



Week	Main Teaching	Objectives	Differentiation	Assessment
<b>5</b>	<b>Phonics</b> Read, Write Inc. sessions	<ul style="list-style-type: none"> <li>Recap letter / sounds t, i, n, p (Monday)</li> <li>Learn letter / sound o (Tuesday)</li> <li>Learn letter / sound c (Wednesday)</li> <li>Learn letter / sound k (Thursday)</li> <li>Learn letter / sound u (Friday)</li> </ul>		
	<b>Maths (M)</b> <ul style="list-style-type: none"> <li>Select two pupils to act as birds and ask them to put on the masks and sit on two chairs, for the wall (Peter and Paul). Complete the actions for the nursery rhyme with the pupils. How many birds (pupils) are there at the start of the rhyme? How many fly away the first time? How many are left? How many birds (pupils) are there at the end of rhyme? Model how to count the birds (pupils) using one-to-one correspondence (tap each child to show that you have counted them) <b>(Monday)</b></li> <li>Select children to role-play a mouse family of three. Recap on one-to-one correspondence. Give each 'mouse' a mask and a ribbon for a tail. Select a pupil to act as the farmer's wife and give her a mask before acting out the rhyme. Farmer's wife should take the ribbon tails from the mice. How many tails has the farmer's wife got? Farmer's wife to put the ribbons on the carpet so that all the pupils can see them. Select a pupil to model how to count them and say the answer in a full sentence <b>(Tuesday)</b></li> <li>Tell pupils that today they are going to play 'musical numbers'. Teach pupils the 'pass the bag' chant for musical numbers. Give pupils an instrument each and ask them to place it on the carpet in front of them. Tell pupils that they need to pass the bag around the circle as they repeat the 'pass the bag' chant. Each time, say how many sounds to make (one sound, two or three sounds) for the last line of the chant. Repeat</li> </ul>	<ul style="list-style-type: none"> <li>To be able to count one and two objects reliably (Monday) <b>(M N 13)</b></li> <li>To be able to count one, two and three objects reliably (Tuesday) <b>(M N 13)</b></li> <li>To count one, two and three reliably using abstract materials (Wednesday) <b>(M N 13)</b></li> <li>To estimate a number of objects and check by counting (Thursday) <b>(M N 13, 18, 19)</b></li> </ul>	<b>Most able</b> <ul style="list-style-type: none"> <li>* Match the numeral to the quantity 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>(Wednesday)</b></p> <ul style="list-style-type: none"> <li>Explain to the pupils that the mice have hidden some cheese in the socks but they cannot remember whose sock belongs to whom. Revise what numbers 1, 2 and 3 look like. Show pupils the mice and tell them that the mouse with number '1' on it needs all the socks that contain one piece of cheese. The mouse with number '2' on it needs the socks that contain two pieces of cheese. The mouse with number '3' on it needs the socks that contain three pieces of cheese. Select a pupil to feel the outside and inside of the sock? How many pieces of cheese do you think there are in this sock? Encourage the pupil to explore through touch only and guess how many. Encourage the pupils to say, e.g. "I think there is one piece of cheese." <b>(Thursday)</b></li> </ul>			
	<p><b><u>Literacy and Communication &amp; Language (L &amp; CL)</u></b></p> <ul style="list-style-type: none"> <li>Re-read 'The Gigantic Turnip' story. Write an invitation to dinner <b>(Monday)</b></li> <li>Write a letter (and post it) from the old man and woman to the mouse to thank him for his help <b>(Tuesday)</b></li> <li>Complete the turnip lifecycle worksheet (Wednesday)</li> <li>Speech bubble – how could you ask someone for help? <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></p> <p>* Verbalise a sentence to scribe</p> <p><b><u>SEND</u></b></p> <p>* Word/picture mats</p> <p>* Letter mats</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 – 'Being Me in My World'</li> </ul>	<ul style="list-style-type: none"> <li>To enjoy working with others to make school a good place to be <b>(PSED SC &amp; SA 16, PSED MF&amp;B 23 &amp;25, PSED MR 19, 2, 21 &amp;22)</b></li> </ul>		
	<p><b><u>Understanding the World (UW)</u></b></p> <ul style="list-style-type: none"> <li><b>ICT</b> – children to draw a picture from the story 'The Gigantic Turnip' – print it and children write about it</li> </ul>	<ul style="list-style-type: none"> <li>To know how to operate simple equipment <b>(UW 5)</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</li> <li>Gross motor – PE and the outdoor environment</li> <li>Dance (Kate)</li> </ul>	<ul style="list-style-type: none"> <li>To understand that equipment and tools have to be used safely <b>(PD H&amp;S-C 25)</b></li> <li>Uses one-handed tools and equipment <b>(PD M&amp;H 41)</b></li> <li>To move freely with pleasure and confidence in a range of ways <b>(PD M&amp;H 34)</b></li> <li>To dress with help <b>(PD H&amp;SC 28)</b></li> </ul>		

	<p><b><u>Expressive Arts and Design (EAD)</u></b></p> <ul style="list-style-type: none"> <li>Vegetable 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>		
--	--	--	--	--