



TSS Primary KG2 MTP 2022-2023 KG2 Block 4 - People Who Help Us

Activities								
Week	1 12 th - 16 th Feb	2 19 th – 23 rd Feb	3 26 th - 2 nd March	4 5 th - 9 th March	5 12 th – 16 th March	6 2 nd - 8 th April	7 9 th - 13 th April	8 16 th – 20 th April
Topic	Our community	Dentist	Dentist	Toy Shop	Toy Shop	Restaurant	Restaurant	Recap
Literacy	<p>Reading</p> <ul style="list-style-type: none"> Letter & Sound Readers Reading CVC words <p>Writing</p> <ul style="list-style-type: none"> Name Practice Grapheme: 'ch' Writing Stimulus: The Cave 'Weekend News' & focus on scale of letters/ writing on the line 	<p>Reading</p> <ul style="list-style-type: none"> Letter & Sound Readers Reading CVC words <p>Writing</p> <ul style="list-style-type: none"> Name Practice Grapheme: 'sh' Writing Stimulus: Outer Space 'Weekend News' & focus on finger spacing 	<p>Reading</p> <ul style="list-style-type: none"> Letter & Sound Readers Reading CVC words <p>Writing</p> <ul style="list-style-type: none"> Name Practice Grapheme: 'th' Writing Stimulus: Festive Market 'Weekend News' & focus on capital letters. 	<p>Reading</p> <ul style="list-style-type: none"> Letter & Sound Readers Reading CVC words <p>Writing</p> <ul style="list-style-type: none"> Name Practice Grapheme: 'ng' Writing Stimulus: pirate ship 'Weekend News' & focus on full stops. 	<p>Reading</p> <ul style="list-style-type: none"> Letter & Sound Readers Reading CVC words <p>Writing</p> <ul style="list-style-type: none"> Name Practice Grapheme: 'ai' Writing Stimulus: The island 'Weekend News' & adding details. (adjectives) 	<p>Reading</p> <ul style="list-style-type: none"> Letter & Sound Readers Reading CVC words <p>Writing</p> <ul style="list-style-type: none"> Name Practice Grapheme: 'ng' Writing Stimulus: Kitchen 'Weekend News' & recap 	<p>Reading</p> <p>Assessment: Phoneme, HFW, TW, L& S Reader.</p> <p>Writing</p> <p>Assessment: Name, Phonemes, Labelling, Sentence writing (Supermarket stimulus)</p>	<p>Reading</p> <p>Letter & Sound Readers</p> <p>Reading CVC words</p> <p>Writing</p> <p>Name Practice</p> <p>Grapheme: 'igh'</p> <p>Writing Stimulus: 'Weekend News' & recap</p>
Phonics	<p>Phase 3</p> <ul style="list-style-type: none"> Teach 'ch' & New Blends <ul style="list-style-type: none"> ch: chop, chin, chip, chill, check, such, rich, much Tricky Words: me 	<p>Phase 3</p> <ul style="list-style-type: none"> Teach 'sh' & New Blends <ul style="list-style-type: none"> sh: ship, shop, shed, shell, fish, cash, rush Tricky Words: we Word Families: 'an' 	<p>Phase 3</p> <ul style="list-style-type: none"> Teach 'th' & New Blends: th: <ul style="list-style-type: none"> <i>soft:</i> thin, thick, moth, with, <i>hard:</i> this, that, them, then, Tricky Words: she 	<p>Phase 3</p> <ul style="list-style-type: none"> Teach 'ng' & New Blends <ul style="list-style-type: none"> ng: ring, rang, hang, song, wing, king, long, sing Tricky Words: he 	<p>Phase 3</p> <ul style="list-style-type: none"> Teach 'ai' & New Blends <ul style="list-style-type: none"> ai: wait, hail, pain, aim, sail, main, tail, rain, bait. Tricky Words: be 	<p>Phase 3</p> <ul style="list-style-type: none"> Teach 'ee' & New Blends <ul style="list-style-type: none"> ee: feel, weep, feet, jeep, meet, week, deep, keep, see 	<p>Block 4</p> <p>Assessment</p> <p>Consolidation & Assessments of</p> <ul style="list-style-type: none"> Phonemes (ee) Tricky Words Labelling CVC's 	<p>Phase 3</p> <ul style="list-style-type: none"> Teach 'igh' & New Blends <ul style="list-style-type: none"> igh: high, sigh, light, might, night, right, sight, fight, tight Tricky Words: Revision



