



Week	Main Teaching	Objectives	Differentiation	Assessment
7	<p>Phonics Read, Write Inc. sessions</p> <p>Split into two groups – Di to take lower ability</p>	<ul style="list-style-type: none"> Recap letter / sounds learnt so far m – e (Monday) Learn letter / sound l (Tuesday) Learn letter / sound h (Wednesday) Learn letter / sound sh (Thursday) Learn letter / sound r (Friday) 		
	<p>Maths (M)</p> <ul style="list-style-type: none"> 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. (Monday) 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? (Tuesday) Lay out a selection of objects (ranging from 2-6) where the objects are purposefully arranged close together. How many objects are there? Turn and tell your partner and tell them how you know. Rearrange the objects and ask pupils again to tell their partner how many there are when they are arranged differently. Is the total the same or different? Emphasise that the total number is the same. Does the size of the object matter when counting? Why not? Explain that the size of the object does not matter when counting as counting just checks how many there are. (Some pupils may think that you count a bigger object twice.) (Wednesday) 	<ul style="list-style-type: none"> To count five objects reliably (Monday) To count up to six objects reliably (Tuesday) To explore conservation of numbers within six (Wednesday) To explore one more within six (Thursday) 	<p>Most able</p> <ul style="list-style-type: none"> * Use full sentences * Use mathematical symbols correctly * Use the correct mathematical vocabulary <p>SEND</p> <ul style="list-style-type: none"> * Verbalise ideas * Scaffold learning <p>EAL</p> <ul style="list-style-type: none"> * Visual resources * Extend use of vocabulary 	

	<ul style="list-style-type: none"> Revisit the Big Picture of 'Five Little Speckled Frogs' and listen to the song using five pupils as frogs. Emphasise that there are zero frogs once the song has finished. <i>(Pupils have not yet been formally introduced to the number 'zero' at this stage so ensure to substitute in other words to support their understanding, such as, none, no more, all gone, etc.).</i> Explain that the frogs then decided to come back to the log one at a time. Invite the first 'frog' back. How many frogs are there now? Invite 'one more' frog (the second one) back. How many frogs are there now? What is one more than one? (Thursday) <p>SEE MATHS MASTERY UNIT 3</p>			
	<p><u>Literacy and Communication & Language (L & CL)</u></p> <ul style="list-style-type: none"> Vegetable feely bag – have a variety of vegetables in the bag. With the help of a picture/word mat, children to guess which one they are (Monday) Plan a garden - children to draw a picture of a garden and describe the picture (Tuesday) Sequence the story of 'The Gigantic Turnip'. Provide children with pictures of the story to put into the correct order (Wednesday) Design a label for a tin of turnip soup (Thursday) 	<ul style="list-style-type: none"> To listen to stories with increasing attention and recall (C&L L&A 20) To use a range of tenses (C&L S 27) To build up vocabulary that reflects the breadth of their experience (C&L S 30) To sometimes give meaning to marks as they draw and paint (L 2) 	<p><u>Most able</u></p> <p>* Write a sentence using phonics</p> <p><u>SEND</u></p> <p>* Word/picture mats</p> <p>* Letter mats</p> <p>* Verbalise a sentence to be scribed</p> <p><u>EAL</u></p> <p>* Word/picture mats</p> <p>* Letter mats</p>	
	<p><u>Personal, Social and Emotional Development (PSED)</u></p> <ul style="list-style-type: none"> Jigsaw – 'Being Me in My World' 	<ul style="list-style-type: none"> To start to understand children's rights and this means we should all be allowed to learn and play 		
	<p><u>Understanding the World (UW)</u></p> <ul style="list-style-type: none"> ICT – children to use the IWB Science – push and pull 	<ul style="list-style-type: none"> To gain greater control of using technology To talk about why things happen and how things work 		

	<u>Physical Development (PD)</u> <ul style="list-style-type: none"> Fine motor activities – scissor control sheets Gross motor – PE and the outdoor environment Dance (Kate) 	<ul style="list-style-type: none"> To handle tools, objects, construction and malleable materials safely and with control To move confidently, negotiating spaces and collaborating with others To dress and undress independently 		
	<u>Expressive Arts and Design (EAD)</u> <ul style="list-style-type: none"> Vegetable printing Conker rolling painting 	<ul style="list-style-type: none"> To follow directions (C&L L&A 23) To understand the use of objects (C&L U12) To use one-handed tools and equipment (PD M&H 41) To select and use activities and resources with help (PSED S-C&SA 12) To show interest in different occupations and ways of life (UW 20) To realise that tools can be used for a purpose (EAD 22) 		