

London and the UK Term 5 MTP for Yr1, 2 and EYFS

	EYFS	Yr1	Yr2
Literacy Writing	Write Labels, captions and messages, orally rehearsing and writing sentences (appropriate to individual ability and stage of development) Letter formation Sitting letters on the line Using phonic knowledge to spell words and spelling High frequency words learnt so far correctly in writing	Orally rehearsing sentences before writing Writing sentences with capital letters, appropriate sized finger spaces and full stops Adjectives Exclamations and questions Correct letter formation and of an appropriate size	
Speaking and listening Communication, Listening and Language	Listening and attention Understand how to listen carefully and why listening is important and learn and use new vocabulary Learn rhymes, poems and songs Engage in non fiction books Speaking Articulate their ideas and thoughts in well formed sentences Develop social phrases Engage in story times Listen to and talk about stories to build familiarity and understanding Retell a story once they have developed deep familiarity with the text, repeating it in their own words Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary	Listen and respond appropriately Ask relevant questions Maintain attention and participate	Articulate and justify answers Initiate and respond to comments Use spoken language to develop understanding – ask questions to find out more
Maths	Number Count objects to 10 and more] Link the number symbol (numeral) with its cardinal number value. 10-20 Explore the composition of numbers to 10 Subitise numbers to 10 Automatically recall number bonds to 5 and some to 10. Making Patterns Count beyond 10 Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children can recognise a shape can have other shapes within it just as numbers can. Continue, copy and create repeating patterns in numbers.	Multiplication and division solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher Fractions recognise, find and name a half as one of two equal parts of an object, shape or quantity, recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	
Science Knowledge and Understanding of the world – Natural world	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.	Plants Identify and name a variety of common garden plants Identify and name a variety of trees including deciduous and evergreen trees	Habitats Compare animals in familiar habitats with others found in unfamiliar habitats Describe how different habitats provide for the needs of different animals

	<p>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)</p> <p>Understanding the changing seasons on the natural world around them. (Spring signs)</p>	<p>Animals including humans</p> <p>Identify and compare a range of common animals (birds, fish, mammals)</p> <p>Identify animals that are carnivores, omnivores and herbivores</p> <p>Identify and name common body parts of fish, birds and mammals</p> <p>Seasonal changes</p> <p>Observe the weather associated with changes of season, making tables and charts and recording weather in symbols</p>	<p>Plants</p> <p>Observe how seeds (vegetables) grow and what they need to stay healthy</p>
<p>Geography</p> <p>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>Name and locate the seven continents and five oceans</p> <p>Name, locate and identify the four countries, capital cities of the UK and its seas</p> <p>Refer to key physical and human features in the UK using geographical language</p> <p>Use world maps, globes and atlases to find out more about countries</p> <p>Use aerial photographs to recognise features and landmarks and create a map using basic symbols in a key</p>	
<p>History – Knowledge and Understanding of the world – Past and Present</p>	<p>Comment on images of familiar situations from the past (Tulip parade)</p>	<p>Know about significant local events</p> <p>Changes in Living memory – Transport road travel</p>	
<p>Computing</p>		<p>Recognise uses of IT in school and outside school</p>	
<p>PSHE and PSED</p>	<p>Self regulation</p> <p>Identify and moderate feelings socially and emotionally.</p> <p>Manage their own needs – washing hands after toilet and before and after eating, regular exercise and sensible screen time.</p> <p>Being a safe pedestrian.</p> <p>Managing self</p> <p>See themselves as a valuable individual</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Building Relationships</p> <p>Build constructive and respectful relationships</p> <p>Express own feelings and consider the feelings of others</p> <p>Think of others perspectives</p>	<p>Living in the wider world</p> <p>Group and class rules and why they are important</p> <p>Respecting the needs of others and ourselves</p> <p>Groups and communities that they belong to and how being part of a group and community makes us feel</p> <p>Looking after the environment, making unpleasant areas pleasant by making changes and improving</p> <p>Where money comes from, what its used for and how to keep it safe</p>	
<p>Art</p> <p>Expressive arts and design</p>	<p>Creating with materials</p> <p>Taking part in pretend play (developing role play area and helicopter stories)</p> <p>Start to develop more complex stories using small world equipment</p> <p>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</p>	<p>Weaving</p> <p>Know that 3d art is called sculpture</p> <p>Know what materials can be plaited, knotted or threaded</p> <p>Measuring a length of thread</p> <p>How to wrap shapes and objects in wool</p> <p>How to join securely with knots</p> <p>How to tie a knot, thread and plait</p> <p>How to make a box loom</p> <p>How to weave with paper</p> <p>How to weave with a combination of materials on a box loom</p>	

	<p>mixing using white and black to create tones and shades</p> <p>Show emotions in their drawings</p> <p>Being Imaginative</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>Self Expression</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>Understand that people celebrate special times (Mayday)</p>	<p>What do people learn from stories and festivals?</p> <p>Know how stories of all kinds bring communities together in the way they celebrate festival times such as Easter and Passover.</p> <p>Know how stories about to key festivals reflect religious beliefs and concepts, e.g. resurrection, freedom.</p>	<p>What beliefs, values and practices are important within religions and world views?</p> <p>Know what we mean by religion and worldviews?</p> <p>Know what beliefs, values and practices are important within religions and worldviews?</p> <p>Learning objectives</p> <p>Know what is meant by 'religion' and 'worldview'</p> <p>Know the beliefs of people from Abrahamic and Dharmic traditions</p>