



Week	Main Teaching	Objectives	Differentiation	Assessment
2	<b>Phonics</b> Read, Write Inc. sessions	<ul style="list-style-type: none"> <li>Recap letter / sounds learnt last week: j, v, y, w</li> <li>Learn letter / sound z (Tuesday)</li> <li>Learn letter / sound ch (Wednesday)</li> <li>Learn letter / sound qu (Thursday)</li> <li>Learn letter / sound x (Friday)</li> </ul>		
	<b>Maths (M)</b> <ul style="list-style-type: none"> <li>Unit 5 lesson 1 (<b>Monday</b>)</li> <li>Unit 5 lesson 2 (<b>Tuesday</b>)</li> <li>Unit 5 lesson 3 (<b>Wednesday</b>)</li> <li>Unit 5 lesson 4 (<b>Thursday</b>)</li> <li>Unit 5 lesson 5 (<b>Friday</b>)</li> </ul> SEE MATHS MASTERY UNIT 5	<ul style="list-style-type: none"> <li>To order objects by size (Monday) (<b>M SSM</b>)</li> <li>To use everyday language to talk about volume and capacity. To explore and compare the volumes and capacities of everyday objects (Tuesday) (<b>M SSM</b>)</li> <li>To use everyday language to talk about weight. To estimate, compare and explore the weight of everyday objects (Wednesday) (<b>M SSM</b>)</li> <li>To use everyday language to talk about size. To estimate, compare and explore the length of everyday objects (Thursday) (<b>M SSM</b>)</li> <li>To consolidate learning (Friday) (<b>M SSM</b>)</li> </ul>	<b>Most able</b> <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> <b>SEND</b> <ul style="list-style-type: none"> <li>* Verbalise ideas</li> <li>* Scaffold learning</li> </ul> <b>EAL</b> <ul style="list-style-type: none"> <li>* Visual resources</li> <li>* Extend use of vocabulary</li> </ul>	

	<b><u>Literacy and Communication &amp; Language (L &amp; CL)</u></b> <ul style="list-style-type: none"> <li>Discuss bear knowledge and create a KLW grid (<b>Monday</b>)</li> <li>Write about bears (<b>Tuesday</b>)</li> <li>Role play, freeze and record thoughts on scene from text (<b>Wednesday</b>)</li> <li>Use role wall to discuss the 2 characters and record thoughts (<b>Thursday</b>)</li> </ul>	<ul style="list-style-type: none"> <li>To investigate brown bears (<b>C&amp;L U</b>)</li> <li>To write about a subject (<b>C&amp;L U</b>)</li> <li>To record my thoughts (<b>C&amp;L S</b>)</li> <li>To empathise with a character (<b>C&amp;L S</b>)</li> </ul>	<b><u>Most able</u></b> * Write a sentence using phonics  <b><u>SEND</u></b> * Word/picture mats * Letter mats Verbalise a sentence to scribe  <b><u>EAL</u></b> * Word/picture mats * Letter mats	
	<b><u>Personal, Social and Emotional Development (PSED)</u></b> <ul style="list-style-type: none"> <li>Jigsaw – ‘Celebrating Difference’</li> </ul>	<ul style="list-style-type: none"> <li>To understand that being different makes us all special</li> </ul>		
	<b><u>Understanding the World (UW)</u></b> <ul style="list-style-type: none"> <li>ICT – Beebots - programming them to travel around autumn objects</li> <li>Science - Hibernation</li> <li>RE – nativity practise</li> </ul>	<ul style="list-style-type: none"> <li>To complete a simple program (<b>UW T</b>)</li> <li>To investigate why things occur (<b>UW W</b>)</li> </ul>		
	<b><u>Physical Development (PD)</u></b> <ul style="list-style-type: none"> <li>Fine motor activities – scissor control sheets, pencil control sheets etc.</li> <li>Gross motor – PE and the outdoor environment</li> <li>Dance (Kate) (nativity)</li> </ul>	<ul style="list-style-type: none"> <li>To dress and undress independently (<b>PD M&amp;H</b>)</li> <li>To jump off an object and land appropriately (<b>PD M&amp;H</b>)</li> <li>To enjoy joining in with dancing (<b>EAD EUMM</b>)</li> <li>To use movement to express feelings (<b>EAD BI</b>)</li> </ul>		
	<b><u>Expressive Arts and Design (EAD)</u></b> <ul style="list-style-type: none"> <li>Make a papier-mâché bear’s head</li> </ul>	<ul style="list-style-type: none"> <li>To follow directions (<b>C&amp;L L&amp;A</b>)</li> <li>To begin to be interested in and describe the texture of things (<b>EAD EUMM</b>)</li> <li>To understand the use of objects (<b>C&amp;L U</b>)</li> <li>To use one-handed tools and</li> </ul>		

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