



Week	Main Teaching	Objectives	Differentiation	Assessment
1	Phonics Read, Write Inc. sessions	<ul style="list-style-type: none"> Recap all Set 1 letter sounds Recap letter sound th Recap letter sound z Recap letter sound ch Recap letter sound qu 		
	Maths (M) <ul style="list-style-type: none"> Unit 12 lesson 5 (Tuesday) https://classroom.thenational.academy/lessons/finding-one-less-than-a-given-number-6wwp2d Unit 12 lesson 6 (Thursday) https://classroom.thenational.academy/lessons/exploring-one-more-and-one-less-cgt64t <p>SEE MATHS MASTERY UNIT 12</p>	<ul style="list-style-type: none"> To be able to find one fewer and one less than a number within 20. (M N) (Tuesday) To apply knowledge of one more, one fewer, one greater and one less. (M N) (Thursday) 	Most able <ul style="list-style-type: none"> * Use full sentences * Use mathematical symbols correctly * Use the correct mathematical vocabulary SEND <ul style="list-style-type: none"> * Verbalise ideas * Scaffold learning EAL <ul style="list-style-type: none"> * Visual resources * Extend use of vocabulary 	
	Literacy and Communication & Language (L & CL) <ul style="list-style-type: none"> Introduce new book 'What the Ladybird Heard'. What do they think the ladybird might have heard? (Monday) What is a ladybird? It is an insect. Watch a PowerPoint about ladybirds - do they have any questions about them? Write some on a flipchart – what do they notice at the end of each question (a question mark) Children write questions on ladybirds. (Wednesday) Explain that they are going to write facts about ladybirds. What did they learn about them yesterday? (Friday) 	<ul style="list-style-type: none"> To make a prediction (C&L LW) To write a question (C&L L, UW TW) To write facts about ladybirds (C&L LW, UW TW) 	Most able <ul style="list-style-type: none"> * Write a sentence using phonics SEND <ul style="list-style-type: none"> * Sound/picture mats * Letter mats * Verbalise a sentence to scribe 	

			<u>EAL</u> * Sound/picture mats * Letter mats	
	<u>Personal, Social and Emotional Development (PSED)</u> <ul style="list-style-type: none"> Jigsaw – ‘Relationships’ 	<ul style="list-style-type: none"> To identify some of the jobs I do in my family and how I feel like I belong (PSED) 		
	<u>Understanding the World (UW)</u> <ul style="list-style-type: none"> ICT – Beebots Death of Prince Philip – talk about who he was and why he was important 	<ul style="list-style-type: none"> To complete a simple program (UW T) To understand who Prince Philip was. (UW TW, PSED) 		
	<u>Physical Development (PD)</u> <ul style="list-style-type: none"> Fine motor activities – scissor control sheets, threading, pencil control sheets Gross motor – PE and the outdoor environment 	<ul style="list-style-type: none"> To dress and undress independently (PD M&H) To jump off an object and land appropriately (PD M&H) To negotiate space effectively (PD M&H) To travel with confidence and skill around, over and through balancing equipment (PD M&H) To enjoy joining in with dancing (EAD E&UMM) To use movement to express feelings (EAD BI) To begin to move rhythmically (EAD E&UMM) 		
	<u>Expressive Arts and Design (EAD)</u> <ul style="list-style-type: none"> Make a paper plate ladybird 	<ul style="list-style-type: none"> To follow directions (C&L L&A) To explore what happens when I mix colours (EAD E&UMM) To use one-handed tools and equipment (PD M&H) To choose particular colours for a purpose (EAD BI) To select and use activities and resources with help (PSED S-C&SA) To realise that tools can be used for a purpose (EAD) 		