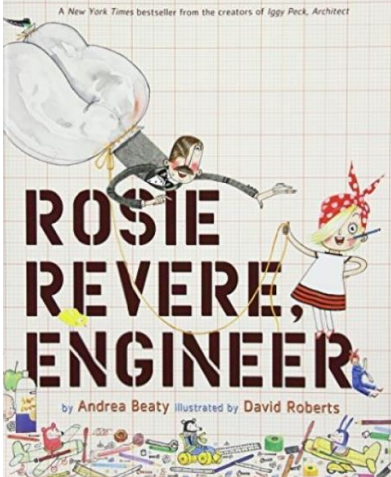




w/c 30.10.23	w/c 6.11.23	w/c 13.11.23	w/c 20.11.23	w/c 27.11.23	w/c 4.12.23	w/c 11.12.23
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<p><b>Literacy</b> <u>Phonics and reading</u></p>	<p>Individual phonics/spelling; recapping previous sounds, introducing new sounds, sounding out and blending to read words, initial sounds, rhyming skills onset and rime, reading HFW and tricky words. CVC CCVC CVCC words. Bucket time colouring, sand writing, "Squiggle while you wiggle"</p> <p><b>Rosie Revere, Engineer - sounds to be introduced: -ge, -dge, -le;</b> <b>Common exception words – after, class, great, hold, hour, half, improve, move, past, water;</b> I am Henry Finch</p>		
<p><u>Fine motor/ Handwriting</u></p>	<p>Cutting, knife and fork skills, shoe laces, zips, buttons, threading, hama beads, filling bottles using funnels, finding objects in thera-putty, peg boards, posting, play dough disco</p> <p>Handwriting – overwriting shapes/letters/numbers, writing letters, words, high frequency words, tricky words, numbers, drawing,</p>		
<p><u>Whole class Texts</u></p>	<p>Rosie Revere, Engineer</p>	<p>I am Henry Finch</p>	<p>The Snowman</p>
			

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<u>LKS2</u>	Addition and Subtraction – up to 10 and beyond	Geometry – Shape
<u>UKS2</u>	Addition and Subtraction – up to 100 and beyond	Geometry – Shape

<u>Sensory Play</u>	<u>Wet</u>	<u>Dry</u>	<u>Wet</u>	<u>Dry</u>	<u>Wet</u>	<u>Dry</u>	<u>Wet</u>
	Missing numbers in foamy sand (Mix sand & foam, add cubes with numerals).	Spaghetti bridge – create a bridge out of spaghetti; use playdough to join spaghetti together.	Leaf cutting station. Create various shapes by cutting leaves. (Square, circle, rectangular, triangle...).	Playdough faces. Use playdough, rice, pasta to create different face expressions.	Make a slime. (Use beads, sequence to get different texture).	Create a snowflake. Experiment with different materials to discover ways of making a snowflake.	Snow balls – make a fake snow.
	<u>Wet</u>	<u>Dry</u>	<u>Wet</u>	<u>Dry</u>	<u>Wet</u>	<u>Dry</u>	<u>Wet</u>
	Racing cars (Place white sheet of paper over the tray, squeeze foam to create obstructions, dip cars into various colours of paint).	Colourful rice measuring station. Full cup, half of cup, nearly full, nearly empty.	Missing sounds in the sandy garden. (Create paper leaves/flowers and arrange them in the sand. Hide sound cubes in the sand).	Pasta sorting station. Different sizes and shapes of pasta got mixed up and needed to be reorganized into the same groups. Extend to – make a pattern.	Muddy tray. Can you find the missing beads? Place them into clean water. How many could you find? (Mix soil/sand with water, add beads).	Pasta threading. Discuss who's got the longest pasta treads, who's the shortest?	Frozen ocean – freeze sea creatures in the water and let children to discover them.

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<u>Art</u>	Simple levers picture;	Fireworks (paper tube painting activity);	Flying bird;	Salt painting; Autumn tree;	Clay hedgehog;	Snowy owl;	Snow globe;
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<u>Social context / PSHE</u>	Individual to class/pupil needs – Group sessions, 1:1 tutorials, Thrive; E.g. class and playtime promises, sharing toys and resources, turn-taking, kind hands, Makaton register, Sign of the Week; Reward systems: Bumblebee Honey Pot reward chart, Golden time; House Points, Child of the Day, Star of the Week, Marvellous Me;
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<u>Home learning</u>	E-Collins books assigned on Fridays; Shared books changed Tuesday and Friday; Spellings (assigned sets) on Spelling Shed; Maths Shed – assigned year group appropriate;
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HFW word reading challenge 1	HFW word reading challenge 2	HFW word reading challenge 3	HFW word reading challenge 4
<p>Phase 2 Tricky Words</p> <ul style="list-style-type: none"> <li>• the</li> <li>• to</li> </ul> <p><b><u>Phase 3 Tricky words</u></b></p> <ul style="list-style-type: none"> <li>• he</li> <li>• she</li> <li>• we</li> <li>• me</li> </ul> <p><b><u>PHONICS Phase 4 Tricky words</u></b></p> <ul style="list-style-type: none"> <li>• said</li> <li>• have</li> <li>• like</li> <li>• so</li> </ul>	<p>Phase 2 Tricky Words</p> <ul style="list-style-type: none"> <li>• no</li> <li>• go</li> </ul> <p><b><u>Phase 3 Tricky words</u></b></p> <ul style="list-style-type: none"> <li>• be</li> <li>• was</li> <li>• you</li> <li>• they</li> </ul> <p><b><u>PHONICS Phase 4 Tricky words</u></b></p> <ul style="list-style-type: none"> <li>• do</li> <li>• some</li> <li>• come</li> <li>• were</li> </ul>	<p>Phase 2 Tricky Words</p> <ul style="list-style-type: none"> <li>• I</li> </ul> <p><b><u>Phase 3 Tricky words</u></b></p> <ul style="list-style-type: none"> <li>• all</li> <li>• are</li> <li>• my</li> <li>• her</li> </ul> <p><b><u>PHONICS Phase 4 Tricky words</u></b></p> <ul style="list-style-type: none"> <li>• there</li> <li>• little</li> <li>• one</li> <li>• when</li> <li>• out</li> </ul>	<p>Phase 5 Tricky Words</p> <ul style="list-style-type: none"> <li>• oh</li> <li>• could</li> <li>• their</li> <li>• people</li> <li>• Mr</li> <li>• Mrs</li> <li>• looked</li> <li>• called</li> <li>• asked</li> </ul>

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	<ul style="list-style-type: none"><li>• what</li></ul>	<ul style="list-style-type: none"><li>• what</li></ul>	
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