



Week	Main Teaching	Objectives	Differentiation	Assessment
3	<p><u>Maths (M)</u></p> <ul style="list-style-type: none"> Sort objects into groups (coloured wooden blocks) (Monday) Match objects (puzzles/dominoes etc.) (Tuesday) Compare sizes of objects (compare bears) (Wednesday) Order objects according to length or height (Thursday) Order sets without counting (Friday) 	<ul style="list-style-type: none"> To classify objects based on one attribute (Monday) To identify the complement of a set (Tuesday) Match equal/unequal sets using one-to-one correspondence (Wednesday) Compare objects according to size (Thursday) Compare sets without counting (Friday) 	<p><u>Most able</u></p> <ul style="list-style-type: none"> * Classify objects based on two or three attributes * Compare according to other features <p><u>SEND</u></p> <ul style="list-style-type: none"> * Verbalise ideas * Colour charts <p><u>EAL</u></p> <ul style="list-style-type: none"> * Colour charts * Extend use of vocabulary 	
	<p><u>Literacy and Communication & Language (L & CL)</u></p> <ul style="list-style-type: none"> Write names for journal (Monday) Read 'The Gigantic Turnip' – what kind of story is this? Who are the man and the woman? What do you notice in the pictures and story so far? What questions do you have about the book? Write onto post-its. (Monday) Re-read the story and discuss the illustrations. Role-play the story. Take photos (Tuesday) Draw a story map of the story. What happened at the start of the story? Children to draw a picture of one part of the story (page 15 – pulling up the turnip). Give children copies of the picture to help. (Wednesday) Speech bubbles – what would the man be saying to his wife? (Thursday) 	<ul style="list-style-type: none"> To write my own name for my journal (L:W / PD) To listen to stories with increasing attention and recall (C&L L&A 20) To engage in imaginative role play based on own first-hand experiences (EAD BI 11) To use available resources to create props to support role play (EAD BI 13) To use talk in pretending that objects stand for something else in play (C&L S 31) 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 	<p><u>Most able</u></p> <ul style="list-style-type: none"> * Verbalise a sentence to scribe <p><u>SEND</u></p> <ul style="list-style-type: none"> * Word/picture mats * Letter mats <p><u>EAL</u></p> <ul style="list-style-type: none"> * Word/picture mats * Letter mats 	

		marks as they draw and paint (L 2)		
	<u>Personal, Social and Emotional Development (PSED)</u> <ul style="list-style-type: none"> Protective Behaviours 	<ul style="list-style-type: none"> See Protective Behaviours booklet 		
	<u>Understanding the World (UW)</u> <ul style="list-style-type: none"> ICT – children to take photos – print and children write about it 	<ul style="list-style-type: none"> To gain greater control of a computer mouse 		
	<u>Physical Development (PD)</u> <ul style="list-style-type: none"> Fine motor activities Gross motor – PE and the outdoor environment Dance (Kate) 	<ul style="list-style-type: none"> To move confidently, negotiating spaces and collaborating with others. To handle tools, objects, construction and malleable materials safely and with control To dress and undress independently 		
	<u>Expressive Arts and Design (EAD)</u> <ul style="list-style-type: none"> Scarecrows for RE display board (Harvest Festival) 	<ul style="list-style-type: none"> To listen to others one-to-one or in small groups, when conversation interests them (C&L L&A 19) 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 talk about why things happen and how things work (UW TW 18) To realise that tools can be used for a purpose (EAD 22) 		