



Week	Main Teaching	Objectives	Differentiation	Assessment
1	<b>Phonics</b> Read, Write Inc. sessions	<ul style="list-style-type: none"> <li>Recap letter / sounds learnt last half term (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>Unit 4 lesson 1 (<b>Monday</b>)</li> <li>Unit 4 lesson 2 (<b>Tuesday</b>)</li> <li>Unit 4 lesson 3 (<b>Wednesday</b>)</li> <li>Unit 4 lesson 4 (<b>Thursday</b>)</li> <li>Unit 4 lesson 5 (<b>Friday</b>)</li> </ul> SEE MATHS MASTERY UNIT 4	<ul style="list-style-type: none"> <li>To explore the concept of zero (Monday) (<b>M N</b>)</li> <li>To combine two groups (Tuesday) (<b>M N</b>)</li> <li>To combine two groups including zero (Wednesday) (<b>M N</b>)</li> <li>To explore subtraction by partitioning (Thursday) (<b>M N</b>)</li> <li>To practise addition and subtraction (Friday) (<b>M N</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>	

	<p><b><u>Literacy and Communication &amp; Language (L &amp; CL)</u></b></p> <ul style="list-style-type: none"> <li>Children to create an image from the text 'A Brave Bear' <b>(Monday)</b></li> <li>Children to write a speech bubble for what Mummy and Baby Bear are saying to each other <b>(Monday)</b></li> <li>In groups children create lines of poetry based on the line from the story, 'Everything is hot' <b>(Tuesday)</b></li> <li>Children discuss the illustration and develop their own. Discuss knowledge of bears <b>(Wednesday)</b></li> <li>Draw and label parts of a bear e.g. nose, eyes, ears, paws etc. <b>(Thursday)</b></li> </ul>	<ul style="list-style-type: none"> <li>To visualise from a text <b>(C&amp;L U)</b></li> <li>To create a group poem <b>(C&amp;L S)</b></li> <li>To respond to an illustration <b>(C&amp;L U)</b></li> <li>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words <b>(C&amp;L S)</b></li> </ul>	<p><b><u>Most able</u></b></p> <p>* Write a sentence using phonics</p> <p><b><u>SEND</u></b></p> <p>* Word/picture mats</p> <p>* Letter mats</p> <p>Verbalise a sentence to scribe</p> <p><b><u>EAL</u></b></p> <p>* Word/picture mats</p> <p>* Letter mats</p>	
	<p><b><u>Personal, Social and Emotional Development (PSED)</u></b></p> <ul style="list-style-type: none"> <li>Jigsaw – 'Celebrating Difference'</li> </ul>	<ul style="list-style-type: none"> <li>To identify something I am good at and understand everyone is good at different things <b>(PSED)</b></li> </ul>		
	<p><b><u>Understanding the World (UW)</u></b></p> <ul style="list-style-type: none"> <li>Autumn walk – find evidence of Autumn e.g. conkers, leaves, creatures etc.</li> <li>ICT – children to take photos – print and children write about it</li> </ul>	<ul style="list-style-type: none"> <li>To talk about some of things I have observed <b>(UW)</b></li> <li>To gain greater control of a computer mouse <b>(UW)</b></li> </ul>		
	<p><b><u>Physical Development (PD)</u></b></p> <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>		
	<p><b><u>Expressive Arts and Design (EAD)</u></b></p> <ul style="list-style-type: none"> <li>Bonfire night art work – colour a sheet of paper with wax crayons then go over in black wax crayon. Scratch off firework designs to reveal the colours underneath.</li> <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 equipment <b>(PD M&amp;H)</b></li> <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</li> </ul>		

		<div>and how things work <b>(UW TW)</b></div> <ul style="list-style-type: none"><li>• To realise that tools can be used for a purpose <b>(EAD)</b></li></ul>		
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