

## Block 2: Overview

**31<sup>st</sup> Oct – 16<sup>th</sup> Dec 2021**

**Theme: The World Around Me**

Week	1	2	3	4	5	6	7
<b>Date:</b>	<b>31<sup>st</sup> – 4<sup>th</sup> Nov</b>	<b>7<sup>th</sup>- 11<sup>th</sup> Nov</b>	<b>14<sup>th</sup> – 18<sup>th</sup> Nov</b>	<b>21<sup>st</sup> – 26<sup>th</sup> Nov</b>	<b>28<sup>th</sup> – 2<sup>nd</sup> Dec</b>	<b>5<sup>th</sup> – 9<sup>th</sup> Dec</b>	<b>12<sup>th</sup> – 16<sup>th</sup> Dec</b>
<b>Topic:</b>	<b><u>Continent: North America</u></b>	<b><u>Continent: South America</u></b>	<b><u>Continent: Asia</u></b> <b><u>Including</u></b> <b><u>Oman &amp; National Day</u></b>	<b><u>Continent: Europe</u></b>	<b><u>Continent: Africa</u></b>	<b><u>Continent: Australasia</u></b>	<b><u>Continent: Antarctica</u></b>
<b>Literacy</b>	<p><b>Reading</b> -Blending: m/ d words -Letters &amp; Sound Phase 2, Book 1'</p> <p><b>Writing</b> - Name practice -Letter formation revision: (s,a,t,p,i,n) -New formation: 'm' &amp; 'd'</p>	<p><b>Reading</b> -Blending: g/ o words -Letters &amp; Sound Phase 2, Book 1'</p> <p><b>Writing</b> - Name practice -Letter formation revision: (s,a,t,p,i,n,m,d) -New formation: 'g' &amp; 'o'</p>	<p><b>Reading</b> -Blending: c/ k words -Letters &amp; Sound Phase 2, Book 1'</p> <p><b>Writing</b> - Name practice -Letter formation revision: (s,a,t,p,i,n, g, o) -New formation: 'c' &amp; 'k'</p>	<p><b><u>Consolidation Week</u></b> <b>Reading</b> -Blending: Revision -Letters &amp; Sound Phase 2, Book 2'</p> <p><b>Writing</b> - Name practice -Letter formation revision: (s,a,t,p,i,n, g, o, c, k, ck, e)</p>	<p><b>Reading</b> -Blending: ck/ e words -Letters &amp; Sound Phase 2, Book 1'</p> <p><b>Writing</b> - Name practice -Letter formation revision: (s,a,t,p,i,n, g, o, c, k) -New formation: 'ck' &amp; 'e'</p>	<p><b>Reading</b> -Blending: u/r words Word Family: _ad family -Letters &amp; Sound Phase 2, Book 2'</p> <p><b>Writing</b> - Name practice -Letter formation revision: (s,a,t,p,i,n, g, o, c, k, ck, e,) -New formation: 'u' &amp; 'r'</p>	<p><b>Reading</b> Blending: h/b words Word Family: _ap family -Letters &amp; Sound Phase 2, Book 2'</p> <p><b>Writing</b> - Name practice -Letter formation revision: (s, a, t, p, i, n, g, o, c, k, ck, e, u, r) -New formation: 'h' &amp; 'b'</p>
<b>Phonics</b>	<p><b>Phase 2 (Set 3):</b></p> <p>Teach 'm' &amp; 'd' <b>New blends:</b> - 'm': am, man, mat, map - 'd': sad, dip, dad, did, and <b>Tricky Words:</b> -I</p>	<p><b>Phase 2 (Set 3):</b></p> <p>Teach 'c' &amp; 'k' <b>New blends:</b> - 'c': cot, cap, cat, cod, can - 'k': kid, kit <b>Tricky Words:</b> -is</p>	<p><b>Phase 2 (Set 3):</b></p> <p>Teach 'c' &amp; 'k' <b>New blends:</b> - 'c': cot, cap, cat, cod, can - 'k': kid, kit <b>Tricky Words:</b> -as</p>	<p><b><u>Consolidation Week:</u></b> <b>Phase 2 (Set 1-4)</b></p> <p><b>Blends:</b> Revision <b>Trick Words:</b> I, as, is,</p>	<p><b>Phase 2 (Set 4):</b></p> <p>Teach 'ck' &amp; 'e' <b>New blends:</b> - 'ck': pack, sack, kick, pick, sick - 'e': pet, ten, net, pen, peg, men, neck, get <b>Tricky Words:</b> -the</p>	<p><b>Phase 2 (Set 4):</b></p> <p>Teach 'u' &amp; 'r' <b>New blends:</b> - 'u': mug, cup, sun, mud, mum, up, put - 'r': rat, rag, ram, rug, rot, rip, rim, run <b>Tricky Words:</b> -to <b>Word Family:</b></p>	<p><b>Phase 2 (Set 5):</b></p> <p>Teach 'h' &amp; 'b' <b>New blends:</b> - 'h': hot, hut, hop, hit, hat, hum, hug, had, him, - 'b': bad, bag, bed, bug, bus, bat <b>Tricky Words:</b> -into <b>Word Family:</b></p>

