

## Block 3: Overview

2<sup>nd</sup> January – 17<sup>th</sup> February 2022

Theme: Habitats

Week	1	2	3	4	5	6	7
Date:	2 <sup>nd</sup> - 6 <sup>th</sup> Jan	9 <sup>th</sup> – 13 <sup>th</sup> Jan	16 <sup>th</sup> -20 <sup>th</sup> Jan	23 <sup>rd</sup> - 27 <sup>th</sup> Jan	30 <sup>th</sup> Jan- 3 <sup>rd</sup> Feb	6 <sup>th</sup> -10 <sup>th</sup> Feb	13 <sup>th</sup> – 17 <sup>th</sup> Feb
Topic:	<u>Habitats</u> <u>Protect it</u>	<u>Beach/Under the</u> <u>Sea</u>	<u>Rainforest</u>	<u>African Savanna</u>	<u>Desert</u>	<u>Woodland</u>	<u>Microhabitats/minib</u> <u>easts.</u>
Literacy	<p><b>Consolidation</b> <b>Week</b> <b>Reading</b> Blending: Revision -Letters &amp; Sound Phase 2 reading books</p> <p><b>Writing</b> - Name practice -Letter formation revision: (s, a, t, p, i, n, g, o, c, k, ck, e, u, r, h, b)</p>	<p><b>Reading</b> -Name, letter formation, labelling/Captio ns  -Letters &amp; Sound Phase 2 reading books</p> <p><b>Writing</b> - Name practice -Letter formation revision: (s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b) -New formation: 'l' &amp; 'f'</p>	<p><b>Reading</b> -Name, letter formation, labelling/Caption s  -Letters &amp; Sound Phase 2 reading books</p> <p><b>Writing</b> - Name practice -Letter formation revision: (s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b) -New formation: 'll', 'ff' &amp; 'ss'</p>	<p><b>Reading</b> -Name, letter formation, labelling/Captions  -Letters &amp; Sound Phase 2 reading books</p> <p><b>Writing</b> - Name practice -Letter formation revision: (s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b) -New formation: 'j' &amp; 'v'</p>	<p><b>Reading</b> -Name, letter formation, labelling/Captions  -Letters &amp; Sound Phase 2 reading books</p> <p><b>Writing</b> - Name practice -Letter formation revision: (s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b) -New formation: 'w' &amp; 'x'</p>	<p><b>Reading</b> -Name, letter formation, labelling/Captions  -Letters &amp; Sound Phase 2 reading books</p> <p><b>Writing</b> - Name practice -Letter formation revision: (s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b) -New formation: 'y' &amp; 'z'</p>	<p><b>Consolidation</b> <b>Week</b> <b>Reading</b> -Name, letter formation, labelling/Captions  -Letters &amp; Sound Phase 2 reading books</p> <p><b>Writing</b> - Name practice -Letter formation revision: (s, a, t, p, i, n, g, o, c, k, ck, e, u, r, h, b, l, f, ll, ff, ss, j, v, w, x, y, z)</p>
Phonics	<p><b>Phase 2</b> <b>Revision</b></p> <p><b>Revision of</b> <b>phonemes and</b> <b>sight words</b></p>	<p><b>Phase 2 (Set 5):</b></p> <p>Teach: 'l' &amp; 'f'</p> <p>CVC words: -"ad" word <b>family</b></p> <p>Tricky Words: - <b>no</b></p>	<p><b>Phase 2 (Set 5)</b></p> <p>Teach: 'll', 'ff' &amp; 'ss'</p> <p>CVC words: -"ap" word <b>family</b></p> <p>Tricky Words:- <b>into</b></p>	<p><b>Phase 3 (Set 1)</b></p> <p>Teach: 'j' &amp; 'v'</p> <p>CVC words: -"at" word <b>family</b></p> <p>Tricky Words:-<b>go</b></p>	<p><b>Phase 3 (Set 1)</b></p> <p>Teach: 'w' &amp; 'x'</p> <p>CVC words: -"en" word <b>family</b></p> <p>Tricky Words:-<b>his</b></p>	<p><b>Phase 3 (Set 2)</b></p> <p>Teach: 'y' &amp; 'z'</p> <p>CVC words: -"in" word <b>family</b></p> <p>Tricky Words:-<b>has</b></p>	<p><b>Phase 2/3</b> <b>Revision</b></p> <p>Teach:</p> <p>CVC words:</p> <p>Tricky Words: -<b>no</b>, <b>into, go, his, has</b></p>
Mathematics	<p><b>Numbers:</b> <b>Counting &amp;</b> <b>recognising</b> <b>numbers</b></p> <p>(Block 5, Week 1)</p>	<p><b>Numbers:</b> <b>Counting &amp;</b> <b>recognising</b> <b>numbers, solving</b> <b>problems</b></p> <p>(Block 5, Week 2)</p>	<p><b>Shape, space &amp;</b> <b>Measures: 3D</b> <b>Shape, exploring</b> <b>patterns</b></p> <p>(Block 5, Week 3)</p>	<p><b>Numbers: Adding</b></p> <p>(Block 6, Week 1)</p>	<p><b>Numbers: Adding,</b> <b>solving problems</b></p> <p>(Block 6, Week 2)</p>	<p><b>Shape, space &amp;</b> <b>measures: Weight</b></p> <p>(Block 6, Week 3)</p>	<p><b>Numbers:</b> <b>Subtracting</b></p> <p>(Block 7, Week 1)</p>

