



Week	Main Teaching	Objectives	Differentiation	Assessment
6	<p><b>Phonics</b> Read, Write Inc. sessions</p>	<ul style="list-style-type: none"> <li>Recap all set 1 &amp; 2 letter sounds learnt so far</li> <li>Practise writing tricky red words</li> <li>Practise writing sentences</li> </ul>		
	<p><b>Maths (M)</b></p> <ul style="list-style-type: none"> <li>Unit 16 lesson 4 <a href="#">Exploring giving change from ten pence (thenational.academy)</a></li> <li>Unit 16 lesson 5 <a href="#">Applying number sense within the context of money (thenational.academy)</a></li> <li>Unit 17 lesson 1 <a href="#">Describing the capacities of objects and using language about capacity (thenational.academy)</a></li> </ul> <p>SEE MATHS MASTERY UNITS 16 &amp; 17</p>	<ul style="list-style-type: none"> <li>To give change from ten pence (M N)</li> <li>To apply number sense within the context of money (M N)</li> <li>To describe the capacities of objects and use language about capacity. (M SSM)</li> </ul>	<p><b>Most able</b></p> <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> <p><b>SEND</b></p> <ul style="list-style-type: none"> <li>Verbalise ideas</li> <li>Scaffold learning</li> </ul> <p><b>EAL</b></p> <ul style="list-style-type: none"> <li>Visual resources</li> <li>Extend use of vocabulary</li> </ul>	
	<p><b>Literacy and Communication &amp; Language (L &amp; CL)</b></p> <ol style="list-style-type: none"> <li>Re-read the 'Rainbow Fish' story. Discuss what an adjective is and think of words to describe a scene. Write these words onto cards and stick up on the board for children to use in their own writing.</li> <li>Discuss and look at the range of red words we have learnt this year. Explain that they are going to write sentences using as many of these red words as possible.</li> </ol>	<ul style="list-style-type: none"> <li>To use interesting vocabulary in my writing. (C&amp;L LW LR)</li> <li>To write some common irregular words (red words). (LR)</li> </ul>	<p><b>Most able</b></p> <ul style="list-style-type: none"> <li>Write a sentence using phonics</li> </ul> <p><b>SEND</b></p> <ul style="list-style-type: none"> <li>Word/picture mats</li> <li>Letter mats</li> </ul> <p>Verbalise a sentence to scribe</p>	

			<u>EAL</u> * Word/picture mats * Letter mats	
	<u>Personal, Social and Emotional Development (PSED)</u> <ul style="list-style-type: none"> <li>Jigsaw – ‘Changing Me’</li> </ul>	<ul style="list-style-type: none"> <li>To share my memories of the best bits of this year in Reception (PSED, UW TW)</li> </ul>		
	<u>Understanding the World (UW)</u> <ul style="list-style-type: none"> <li>ICT – interactive whiteboard</li> <li>RE – (See RE plan)</li> <li>Science – Children to create a poster about protecting the environment using rubbish materials.</li> </ul>	<ul style="list-style-type: none"> <li>To complete a simple program (UW T)</li> <li>To explore, observe and find out about objects that matter in Hinduism (UW TW)</li> <li>To understand how to protect the environment (UW TW)</li> </ul>		
	<u>Physical Development (PD)</u> <ul style="list-style-type: none"> <li>Fine motor activities – scissor control sheets, threading, pencil control sheets</li> <li>Gross motor – PE and the outdoor environment</li> </ul>	<ul style="list-style-type: none"> <li>Experiments with different ways of moving (PD M&amp;H)</li> <li>Jumps off an object and lands appropriately (PD M&amp;H)</li> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (PD M&amp;H)</li> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment (PD M&amp;H)</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it (PD M&amp;H)</li> </ul>		

	<p><b><u>Expressive Arts and Design (EAD)</u></b></p> <ul style="list-style-type: none"><li>• See Science plan above.</li></ul>	<ul style="list-style-type: none"><li>• Uses simple tools to effect changes to materials (EA&amp;D E&amp;UM&amp;M)</li><li>• Handles tools, objects, construction and malleable materials safely and with increasing control (EA&amp;D E&amp;UM&amp;M)</li><li>• Experiments to create different textures (EA&amp;D E&amp;UM&amp;M)</li><li>• Understands that different media can be combined to create new effects (EA&amp;D E&amp;UM&amp;M)</li><li>• Manipulates materials to achieve a planned effect</li><li>• Constructs with a purpose in mind, using a variety of resources (EA&amp;D E&amp;UM&amp;M)</li><li>• Uses simple tools and techniques competently and appropriately (EA&amp;D E&amp;UM&amp;M)</li><li>• Selects appropriate resources and adapts work where necessary (EA&amp;D E&amp;UM&amp;M)</li><li>• Selects tools and techniques needed to shape, assemble and join materials they are using (EA&amp;D E&amp;UM&amp;M)</li></ul>		
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