



Week	Main Teaching	Objectives	Differentiation	Assessment
4	Phonics Read, Write Inc. sessions	<ul style="list-style-type: none"> Learn letter / sound qu (Monday) Learn letter sound x (Tuesday) Learn letter / sound ng (Wednesday) Learn letter / sound nk (Thursday) Practice spelling red words and practice blending (Friday) 		
	Maths (M) <ul style="list-style-type: none"> Unit 5 lesson 2 (Monday) Unit 5 lesson 3 (Tuesday) Unit 5 lesson 4 (Wednesday) SEE MATHS MASTERY UNIT 5	<ul style="list-style-type: none"> To use everyday language to talk about volume and capacity. To explore and compare the volumes and capacities or everyday objects (Tuesday) (M SSM) To use everyday language to talk about weight. To estimate, compare and explore the weight of everyday objects (Wednesday) (M SSM) To use everyday language to talk about size. To estimate, compare and explore the length of everyday objects (Thursday) (M SSM) 	Most able <ul style="list-style-type: none"> * Use full sentences * Use mathematical symbols correctly * Use the correct mathematical vocabulary SEND <ul style="list-style-type: none"> * Verbalise ideas * Scaffold learning EAL <ul style="list-style-type: none"> * Visual resources * Extend use of vocabulary 	

	<u>Literacy and Communication & Language (L & CL)</u> <ul style="list-style-type: none"> Read the whole text 'A Brave Bear' and children then create thought bubbles (Monday) Children to use visual aids and instruments to retell the story (Tuesday) Debate the issues that arise in the story (Wednesday) Create a graph of emotions that the character feels measures (Thursday) 	<ul style="list-style-type: none"> To respond to a whole text (C&L U) To retell a story (C&L S) To debate a story (C&L S) To discuss the emotions a character feels (C&L S) 	<u>Most able</u> * Write a sentence using phonics <u>SEND</u> * Word/picture mats * Letter mats Verbalise a sentence to scribe <u>EAL</u> * Word/picture mats * Letter mats	
	<u>Personal, Social and Emotional Development (PSED)</u> <ul style="list-style-type: none"> Jigsaw – 'Celebrating Difference' 	<ul style="list-style-type: none"> To be able to tell someone why I think my home is special to me (PSED) 		
	<u>Understanding the World (UW)</u> <ul style="list-style-type: none"> ICT – Beebots RE – nativity practise 	<ul style="list-style-type: none"> To complete a simple program (UW T) To investigate why things occur (UW W) 		
	<u>Physical Development (PD)</u> <ul style="list-style-type: none"> Fine motor activities – scissor control sheets, threading, pencil control sheets Gross motor – PE and the outdoor environment Dance (Kate) (nativity) 	<ul style="list-style-type: none"> To dress and undress independently (PD M&H) To jump off an object and land appropriately (PD M&H) To enjoy joining in with dancing (EAD EUMM) To use movement to express feelings (EAD BI) 		
	<u>Expressive Arts and Design (EAD)</u> <ul style="list-style-type: none"> Make an autumn wreath using leaves, conkers, cones etc. Colour mixing e.g. red and yellow make orange, blue and yellow make green etc. 	<ul style="list-style-type: none"> To create simple representation of events, people and objects (EAD BI) To follow directions (C&L L&A) To begin to be interested in and describe the texture of things (EAD EUMM) To understand the use of objects (C&L U) To use one-handed tools and equipment (PD M&H) 		

		<ul style="list-style-type: none">• To select and use activities and resources with help (PSED S-C&SA)• To talk about why things happen and how things work (UW TW)• To realise that tools can be used for a purpose (EAD)		
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