



Week	Main Teaching	Objectives	Differentiation	Assessment
8	<b>Phonics</b> Read, Write Inc. sessions	<ul style="list-style-type: none"> <li>Recap letter / sounds l, h, sh, and r (Monday)</li> <li>Learn letter / sound j (Tuesday)</li> <li>Learn letter / sound v (Wednesday)</li> <li>Learn letter / sound y (Thursday)</li> <li>Learn letter / sound w (Friday)</li> </ul>		
	<b>Maths (M)</b> <ul style="list-style-type: none"> <li>Revisit the Big Picture of Five Little Speckled Frogs and sing the song using five pupils as frogs. Each time a frog jumps into the pool, pause the song and ask: How many frogs are there now? What is one fewer than five? Repeat the sentence structure that 'one fewer than five is four' and ask pupils to repeat after you. Continue this until all five frogs have 'jumped into the pool'. <b>(Monday)</b></li> <li>Explain to pupils that the little speckled frogs have all got muddled up and we need to put them in the correct order. Select a frog number card and count the dots on it to check what number it is as well as referring to the written number. Where should I put this number on the log - at the start, middle or nearer the end of the log? Why? Put the frog where pupils suggest on the log. Select another number and check what number it is by counting the dots. Will I place this number before or after (the number already there)? Why? <b>(Tuesday)</b></li> <li>Revisit the Big Picture of Five Little Speckled Frogs and sing the song using five pupils as frogs. Each time a frog jumps into the pool, pause the song and ask: How many frogs are there now? What is one fewer than five? Repeat the sentence structure that 'one fewer than five is four' and ask pupils to repeat after you. Continue this until all five frogs have 'jumped into the pool'. <b>(Wednesday)</b></li> </ul>	<ul style="list-style-type: none"> <li>To explore one fewer within six (Monday)</li> <li>To place numbers 1-6 in order (Tuesday)</li> <li>Developing conservation of number within six (Thursday)</li> <li>To explore one fewer within six (Friday)</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>	

	<ul style="list-style-type: none"> <li>Explain to pupils that the little speckled frogs have all got muddled up and we need to put them in the correct order. Select a frog number card and count the dots on it to check what number it is as well as referring to the written number. Where should I put this number on the log - at the start, middle or nearer the end of the log? Why? Put the frog where pupils suggest on the log. Select another number and check what number it is by counting the dots. Will I place this number before or after (the number already there)? Why? Explain where you will place the number referring to the number of dots, for example, five is greater than two so I need to place it after two. I know because there are more dots on the five card. Tell pupils that they can move the frogs around if necessary, so that they can put them in the correct order <b>(Thursday)</b></li> <li>Explain to pupils that they will play a game with their partner. Model the following game with an additional adult. Adult A rolls a die (1-6 with dots rather than numbers) and counts the dots to check what the number the die rolled. Create a set for that number. Adult B rolls the die again, counts the dots and creates a set for that number. What's the same? What's different? Both adults must say at least one thing about the numbers is the set, for example: 'We have different numbers - I have three in my set and you have one. Three is more than one'. Adult B could then say 'My number is less than your number -one is fewer than three'. Encourage pupils to focus on the arrangement in which they place their objects, for example, close together in a line or far apart, in a cluster or in groups of two, etc. <b>(Friday)</b></li> </ul> <p>SEE MATHS MASTERY UNIT 3</p>			
	<p><b><u>Literacy and Communication &amp; Language (L &amp; CL)</u></b></p> <ul style="list-style-type: none"> <li>Write instructions for making fruit kebabs <b>(Monday)</b></li> <li>Write a poem using the five senses about a garden – I can hear, I can feel, I can see, I can touch, I can smell... <b>(Tuesday)</b></li> <li>Draw and label a character from the story <b>(Wednesday)</b></li> <li>Describe a push or a pull. Look at a range of pictures and say whether it is a push or a pull <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 build up vocabulary that reflects the breadth of their experience <b>(C&amp;L S 30)</b></li> <li>To sometimes give meaning to marks as they draw and paint <b>(L 2)</b></li> </ul>	<p><b><u>Most able</u></b> * Write a sentence using phonics</p> <p><b><u>SEND</u></b> * Word/picture mats * Letter mats Verbalise a sentence to scribe</p> <p><b><u>EAL</u></b></p>	

			* Word/picture mats * Letter mats	
	<b><u>Personal, Social and Emotional Development (PSED)</u></b> <ul style="list-style-type: none"> <li>Jigsaw – ‘Being Me in My World’</li> </ul>	<ul style="list-style-type: none"> <li>To learn what being responsible means</li> </ul>		
	<b><u>Understanding the World (UW)</u></b> <ul style="list-style-type: none"> <li>ICT – children to take photos – print and children write about it</li> </ul>	<ul style="list-style-type: none"> <li>To gain greater control of a computer mouse</li> </ul>		
	<b><u>Physical Development (PD)</u></b> <ul style="list-style-type: none"> <li>Fine motor activities – scissor control sheets</li> <li>Gross motor – PE and the outdoor environment</li> <li>Dance (Kate)</li> </ul>	<ul style="list-style-type: none"> <li>To handle tools, objects, construction and malleable materials safely and with control</li> <li>To move confidently, negotiating spaces and collaborating with others</li> <li>To dress and undress independently</li> </ul>		
	<b><u>Expressive Arts and Design (EAD)</u></b> <ul style="list-style-type: none"> <li>Make turnip soup</li> <li>Make a picture of a field of growing vegetables using sponge printing</li> </ul>	<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 show interest in different occupations and ways of life <b>(UW 20)</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>		