# TSS Primary KG MTP 2021-2022
## KG Block 4 - Lifecycles

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| **Topic:** | **Butterfly** | **Bee** | **Frog** | **Sunflower** | **Chicken** | **Turtle** | **Acorn** |
| **Literacy** | **Reading**<br>L & S Reader:<br>A Cat, a Kid<br>**Writing**<br>Sentences: I see a… | **Reading**<br>L & S Reader:<br>Dog on a Mat<br>**Writing**<br>Sentences: I am… | **Reading**<br>L & S Reader:<br>Kid and Sid<br>**Writing**<br>Sentences: I can… | **Reading**<br>L & S Reader:<br>The Backpack<br>**Writing**<br>Sentences: We can… | **Reading**<br>L & S Reader:<br>Rat in a Sack<br>**Writing**<br>Sentences: She is… | **Reading**<br>L & S Reader:<br>A Rat Runs<br>**Writing**<br>Sentences: Revision | **Reading**<br>L & S Reader:<br>Sam the Ram<br>**Writing**<br>Sentences: He can… |
| **Phonics** | **Phase 3**<br>1) Phoneme: qu<br>2) Blends: quit, quiz, quick, quack<br>3) Tricky Words: see<br>4) Word Family: _ot (cot, dot, got, hot, jot, lot, not, pot, rot, tot) | **Phase 3**<br>1) Phoneme: ch<br>2)Blends: chop, chin, chip, chill, check, such, rich, much<br>3) Tricky Words: Me<br>4) Word Family: _ug (bug, dug, hug, jug, lug, mug, pug, rug, tug) | **Phase 3**<br>1) Phoneme: sh<br>2) Blends: ship, shop, shed, shell, fish, cash, rush<br>3) Tricky Words: we<br>4) Word Family: _ig (big, dig, fig, jig, pig, rig, wig) | **Phase 3**<br>1) Phoneme: th (2sounds)<br>2) Blends: thin, thick, moth, with/ that, this, them, then<br>3) Tricky Words: she<br>4) Word Family: _et (get, jet, let, met, net, pet, set, yet) | **Phase 3**<br>1) Phoneme: ng<br>2) Blends: ring, rang, hang, song, wing, king, long, sing<br>3) Tricky Words: he<br>4) Word Family: _am (ham, jam, yam, Pam, Sam, clam, ram, bam, damn, mam) | **Phase 3**<br>Revision<br>1) Revision of phonemes and digraphs; zz, qu, ch, sh, th,ng<br>3) Revision of tricky words<br>4) Revision of word families; ot, ug, ig, et, am | **Phase 3**<br>1)Phoneme: ai<br>2)Blends: wait, hail, pain, aim, sail, main, tail, rain, bait<br>3)Tricky Words: be<br>4)Word Family: _ag (bag, brag, drag, gag, hag, lag, nag, rag, sag, tag, wag, zag) |
| **Mathematics (Block 1 & 2)** | **Adding and Subtracting**<br>**Number focus: 0-2**<br>1) Subtracting within 10.<br>2) Subtraction Word Problems<br>3) Number: Number 20: Formation, sets, before, after. | **Time**<br>**Number focus: 3-5**<br>1)Time: Talk about and sequence different events. (Before, after, next)<br>2) Measuring time: Look at different ways to measure time. (Clock, sand timer, sun dial etc).<br>3) Tell the time: o'clock.<br>4) Number: Numbers before/ after 10-20. | **Doubling**<br>**Number focus: 6-8**<br>1) Introduction to doubling<br>2) Doubling with pictures that include number sentences<br>3) Doubling with numbers<br>4) Number Bingo<br>5) Making/ Counting sets up to 20. | **Halving**<br>**Number focus: 9 - 11**<br>1) Number practice before lessons start. Introduction to halving<br>2) Halving with pictures<br>3) Halving with numbers | **Capacity**<br>**Number focus: 12-14**<br>1) Introduction to capacity – key vocab<br>2) comparing 2 measurements - practise<br>3) Ordering capacity<br>4) consolidation of capacity<br>5) number day | **Counting and recognising number** (10-20)<br>Number focus: 15 - 17<br>1) Recognising and ordering numbers 0-20<br>2) Ordering numbers 11-20<br>3) Making sets<br>4) Ordering and sequencing events<br>5) Quick recap – before / after numbers – game (ahead of next week) | **Counting and recognising number (before/after)**<br>**Number focus: 18-20**<br>1) Number Bingo<br>2) Identifying numbers on number line with focus on before.<br>3) Identifying number on number line with focus on after.<br>4) Can say what number comes before and after any given number.<br>5) Can identify and continue number sequence of any given number. |

