



Week	Main Teaching	Objectives	Differentiation	Assessment
5	<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 1 <a href="#">Recognising the value of one penny and the values of other coins (thenational.academy)</a></li> <li>Unit 16 lesson 2 <a href="#">Exploring different combinations of coins for a given total of up to 10p (thenational.academy)</a></li> <li>Unit 16 lesson 3 <a href="#">Exploring different combinations of coins with a total of up to 20p (thenational.academy)</a></li> </ul> <p>SEE MATHS MASTERY UNIT 16</p>	<ul style="list-style-type: none"> <li>To recognise the value of one penny and to recognise the value of coins (M N)</li> <li>To explore different combinations of coins for a given total up to 10p (M N)</li> <li>To explore different combinations of coins with a total of up to 20p (M N)</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>Describe a scene from 'Billy's Bucket' using capital letters in the correct place e.g. Mum was in the kitchen. Billy was upset. The bucket was gone.</li> <li>Children to read back their description to a peer. Children to then edit and make changes to their writing, where necessary.</li> </ol>	<ul style="list-style-type: none"> <li>To use capital letters in my writing (LW LR)</li> <li>To be able to read my own writing (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	
	<b><u>Personal, Social and Emotional Development (PSED)</u></b> <ul style="list-style-type: none"> <li>Jigsaw – ‘Changing Me’</li> </ul>	<ul style="list-style-type: none"> <li>To talk about my worries and/or the things I am looking forward to about being in Year 1 (PSED, UW TW)</li> </ul>		
	<b><u>Understanding the World (UW)</u></b> <ul style="list-style-type: none"> <li>ICT – interactive whiteboard</li> <li>RE – <a href="#">The Shahadah and Ramadan - KS1 Religious Education - BBC Bitesize</a></li> </ul>	<ul style="list-style-type: none"> <li>To complete a simple program (UW T)</li> <li>To know how babies are welcomed into the Muslim religion (UW TW)</li> </ul>		
	<b><u>Physical Development (PD)</u></b> <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>		

**Expressive Arts and Design (EAD)**

- Create a rock pool scene using a variety of media.

- Uses simple tools to effect changes to materials (EA&D E&UM&M)
- Handles tools, objects, construction and malleable materials safely and with increasing control (EA&D E&UM&M)
- Experiments to create different textures (EA&D E&UM&M)
- Understands that different media can be combined to create new effects (EA&D E&UM&M)
- Manipulates materials to achieve a planned effect
- Constructs with a purpose in mind, using a variety of resources (EA&D E&UM&M)
- Uses simple tools and techniques competently and appropriately (EA&D E&UM&M)
- Selects appropriate resources and adapts work where necessary (EA&D E&UM&M)
- Selects tools and techniques needed to shape, assemble and join materials they are using (EA&D E&UM&M)