						_ad: bad, had, lad, mad, pad, tad, glad	_ap: cap, gap, lap, map, nap, tap, trap, flap
Mathematics (Block 1 & 2)	<p><b>Numbers: Adding</b> (Block 3, Week 1)</p> <p>1. <b>Unit N16:</b> Toy box counting (pg.159) &amp; My Toy box (pg. 162)</p> <p>2. <b>Unit N18:</b> Fields of horses (pg. 175) &amp; Flower petals (pg.177)</p> <p>3. <b>Unit N20:</b> Bug Spots (pg. 187) &amp; On the farm (pg. 189)</p> <p>4. <b>Number 6:</b> formation, sets, story.</p>	<p><b>Numbers: Adding</b> (Block 3, Week 2)</p> <p>1. <b>Number 7:</b> Formation, sets, story.</p> <p>2. Unit N16: Spotting socks (pg.160) &amp; Birthday cake decorations (pg.163)</p> <p>3. Unit N17: The big turnip (pg. 167) &amp; Growing seeds (pg. 171)</p> <p>4. Unit N18: Bunny addition (pg. 175) &amp; Tower blocks (pg.177)</p>	<p><b>Shape, space &amp; measures: Space</b> (Block 3, Week 3)</p> <p>1. <b>Number 8:</b> Formation, sets, story.</p> <p>2. Unit SSM 5: Position Story (pg. 290) &amp; Position pattern (pg. 292)</p> <p>3. Unit SSM 6: Left and right (pg. 297) &amp; Outdoor games (pg. 300)</p> <p>4. Unit SSM 7: Height (pg. 304) &amp; Stories and rhymes (pg. 306)</p> <p>5. Unit SSM 7: Length (pg.303) &amp; String squiggle (pg. 305)</p>	<p><b>Numbers: Subtracting</b> (Block 4, Week 1)</p> <p>1. <b>Number 9:</b> Formation, sets, story.</p> <p>2. Unit N19: Five cheeky monkeys (pg. 181) &amp; Bird subtraction (pg. 183)</p> <p>3. Unit N20: Writing number stories (pg. 187) &amp; Five little ducks (pg. 190)</p> <p>4.</p>	<p><b>Numbers: Subtracting</b> (Block 4, Week 2)</p> <p>1. <b>Number 10:</b> Formation, sets, story.</p> <p>2. Unit N17: Fewer caterpillars (pg. 169) &amp; More or less (pg. 172)</p> <p>3. Unit N19: Birds on the wall (pg. 182) &amp; Subtraction bowling (pg. 184)</p> <p>4. Unit N20: Take away cars (pg. 188) &amp; Leap frogs (pg. 191)</p>	<p><b>Shape, space &amp; measures: Measures (money)</b> (Block 3, Week 3)</p> <p>1. <b>Number 11</b></p> <p>2. Unit SSM17: Currant buns (pg. 363) &amp; Buried treasure (pg. 368)</p> <p>3. Unit SSM 17: Cake shop coins (pg. 364) &amp; Ways to pay (pg. 368)</p> <p>4.</p>	<p><b>Numbers: Counting &amp; recognising numbers</b> (Block 4, Week 3)</p> <p>1. <b>Number 12</b></p> <p>2. Arranging engines (pg. 51) &amp; Train journey (pg. 53)</p> <p>3. Writing numbers (pg. 70) &amp; Finger painting (pg. 72)</p> <p>4.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">School and National</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding of the World 'The World Around Me'</p>	<p><b>Continent: North America</b> <b>Art:</b> Firework Glitter art <b>Science:</b> Firework in a jar <b>Story:</b> The Best Dress Ever (twinkl e-book)</p>	<p><b>Continent: South America</b> <b>Art:</b> Parrot <b>Science:</b> Sorting land and water objects <b>Story:</b> Around the World with Max and Lemon (twinkl e-book)</p>	<p><b>Continent: Asia</b> <b>Topic - Oman &amp; National Day</b> <b>Art:</b> Create an Omani flag out of crape / tissue paper <b>Science:</b> Social – National Day Party <b>Story:</b> A trip around Oman (PPoint) Dragons in the City (twinkl e-book)</p>	<p><b>Continent: Europe</b> <b>Art:</b> Dutch windmill with toilet roll <b>Science:</b> Small world – sorting clothes by season <b>Story:</b> Seren's Seasons (twinkl e-book)</p>	<p><b>Continent: Africa</b> <b>Art:</b> Paper Plate Animals <b>Science:</b> What am I? Pets sorting PPoint – linked with FS story <b>Story:</b> Formidable Sid (twinkl e-book)</p>	<p><b>Continent: Australasia</b> <b>Art:</b> Boomerang <b>Science:</b> Mouldy bread experiment - unwashed and washed hands <b>Story:</b> Carrot Club (twinkl e-book)</p>	<p><b>Continent: Antarctica</b> <b>Art:</b> Penguin <b>Science:</b> Sort items in the home - rooms <b>Story:</b> All About Different Houses PPoint</p>
			<p><b>National Day 18<sup>th</sup> November</b></p>		<p><b>Begin to prepare Block 3 Overview</b></p>	<p><b>Assessment Week</b></p>		

