

Block 1: Overview

12th Sep – 31st Oct

Theme: Marvellous Me!

Week	0	1	2	3	4	5	6	7
Date:	5 th – 9 th Sep	12 th – 16 th Sep	19 th – 23 rd Sep	26 th - 30 th Sep	3 rd - 7 th Oct	10 th - 14 th Oct	17 th - 21 st Oct	24 th - 28 th Oct
Topic:	<u>My School Community</u>	<u>My Favourite Things</u>	<u>All About Me</u>	<u>My Body (Week 1 - external)</u>	<u>My Body (Week 2 - internal)</u>	<u>My Senses</u>	<u>My Family</u>	<u>When I Grow Up</u>
Literacy	<p>Reading</p> <p>Writing</p> <ul style="list-style-type: none"> -Pre-cursive activities -Name writing practice 	<p>Reading</p> <ul style="list-style-type: none"> -Introduction to a book: cover, title illustrations, author. - How we handle a book – read from left to right - How we read a book <p>'Fun at School' Booklet</p> <p>Writing</p> <ul style="list-style-type: none"> -Pre-cursive activities -Name writing practice 	<p>Reading</p> <ul style="list-style-type: none"> - Revision of book knowledge. <p>Writing</p> <ul style="list-style-type: none"> -Pre-cursive activities -Name writing practice 	<p>Reading</p> <ul style="list-style-type: none"> - Letter & Sounds Phase1, Book 2 <p>Writing</p> <ul style="list-style-type: none"> -Pre-cursive activities -Introduction to letter formation & Rhyme 's' & 'a' 	<p>Reading</p> <ul style="list-style-type: none"> Letter & Sounds Phase1, Book 2 -CVC words: Introduction to blending to read <p>Writing</p> <ul style="list-style-type: none"> -Pre-cursive activities - Introduction to letter formation & Rhyme 't' & 'p' - Revision of (s,a) 	<p>Reading</p> <ul style="list-style-type: none"> -Letter & Sounds Phase 2, Book 1 -CVC words: Begin to blend & read (Related to Phonic sounds) <p>Writing</p> <ul style="list-style-type: none"> -Pre-cursive activities - Introduction to letter formation & Rhyme 'i' & 'n' - Revision of (s,a,t,p) 	<p>Reading</p> <ul style="list-style-type: none"> -Letter & Sound Phase 2, Book 2 - CVC words: Begin to blend & read (Related to Phonic sounds) - Reading booklet: 'I am...' <p>Writing</p> <ul style="list-style-type: none"> -Pre-cursive activities - Revision of (s,a,t,p,i,n,m,d) 	<p>Reading</p> <ul style="list-style-type: none"> Letters & Sound Phase 2, Book <p>Writing</p> <ul style="list-style-type: none"> -Pre-cursive activities - Revision of (m,d,g,o)