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Mathematics	<ul style="list-style-type: none"> Word Families: 'un' 		<ul style="list-style-type: none"> Word Families: 'et' 	<ul style="list-style-type: none"> Word Families: 'ig' 	<ul style="list-style-type: none"> Word Families: 'ot' 	<ul style="list-style-type: none"> Tricky Words: was Word Families: 'ug' 	<ul style="list-style-type: none"> Write Phonemes & Name Reading HFW Reading book Rhyming words. Writing sentences. 	<ul style="list-style-type: none"> Word Families: Revision
Understanding of the World	<p>Topic: Our Community: School community & local community in general. Activity: What do we want to be when we grow up. Template with their faces/ Label it.</p>	<p>Topic: Dentist Why they help us? How they help us? Teeth Hygiene. Activity: How to brush our teeth.</p>	<p>Topic: Visiting a dentist Dentists visit to school. Role Play area. Activity: Visit from the dentist.</p>	<p>Topic: Toy Shop Shop Keeper, customer, inventor. How do we buy toys? What would happen if we took without buying. Etc. Activity: Design their toy</p>	<p>Topic: Toy Shop History: Toys past and present. Role Play. Toy charity? Donate a toy? Activity: Toy sorting.</p>	<p>Topic: Restaurant Chief, waiter, customer, cleaner, hospitality/ manager. Different types of restaurants. Table manners. Vote on favourite restaurant/ bar chart. Favourite dish. Balanced Diet. Changing States: Liquid to solid. Activity: Making ice lollies. (mini</p>	<p>Topic: Restaurant. Food around the world/ traditional dish. Make a fruit salad/ chopping skill. Food hygiene/ prepping before meals. Role Play. Activity: Fruit Salad</p>	<p>Topic: Revision on people who help us. Who helps us? How do they help? How can we help our community?</p>
Mathematics	<p>Book A Unit 7: Comparing Sets: Lesson 7.5-7.7 & Review/Assessment</p>	<p>Book A Unit 8: Measurements Lesson 8.1-8.4</p>	<p>Book A Unit 8: Measurements Lesson 8.5-8.9</p>	<p>Book A Unit 8: Measurements Lesson 8.10-8.12 & Review/Assessment</p>	<p>Book B Unit 9: Comparing Numbers to 10. Lesson 9.1- 9.4</p>	<p>Book B Unit 9: Comparing Numbers to 10. Lesson 9.5-9.6 & Assessment/Review</p>	<p>Book B Unit 10: Numbers to 20 Lesson 10.1-10.4</p>	<p>Book B Unit 10: Numbers to 20 Lesson 10.5-10.8 & Assessment</p>



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								cups/ lollipop sticks, juice)	
					Learning Objectives				
Week	1	2	3	4	5	6	7	7	
Literacy	<p>Reading</p> <p>1) Recognises familiar words.</p> <p>2) Holds book the correct way.</p> <p>3) Can segment sounds into simple words and blend together and knows which letter represents some of them.</p> <p>4) Read and understand simple sentences.</p> <p>5) Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>6) Can continue a rhyming string.</p> <p>Writing</p> <p>1) Can segment sounds into simple words and blend together.</p> <p>2) Attempts to write short sentences in a meaningful context.</p> <p>3) Use phonic knowledge to write words.</p>	<p>Reading</p> <p>1) Recognises familiar words.</p> <p>2) Holds book the correct way.</p> <p>3) Can segment sounds into simple words and blend together and knows which letter represents some of them.</p> <p>4) Read and understand simple sentences.</p> <p>5) Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>6) Can continue a rhyming string.</p> <p>Writing</p> <p>1) Can segment 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	4) Write simple sentences which they can read by themselves.	4) Write simple sentences which they can read by themselves.	4) Write simple sentences which they can read by themselves.	4) Write simple sentences which they can read by themselves.	4) Write simple sentences which they can read by themselves.	4) Write simple sentences which they can read by themselves.	4) Write simple sentences which they can read by themselves.	4) Write simple sentences which they can read by themselves.
Maths	1) Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group.	1) Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2) Directly compare two objects with a measurable attribute to see which has 'more/less of' and describe the difference.	1) Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single 2) Directly compare two objects with a measurable attribute to see which has 'more/less of' and describe the difference.	1) Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single 2) Directly compare two objects with a measurable attribute to see which has 'more/less of' and describe the difference.	1) Count to 100 by ones and tens. 2) Understand the relationship between numbers and quantities 3) Count to answer 'how many?'. 4) Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. 5) Compare two numbers between 1 and 10 presented as written numerals.	1) Count to 100 by ones and tens. 2) Understand the relationship between numbers and quantities 3) Count to answer 'how many?'. 4) Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. 5) Compare two numbers between 1 and 10 presented as written numerals.	1) Understand the relationship between numbers and quantities 2) Count to answer 'how many?'. 3) Compose and decompose numbers from 11-19 into ten ones and some further ones. 4) Write numbers from 0-20. Represent a number of objects with a written numeral.	
Understanding of the world	<u>Peoples and Communities.</u> 1) Shows interest in the lives of people. 2) Shows interest in different occupations and ways of life.	<u>Peoples and Communities.</u> 1) Shows interest in the lives of people. 2) Shows interest in different occupations and ways of life.	<u>Peoples and Communities.</u> 1) Shows interest in the lives of people. 2) Shows interest in different occupations and ways of life.	<u>Peoples and Communities.</u> 1) Shows interest in the lives of people. 2) Shows interest in different occupations and ways of life. 3) They know that other children have	<u>Peoples and Communities.</u> 1) Shows interest in the lives of people. 2) Shows interest in different occupations and ways of life. 3) They know that other children have	<u>Peoples and Communities.</u> 1) Shows interest in the lives of people. 2) Shows interest in different occupations and ways of life. 3) They know that other children		<u>Peoples and Communities.</u> 1) Shows interest in the lives of people. 2) Shows interest in different occupations and ways of life. 3) They know that other children



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				different likes and dislikes.	different likes and dislikes.	have different likes and dislikes. The World 1) Know the properties and can suggest some of the purposes they are used for and talk about their changes.	have different likes and dislikes. 4) They understand that different people have different beliefs, attitudes, customs, and traditions and why it's important to treat them with respect.
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