## EYFS Learning Objectives\_ Block 2

	1	2	3	4	5	6	7
<b>Literacy</b>	<p><b>Reading</b> Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p><b>Writing</b> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p><b>Reading</b> Hears and says the initial sound in words</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p><b>Writing</b> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p><b>Reading</b> Hears and says the initial sound in words</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p><b>Writing</b> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p><b>Reading</b> Hears and says the initial sound in words</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p><b>Writing</b> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p><b>Reading</b> Hears and says the initial sound in words</p> <p>Continues a rhyming string.</p> <p>Begins to read words and simple sentences.</p> <p><b>Writing</b> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p><b>Reading</b> Hears and says the initial sound in word.</p> <p>Continues a rhyming string</p> <p>Begins to read words and simple sentences.</p> <p><b>Writing</b> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p><b>Reading</b> Hears and says the initial sound in words</p> <p>Continues a rhyming string.</p> <p>Begins to read words and simple sentences.</p> <p><b>Writing</b> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>
<b>Math</b>	<p><b>Number:</b> <u>Adding</u></p> <p>*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><b>Number:</b> <u>Adding</u></p> <p>*Find the total number of items in two groups by counting all of them. *Says the number that is one more than a given number. * Finds one more from a group of up to five objects, then ten objects * Records, using marks they can interpret and explain in the context of adding and subtracting.</p>	<p><b>Shape, space &amp; measures:</b> <u>Space</u></p> <p>*Can describe their relative position such as 'behind' or 'next to'. *Use everyday language to talk about position, distance to objects and to solve problems.</p>	<p><b>Number:</b> <u>Subtracting</u></p> <p>*In practical activities and discussion, beginning, to use the vocabulary involved in subtracting.  *Records, using marks that they can interpret and explain</p>	<p><b>Number:</b> <u>Subtracting</u></p> <p>*In practical activities and discussion, beginning, to use the vocabulary involved in subtracting. *Says the number that is one less than a given number. *Finds one less from a group of up to five objects, then ten objects. * Records, using marks they can interpret and explain in the</p>	<p><b>Shape, space &amp; measures:</b> <u>Money</u></p> <p>*Uses everyday language to talk about money to compare quantities and objects to solve problems.</p>	<p><b>Number:</b> <u>Counting &amp; recognising numbers</u></p> <p>*Recognises numerals 1 to 10  *Records, using marks that they can interpret and explain  *Counts objects to 10, and beginning to count beyond 10</p>

					context of adding and subtracting.		
<b>Understanding of the world/ Personal Emotional and</b>	<ul style="list-style-type: none"> <li>*Recognises and describes special times or events for family or friends.</li> <li>*Shows interest in different occupations and ways of life.</li> </ul>	<ul style="list-style-type: none"> <li>*Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>*Shows interest in the lives of people who are familiar to them.</li> <li>*Remembers and talks about significant events in their own experience.</li> </ul>	<ul style="list-style-type: none"> <li>*Talks about why things happen and how things work.</li> <li>*Can talk about some of the things they have observed, such as natural and found objects.</li> </ul>	<ul style="list-style-type: none"> <li>*Shows interest in illustrations and print in books and print in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>* 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.</li> </ul>	<ul style="list-style-type: none"> <li>* 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.</li> </ul>
<b>Expressive Arts &amp; Design (ART)</b>	<ul style="list-style-type: none"> <li>*Explores colour and how colours can be changed.</li> </ul>	<ul style="list-style-type: none"> <li>*Developing an understanding of growth, decay and changes over time.</li> </ul>	<ul style="list-style-type: none"> <li>*Uses various construction materials.</li> </ul>	<ul style="list-style-type: none"> <li>*Beginning to be interested in and describe the texture of things</li> </ul>	<ul style="list-style-type: none"> <li>*Engages in imaginative role play based on own first-hand experiences.</li> </ul>	<ul style="list-style-type: none"> <li>*Realises tools can be used for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>*Uses available resources to create props to support role play.</li> </ul>