Phonics	<p>Phase 1: Environmental Sounds</p> <p>-Listening walks, sound stories and identifying indoor and outdoor sounds. Recognising animal sounds.</p> <p>-learning basic songs and rhymes.</p>	<p>Phase 1: Instrumental Sounds, Rhythm and Rhyme, alliteration</p> <p>-How sounds can change, simple rhythms, matching sounds, story sounds.</p>	<p>Phase 2 (Set 1): -Teach: 's' & 'a'</p> <p>-Odd one out, bingo activities, learning songs and rhymes.</p> <p>-Complete sentences using rhyming words</p> <p>-New blends: a as, at</p>	<p>Phase 2 (Set 1): -Teach: 't' & 'p'</p> <p>- New blends: at, a, sat, tap, pat</p> <p>Tricky words: as</p>	<p>Phase 2 (Set 2): - Teach: 'i' & 'n'</p> <p>- New blends: it, in, an, sit, pit, tip, pip, sip, pan, pin, tin, tan, nap</p> <p>Tricky words: is, i</p>	<p>Revision of Phase 2: s, a, t, p, i & n</p> <p>-New blends: sat, tap, pat, sit, tip, pip, sip, pan, pin, tin, tan, nap</p> <p>Tricky Words: into</p> <p>Revision (as, I, is)</p> <p>Apply knowledge – read or write a caption</p>	<p>Phase 2 (Set 2): Teach 'm' & 'd'</p> <p>-New blends: am, dad, did, and, man, mat, map, sad, dip</p> <p>Tricky Words: no</p> <p>Revision of as, I, is, no, into</p>	<p>Phase 2 (Set 2): Teach 'g' & 'o'</p> <p>-New blends: got, on, not</p> <p>pig, dig, gas, gap, pot, top, dog, pop</p> <p>Tricky Words: go</p> <p>Revise and revisit Tricky words from Block 1 (Phase 2)</p>
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Mathematics (Block 1 & 2)	<p>Numbers: Counting & Recognising numbers</p> <p>Unit N0</p> <p>1. Comparing Quantities (pg.28) & matching colours & quantities (pg.31 adapted)</p> <p>2. Counting (pg.28) & Matching (pg.31)</p> <p>3. Curves and Straight lines (pg.29) & Sorting Dinosaurs (pg. 32)</p> <p>4. Ordinal numbers (pg.29) & Many Mice (pg.32)</p>	<p>Numbers: Counting & Recognising numbers</p> <p>(Block 1, Week 1)</p> <p>1. Unit N1: Numbers around us (pg.37) & Birthday cakes (pg. 39)</p> <p>2. Unit N2: Counting to five (pg.43) & Painting/Collage (pg.45)</p> <p>4. Number 1: Formation, sets, etc.</p>	<p>Numbers: Counting & Recognising numbers</p> <p>(Block 1, Week 2)</p> <p>1. Unit N1: Numbers on the door (pg.37) & Washing day (pg.39)</p> <p>2. Unit N2: How many? (pg.44) & Simple sorting (pg. 47)</p> <p>3. Unit N5: Tallying (pg.68) & How much? (adaption) (pg. 71)</p> <p>4. Unit N6: Counting one and two (pg.76) & Bussing Bees (pg.76)</p> <p>5. Number 2: formation, set, story of.</p>	<p>Shape, Space & Measures (2D Shapes)</p> <p>(Block 1, Week 3)</p> <p>1. Unit SSM1: Shapes around us (pg. 261) & Shape sorting (pg. 264)</p> <p>2. Unit SSM2: Find a 2D flat shape (pg. 269) & Shape monster activity.</p> <p>3. Unit SSM18: Patterns (pg. 372) & Pattern making (colour) (pg. 374)</p> <p>4. Unit SSM19: Different patterns (pg. 379) & Pattern making (shapes) (pg. 380)</p> <p>5. Number 3: formation, sets, story.</p> <p>6. Unit N6: Three Bears (pg.76)</p>	<p>Numbers: Counting & Recognising numbers</p> <p>(Block 2, Week 1)</p> <p>1. Unit N2: What's my number? (pg. 44) & Simple sorting (pg. 47)</p> <p>2. Unit N3: Sequencing 1-5 (pg. 50) & picture sequencing (cut and sort 1-5)</p> <p>3. Unit N5: Making music (pg. 68) & Show me the number (pg. 71)</p> <p>4. Unit N7: Counting 7-10 (pg.85) & Counting ladybirds (pg. 88)</p> <p>5. Number 4: formation, sets, story.