



Week	Main Teaching	Objectives	Differentiation	Assessment
6	<b>Phonics</b> Read, Write Inc. sessions	<ul style="list-style-type: none"> <li>Recap letter / sounds o, c, k, u (Monday)</li> <li>Learn letter / sound b (Tuesday)</li> <li>Learn letter / sound f (Wednesday)</li> <li>Learn letter / sound e (Thursday)</li> <li>Learn letter / sound l (Friday)</li> </ul>		
	<b>Maths (M)</b> <ul style="list-style-type: none"> <li>Using the images in the IWB/sing-along recording (<b>DO NOT SING!</b>), act out Four Little Ducks. How many little ducks are there? Model how to count using one-to-one correspondence and say "There are four little ducks". <b>(Monday)</b></li> <li>Say that the four little ducks were swimming in a row (demonstrate with counters or toy ducks). Arrange four counters in a row on the carpet. Tell pupils that the ducks then started swimming in a circle. Demonstrate this with the counters. How many ducks are there? <b>(Tuesday)</b></li> <li>Using the IWB for this lesson or the sing-along recording of the song and act out <i>Five Little Speckled Frogs</i>, selecting five pupils to be the frogs. How many little speckled frogs are there? Model how to count using one-to-one correspondence and full sentences. Explain what they need to do and create a pond area on the carpet and the log for the 'frogs' to sit on. <b>(Wednesday)</b></li> <li>Introduce the Big Picture related to the rhyme 'Six Fairy Cakes'. How many children can you see in the picture? Place six fairy cakes (with candles – ranging from 1-6) in the middle of the learning circle. Alternatively have pictorial images of trees with leaves/conkers on. How many candles are on this cake? <b>(Thursday)</b></li> </ul> <p><b>See Maths Mastery planning</b></p>	<ul style="list-style-type: none"> <li>To count four objects reliably (Monday)</li> <li>To develop understanding about the number four (Tuesday)</li> <li>To count five objects reliably (Wednesday)</li> <li>To count up to six objects reliably (Thursday)</li> </ul>	<p><b>Most able</b></p> <ul style="list-style-type: none"> <li>* Extend counting beyond the expectation</li> <li>* Find the correct number of objects</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><u>Literacy and Communication &amp; Language (L &amp; CL)</u></b></p> <ul style="list-style-type: none"> <li>Re-read the story. Ask children to retell the story – use talking tins to help (<b>Monday</b>)</li> <li>Role play the story of ‘The Gigantic Turnip’ using puppets – video on iPad/photos (<b>Tuesday</b>)</li> <li>Practice writing a sentence to describe the old man using letter sounds learnt so far. Picture of the old man from the story (<b>Wednesday</b>)</li> <li>(<b>Thursday</b>)</li> </ul>	<ul style="list-style-type: none"> <li>To listen to stories with increasing attention and recall (<b>C&amp;L L&amp;A 20</b>)</li> <li>To use a range of tenses (<b>C&amp;L S 27</b>)</li> <li>To retell a simple past event in correct order (<b>C&amp;L S 24</b>)</li> <li>To use talk to connect ideas, explain what is happening and anticipate what might happen next (<b>C&amp;L S 25</b>)</li> <li>To build up vocabulary that reflects the breadth of their experience (<b>C&amp;L S 30</b>)</li> </ul>	<p><b><u>Most able</u></b></p> <ul style="list-style-type: none"> <li>* Verbalise a sentence to scribe</li> <li>* Use letters learnt to write a sentence</li> </ul> <p><b><u>SEND</u></b></p> <ul style="list-style-type: none"> <li>* Word/picture mats</li> <li>* Letter mats</li> </ul> <p><b><u>EAL</u></b></p> <ul style="list-style-type: none"> <li>* Word/picture mats</li> <li>* Letter mats</li> </ul>	
	<p><b><u>Personal, Social and Emotional Development (PSED)</u></b></p> <ul style="list-style-type: none"> <li>Jigsaw – ‘Being Me in My World’</li> </ul>	<ul style="list-style-type: none"> <li>To understand why it is good to be kind and use gentle hands</li> </ul>		
	<p><b><u>Understanding the World (UW)</u></b></p> <ul style="list-style-type: none"> <li><b>ICT</b> – children to take photos – print and children write about it</li> <li><b>Science</b> – planting cress seeds</li> </ul>	<ul style="list-style-type: none"> <li>To gain greater control of a computer mouse</li> <li>To develop an understanding of growth, decay and changes over time</li> </ul>		
	<p><b><u>Physical Development (PD)</u></b></p> <ul style="list-style-type: none"> <li>Fine motor activities – picking up objects using tweezers</li> <li>Gross motor – PE and the outdoor environment</li> <li>Dance (Kate)</li> </ul>	<ul style="list-style-type: none"> <li>To travel with confidence and skill round, under, over and through balancing and climbing equipment (<b>PD M&amp;H 48</b>)</li> <li>To jump off an object and land appropriately (<b>PD M&amp;H 46</b>)</li> </ul>		
	<p><b><u>Expressive Arts and Design (EAD)</u></b></p> <ul style="list-style-type: none"> <li>Make a papier-mâché turnip in small groups of six)</li> </ul> <p>Balloons Newspaper Purple and green tissue paper PVA glue Paint brushes</p>	<ul style="list-style-type: none"> <li>To follow directions (<b>C&amp;L L&amp;A 23</b>)</li> <li>To understand the use of objects (<b>C&amp;L U12</b>)</li> <li>To use one-handed tools and equipment (<b>PD M&amp;H 41</b>)</li> <li>To select and use activities and resources with help (<b>PSED S-C&amp;SA 12</b>)</li> <li>To talk about why things happen and how things work (<b>UW TW 18</b>)</li> <li>To realise that tools can be used for a purpose (<b>EAD 22</b>)</li> </ul>		