



Week	Main Teaching	Objectives	Differentiation	Assessment
3	<p><b>Phonics</b> Read, Write Inc. sessions</p>	<ul style="list-style-type: none"> <li>Recap all set 1 &amp; 2 letter sounds learnt so far</li> <li>Practise writing tricky red words</li> <li>Practise writing sentences</li> </ul>		
	<p><b>Maths (M)</b></p> <ul style="list-style-type: none"> <li>Unit 15 lesson 4 <a href="#">Exploring subtraction as takeaway (thenational.academy)</a></li> <li>Unit 15 lesson 5 <a href="#">Comparing 2 sets of objects using 'more' or 'fewer' (thenational.academy)</a></li> <li>Unit 15 lesson 6 <a href="#">Investigating quantities using more or fewer (thenational.academy)</a></li> </ul> <p>SEE MATHS MASTERY UNIT 15</p>	<ul style="list-style-type: none"> <li>To explore subtraction as take away (M N)</li> <li>To compare two sets of objects using 'more' or 'fewer' (M N)</li> <li>To compare quantities using 'more' or 'fewer' (M N)</li> </ul>	<p><b>Most able</b></p> <ul style="list-style-type: none"> <li>* Use full sentences</li> <li>* Use mathematical symbols correctly</li> <li>* Use the correct mathematical vocabulary</li> </ul> <p><b>SEND</b></p> <ul style="list-style-type: none"> <li>* Verbalise ideas</li> <li>* Scaffold learning</li> </ul> <p><b>EAL</b></p> <ul style="list-style-type: none"> <li>* Visual resources</li> <li>* Extend use of vocabulary</li> </ul>	
	<p><b>Literacy and Communication &amp; Language (L &amp; CL)</b></p> <ol style="list-style-type: none"> <li>Look at the character of Billy. What does he look like? He has red hair, brown eyes, he is short. He is wearing a blue stripy jumper and grey trousers. Explain that they are going to write sentences to describe him and then draw a picture of him.</li> <li>Discuss Mum's and Dad's reactions to Billy explaining what is inside his bucket. Was it a kind reaction? What would you say if you were Billy?</li> </ol>	<ul style="list-style-type: none"> <li>To describe a character (C&amp;L LW)</li> <li>To empathise with a character (C&amp;L LW, PSED)</li> </ul>	<p><b>Most able</b></p> <ul style="list-style-type: none"> <li>* Write a sentence using phonics</li> </ul> <p><b>SEND</b></p> <ul style="list-style-type: none"> <li>* Word/picture mats</li> <li>* Letter mats</li> </ul> <p>Verbalise a sentence to scribe</p>	

			<u>EAL</u> * Word/picture mats * Letter mats	
	<b><u>Personal, Social and Emotional Development (PSED)</u></b> <ul style="list-style-type: none"> <li>Jigsaw – ‘Changing Me’</li> </ul>	<ul style="list-style-type: none"> <li>To understand that we all grow from babies to adults (PSED, UW TW)</li> </ul>		
	<b><u>Understanding the World (UW)</u></b> <ul style="list-style-type: none"> <li>ICT – interactive whiteboard</li> <li>RE – Make religious symbols using plasticine</li> <li>Science – show a real fish (mackerel). Look carefully at the parts of the fish – the eyes, gills, fins etc. Weigh the fish and measure it. Discuss. Write a describing word to describe the fish – how it looks and feels (e.g. shiny, slimy etc.)</li> </ul>	<ul style="list-style-type: none"> <li>To complete a simple program (UW T)</li> <li>To recognise symbols or badges that show belonging (UW TW)</li> <li>To make observations of animals (UW TW)</li> </ul>		
	<b><u>Physical Development (PD)</u></b> <ul style="list-style-type: none"> <li>Fine motor activities – scissor control sheets, threading, pencil control sheets</li> <li>Gross motor – PE and the outdoor environment</li> </ul>	<ul style="list-style-type: none"> <li>Experiments with different ways of moving (PD M&amp;H)</li> <li>Jumps off an object and lands appropriately (PD M&amp;H)</li> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (PD M&amp;H)</li> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment (PD M&amp;H)</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it (PD M&amp;H)</li> </ul>		

	<p><b><u>Expressive Arts and Design (EAD)</u></b></p> <ul style="list-style-type: none"><li>• Seashell printing in clay</li></ul>	<ul style="list-style-type: none"><li>• Uses simple tools to effect changes to materials (EA&amp;D E&amp;UM&amp;M)</li><li>• Handles tools, objects, construction and malleable materials safely and with increasing control (EA&amp;D E&amp;UM&amp;M)</li><li>• Experiments to create different textures (EA&amp;D E&amp;UM&amp;M)</li><li>• Understands that different media can be combined to create new effects (EA&amp;D E&amp;UM&amp;M)</li><li>• Manipulates materials to achieve a planned effect</li><li>• Constructs with a purpose in mind, using a variety of resources (EA&amp;D E&amp;UM&amp;M)</li><li>• Uses simple tools and techniques competently and appropriately (EA&amp;D E&amp;UM&amp;M)</li><li>• Selects appropriate resources and adapts work where necessary (EA&amp;D E&amp;UM&amp;M)</li><li>• Selects tools and techniques needed to shape, assemble and join materials they are using (EA&amp;D E&amp;UM&amp;M)</li></ul>		
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