</p>	<p>Numbers: Counting & Recognising numbers</p> <p>(Block 2, Week 2)</p> <p>1. Unit N3: How many? (pg. 51) & Play that number (pg. 56)</p> <p>2. Unit N5: Writing numbers (1-5) (pg. 69) & Picture/ spot card (pg. 71)</p> <p>3. Unit N7: Spotty Ladybirds (pg. 87) & Spotty scarf pattern (pg. 88)</p> <p>4. Unit N9: Counting to 5 (pg. 104) & Small world play (pg. 107)</p> <p>5. Number 5: formations, sets, story.</p>	<p>Shape, Space & Measures</p> <p>(Block 2, Week 3)</p> <p>1. Unit SSM13: Goldilocks and the 3bears (Biggest/ smallest) (pg./ 338)</p> <p>2. SSM8: Longer/shorter (pg. 309) & Wiggly Words (SSM13, pg. 340)</p> <p>3. SSM8: Longest/ shortest (pg.309) & Footprints (pg. 313)</p> <p>4. SSM8: Shorter/ Taller (PG.310) & Tall Tower of 10 (pg.312)</p> <p>5. SSM8: Tallest/ Shortest (pg. 310) & Taller than me (pg. 315)</p>	<p>Numbers: Adding</p> <p>(Block 3, Week 1)</p> <p>1. Unit N16: Toy box counting (pg.159) & My Toy box (pg. 162)</p> <p>2. Unit N18: Fields of horses (pg. 175) & Flower petals (pg.177)</p> <p>3. Unit N20: Bug Spots (pg. 187) & On the farm (pg. 189)</p> <p>4. Number 6: formation, sets, story.</p>
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Understanding of the World	<p>Topic - My School Community</p> <p>Art - School bus made from toilet rolls</p> <p>Science - Story - Jake's First Day</p>	<p>Topic - My Favourite Things: such as toys, food, colours, animals, games, places</p> <p>Art: Collage, Hand printing, using different medias for art activities</p> <p>Science: Germ experiment</p> <p>Story: We are all different</p>	<p>Topic - All About Me: Do we all look the same? What features make me look different? Emotions & Feelings</p> <p>Art: "This is me" worksheet</p> <p>Science: Fingerprint</p> <p>Story: The Making of Milton</p>	<p>Topic - My Body (External body parts)</p> <p>Art: can assemble the body and draw you face and clothes</p> <p>Science: Push and pull experiment</p> <p>Story: The cautious caterpillar (caterpillar body?)</p>	<p>Topic - My Body (Internal body parts)</p> <p>Art: Skelton picture</p> <p>Science: How lungs work with balloons</p> <p>Story: The bone puzzle</p>	<p>Topic - My Senses (Hearing, sight, smell, touch & taste)</p> <p>Art: Music Shakers</p> <p>Science: Taste test Tasting different flavours; salty, sweet, bitter, sour</p> <p>Story: The Boy and The Rainbow</p>	<p>Topic - My Family</p> <p>Art: Build a house with recycled materials</p> <p>Science:</p> <p>Stories: I Love My Mum & Mrs Penguin's Perfect Palace</p>	<p>Topic - When I Grow Up</p> <p>Art: When I grow up Worksheet - either draw picture or take photos of kids dressed up Or Fireman/woman hat from cereal box</p> <p>Science: Fire Extinguisher Experiment</p> <p>Story: Charlie The Firefighter</p>
School and National		Baseline Assessments: Phonics & Maths			Begin to prepare Block 2 Overview.		Assessment Week:	Key Objectives Block 2