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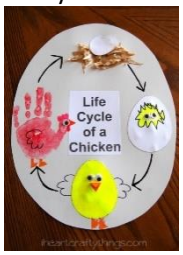
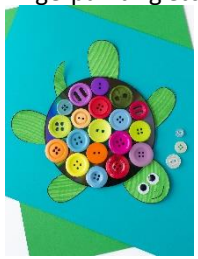
| **Understanding of the World** | **Topic:**<br>Science: Lifecycle of a caterpillar (egg, caterpillar, chrysalis, butterfly)<br>**Story:**<br>The Hungry Caterpillar<br>**Art:**<br>Tissue paper Butterfly<br> | **Topic:**<br>Science: Lifecycle of a bumblebee (egg, larva, pupa, bee)<br>**Story:**<br>The Very Greedy Bee<br>**Art:**<br>Toilet roll bumblebee<br> | **Topic:**<br>Science: Lifecycle of a frog (eggs, frogspawn tadpole, froglet, frog, pond, lilypad)<br>**Story:**<br>The Frog Olympics + The Teeeny Weeny Tadpole + Tadpole's Promise<br>**Art:**<br>3D Frog<br> | **Topic:**<br>Science: Lifecycle of a Sunflower (seed, plant, root, shoot, leaves, stalk, sprout, stem, flower, petal)<br>**Story:**<br>Sam Plants a Sunflower! + Daisy's Giant Sunflower<br>**Art:**<br>Sunflower painting in the style of Van Gogh's famous art (still life)<br> | **Topic:**<br>Science: Lifecycle of a chicken (egg, chick, chicken)<br>**Story:**<br>The Little Red Hen<br>**Art:**<br>Lifecycle of a chicken<br>  | **Topic:**<br>Science: Lifecycle of a turtle (Egg, hatchling, juvenile, turtle)<br>**Story:**<br>Turtle Island<br>**Art:**<br>Turtle Cut and Stick: Decorating turtle using an array of objects (buttons, paper, beads, fingerpainting etc.)<br>  | **Topic:**<br>Science: Lifecycle of a turtle (acorn, sprout, sapling, tree)<br>**Story:**<br>Little Acorn<br>**Art:**<br>Acorn hand: Trace over hand and cut out.<br> |

| Learning Objectives | | | | | | | |
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| **Literacy** | Can segment sounds in simple words and blend them together.<br>Attempts to write short sentences.<br>Recognise phonemes/ diagraphs taught.<br>To read/ write Tricky Words. | Can segment sounds in simple words and blend them together.<br>Attempts to write short sentences.<br>Recognise phonemes/ diagraphs taught.<br>To read/ write Tricky Words. | Can segment sounds in simple words and blend them together.<br>Attempts to write short sentences.<br>Recognise phonemes/ diagraphs taught.<br>To read/ write Tricky Words. | Can segment sounds in simple words and blend them together.<br>Attempts to write short sentences.<br>Recognise phonemes/ diagraphs taught.<br>To read/ write Tricky Words. | Can segment sounds in simple words and blend them together.<br>Attempts to write short sentences.<br>Recognise phonemes/ diagraphs taught.<br>To read/ write Tricky Words. | Can segment sounds in simple words and blend them together.<br>Attempts to write short sentences.<br>Recognise phonemes/ diagraphs taught.<br>To read/ write Tricky Words. | Can segment sounds in simple words and blend them together.<br>Attempts to write short sentences.<br>Recognise phonemes/ diagraphs taught.<br>To read/ write Tricky Words. |
| **Maths** | Using objects to subtract two single-digit numbers and | Orders and sequences familiar events | Can solve problems, including doubling, halving and sharing | Can solve problems, including doubling, halving and sharing | Orders two items by ~~weight or~~ capacity. | Finds the total number of items in two groups by counting all of them. | Says a number that is one more/one less than a given number up to 20. |

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| | count back to find the answer. | | | | | | Counts reliably from 1-20. |
| **Understanding of the world** | Looks closely at similarities, differences, patterns and change. | Looks closely at similarities, differences, patterns and change. | Looks closely at similarities, differences, patterns and change. | Looks closely at similarities, differences, patterns and change. | Looks closely at similarities, differences, patterns and change. | Looks closely at similarities, differences, patterns and change. | Looks closely at similarities, differences, patterns and change. |
| **Expressive Arts & Design** | Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed. | Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed. | Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed. | Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed. | Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed. | Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed. | Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed. |