



Week	Main Teaching	Objectives	Differentiation	Assessment
3	Phonics Read, Write Inc. sessions	<ul style="list-style-type: none"> Recap letter / sounds learnt last week: , ch, qu, x (Monday) Learn letter / sound ch (Tuesday) Learn letter / sound qu (Wednesday) Learn letter sound x Recap on all set 1 sounds & practise blending (Thursday) As per Thursday (Friday) 		
	Maths (M) <ul style="list-style-type: none"> Unit 5 lesson 1 (Monday) Unit 5 lesson 2 (Tuesday) Unit 5 lesson 3 (Wednesday) Unit 5 lesson 4 (Thursday) SEE MATHS MASTERY UNIT 5	<ul style="list-style-type: none"> To order objects by size (Monday) (M SSM) To use everyday language to talk about volume and capacity. To explore and compare the volumes and capacities of everyday objects (Tuesday) (M SSM) To use everyday language to talk about weight. To estimate, compare and explore the weight of everyday objects (Wednesday) (M SSM) To use everyday language to talk about size. To estimate, compare and explore the length of everyday objects (Thursday) (M SSM) To consolidate learning (Friday) (M SSM) 	Most able * Use full sentences * Use mathematical symbols correctly * Use the correct mathematical vocabulary SEND * Verbalise ideas * Scaffold learning EAL * Visual resources * Extend use of vocabulary	<ul style="list-style-type: none">

	<u>Literacy and Communication & Language (L & CL)</u> <ul style="list-style-type: none"> Create a small world area and re-enact the story (Monday) Discuss the character's predicament (Tuesday) Pose questions for characters and write letters (Wednesday) Create a shared poem about the characters (Thursday) 	<ul style="list-style-type: none"> To re-enact a story (C&L S) To offer suggestions to a character (C&L U, S) To create questions to ask a character (C&L S) To create a poem about a character (C&L S) 	<u>Most able</u> * Write a sentence using phonics <u>SEND</u> * Word/picture mats * Letter mats Verbalise a sentence to scribe <u>EAL</u> * Word/picture mats * Letter mats	
	<u>Personal, Social and Emotional Development (PSED)</u> <ul style="list-style-type: none"> Jigsaw – 'Celebrating Difference' 	<ul style="list-style-type: none"> To know we are all different but the same in some ways (PSED) 		
	<u>Understanding the World (UW)</u> <ul style="list-style-type: none"> ICT – IWB Science – hibernation RE – nativity practise, Diwali day 	<ul style="list-style-type: none"> To complete a simple program (UW T) To investigate why things occur (UW W) 		
	<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 Dance (Kate) (nativity) 	<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 enjoy joining in with dancing (EAD EUMM) To use movement to express feelings (EAD BI) 		
	<u>Expressive Arts and Design (EAD)</u> <ul style="list-style-type: none"> Make a Paddington bear character 	<ul style="list-style-type: none"> To follow directions (C&L L&A) To begin to be interested in and describe the texture of things (EAD EUMM) To understand the use of objects (C&L U) To use one-handed tools and equipment (PD M&H) To select and use activities and resources with help (PSED S-C&SA) 		

		<ul style="list-style-type: none">• To talk about why things happen and how things work (UW TW)• To realise that tools can be used for a purpose (EAD)		
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