EYFS Learning Objectives

	1		2	3	4	5	6	7
Literacy	<p>Reading: -Enjoys rhyming and rhythmic activities -Listens to stories with increasing attention and recall</p> <p>Writing: Writes own name</p>	<p>Reading: -Looks at books independently -Beginning to be aware of the way stories are structured</p> <p>Writing: -Writes own name</p>	<p>Reading: -Knows that information can be retrieved from books</p> <p>Writing: -Writes own name -Links sounds to letters, naming and sounding the letters of the alphabet</p>	<p>Reading: -Hears and says initial sound in a word -Link sounds to letters and sounding the letter</p> <p>Writing: - Writes own name - Hear and says initial sound in word</p>	<p>Reading: -Holds books the correct way up and turns pages</p> <p>Writing: -Writes own name -Can segment the sounds in simple words and blend them together</p>	<p>Reading: -Recognises familiar words and signs such as own name</p> <p>Writing: -Writes own name -Can segment the sounds in simple words and blend them together</p>	<p>Reading: -Listens to stories with increasing attention and recall -Enjoys an increasing range of books</p> <p>Writing: -Writes own name - Hear and says initial sound in word</p>	<p>Reading: -Listens to stories with increasing attention and recall -Enjoys an increasing range of books</p> <p>Writing: -Writes own name - Hear and says initial sound in word</p>
Math	<p>Numbers: Counting & recognising numbers. * Comparing to groups of objects * Beginning to represent numbers *Knows the numbers identity and how many in each set.</p>	<p>Numbers: Counting & recognising numbers. *Recognise some numerals of personal significance. * Recognise numerals 1-5. * Counts up to three or four objects by saying one number name for each.</p>	<p>Numbers: Counting & recognising numbers. *Recognise some numerals of personal significance. * Recognise numerals 1-5. * Records, using marks that they can interpret and explain. * Counts up to 3 or 4 objects by saying one number for each item</p>	<p>Shape, space & Measures: Shape (2-D) & Exploring Patterns. * Beginning to use mathematical names for flat 2D shapes and mathematical terms to describe shapes. *Selects a particular named 2D shape * Uses familiar objects and common shapes to create, recreate patterns. * Recognises, creates and describes patterns.</p>	<p>Numbers: Counting & recognising numbers. * Recognise numerals 1-5. * Recognise numbeals1-10. * Records, using marks that they can interpret and explain. * Counts actions or objects which cannot be moved.</p>	<p>Numbers: Counting & recognising numbers. * Recognise numbeals1-10. * Records, using marks that they can interpret and explain. * Counts actions or objects which cannot be moved. * Counts up to five objects from a larger group.</p>	<p>Shape, space & Measures: Measures (Lenth & Height) * Orders two or three items by length or height. * Uses everyday language to talk about size to compare quantities and objects to solve problems.</p>	<p>Number: Adding *Find the total number of items in two groups by counting all of them. *Select two groups of objects to make a given total. * Begin to use vocabulary involved in adding. * Records, using marks they can interpret and explain in the context of adding and subtracting.</p>

<p style="text-align: center;">Understanding of the world/ Personal Emotional and Social Development</p>	<p><u>The World</u> Looks closely at similarities, differences, pattern and change</p>	<p><u>People & Communities</u> Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</p>	<p><u>People & Communities</u> Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</p>	<p><u>People & Communities</u> Learning about different parts of the body.</p> <p><u>Health & Self-Care</u> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p>	<p><u>People & Communities</u> Learning about different parts of the body.</p> <p><u>Health & Self-Care</u> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p>	<p><u>Health & Self-Care</u> Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Able to name the five senses.</p>	<p><u>People & Communities</u> Shows interest in the lives of people who are familiar to them.</p>	<p><u>People & Communities</u> Shows interest in different occupations and ways of life.</p>
<p style="text-align: center;">Expressive Arts & Design</p>	<p><u>Exploring and using Media and Materials</u> Sings a few familiar songs.</p>	<p><u>Exploring and using Media and Materials</u> Sings a few familiar songs.</p> <p><u>Being Imaginative</u> Able to talk about their favourite things.</p>	<p><u>Exploring and using Media and Materials</u> Sings a few familiar songs.</p> <p><u>Being Imaginative</u> Uses movement to express feelings.</p>	<p><u>Being Imaginative</u> Able to construct a body using shapes.</p>	<p><u>Being Imaginative</u> Able to construct a body using shapes.</p>	<p><u>Exploring and using Media and Materials</u> Explores the different sounds of instruments.</p>	<p><u>Exploring and using Media and Materials</u> Construct a home using various recyclable materials.</p>	<p><u>Being Imaginative</u> Create simple representations of events, people and objects.</p>