Churches, Mosques, Temples</p>	<p><b>What do people learn from stories and festivals?</b></p> <p>Muslim festivals – Ramadam and Eid</p> <p>Reflection – Do these stories have meaning to me? Easter, Passover, Eid</p> <p>How do they make me and others feel?</p> <p>Can I celebrate Easter if I'm not a Christian? Why? Eid? Passover?</p>
<p>Online Safety</p>		<p><b>Privacy and Security</b></p> <p>Azoom Safety lesson – Things spread quickly online</p> <p>Pros and Cons of spreading news about friends and yourself online</p> <p>Ways to share less online</p> <p>Good and bad passwords and why we need them</p> <p><b>Copyright</b></p> <p>Things you make belong to you and only you</p> <p>Naming your work you do and put online and how it would feel if someone took our work and put it online as their own</p>