	<p><b>1. Number 13:</b> Formation, sets, story.</p> <p><b>2. Unit N9:</b> Counting Frogs (pg.104) &amp; Bees and Hives (pg.105)</p> <p>3. Unit N10: Higher or Lower (pg.115) &amp; Spotty Aliens (pg.116)</p> <p>4. Counting Patterns (pg. 122) &amp; Moving objects to 10 ([g. 123) &amp; Counting (pg. 123)</p> <p>5. Estimating &amp; How many? (pg. 128)</p>	<p><b>1. Number 14:</b> Formation, sets, story.</p> <p>2. Counting 1-10 (pg.50)</p> <p>3. What's my number? (pg. 51) &amp; Engines (pg.53)</p> <p>4. Writing numbers 1-10 (pg.70) &amp; What's my number? (pg. 70)</p> <p>5. Number names to 15 (pg.95)</p>	<p><b>1. Number 15:</b> Formation, sets, story.</p> <p>2. Activity 2 &amp; 3 Matching Faces (pg 261 and 262)</p> <p>3. Activity 4: Comparing shapes (pg. 262)</p> <p>4. Show a 3D solid shape (pg. 269)</p> <p>5. 3D solid and 2D flat shapes (pg. 270)</p>	<p><b>1. Number 16:</b> Formation, sets, story.</p> <p>2. The Big Turnip (pg. 167)</p> <p>3. Vegetable Soup (pg. 167)</p> <p>4. More estimating (pg. 129)</p> <p>5. Feely bag (pg. 129)</p>	<p><b>1. Number 17:</b> Formation, sets, story.</p> <p>2. Role-play area (pg.216)</p> <p>3. Pizza parlour problems (pg. 216)</p> <p>4. Comparing different quantities (pg.136)</p> <p>5. More or Fewer (pg.137)</p>	<p><b>1. Number 18:</b> Formation, sets, story.</p> <p>2. Heavier and Lighter (pg. 316)</p> <p>3. Which is heavier, which is lighter? (pg. 316)</p> <p>4. Human scales (pg.317)</p> <p>5. Which is heavier? (pg. 345)</p>	<p><b>1. Number 19:</b> Formation, sets, story.</p> <p>2. I ate one! (pg. 171)</p> <p>3. Water play (pg. 171)</p> <p>4. Bug subtraction (pg. 206)</p> <p>5. Subtraction on a number track (pg. 206)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding of the World</p>	<p><b><u>What is a habitat?</u></b></p> <p>How can we protect our environment?</p> <p><b>Story:</b> The messy Magpie</p> <p><b>Art:</b> I love Earth</p> 	<p><b><u>Beach/ Under the sea</u></b></p> <p><b>Science:</b> Sinking &amp; Floating. What happens when we add salt?</p> <p><b>Experiment</b></p> <p><b>Story:</b> The Rainbow Fish &amp; Sharing a shell</p> <p><b>Art:</b> Shark Attack</p> 	<p><b><u>Rainforest</u></b></p> <p><b>Science:</b> How does rain form?</p> <p><b>Story:</b> Doris the Loris</p> <p><b>Art:</b> Rainforest Layers</p> 	<p><b><u>African Savanna</u></b></p> <p><b>Story:</b> Bug's Big Trip &amp; Ronald the Rino</p> <p><b>Art:</b> Longnecked giraffes</p> 	<p><b><u>Desert (hot &amp; cold)</u></b></p> <p><b>Science:</b> How does a cactus retain its water? <b>Experiment</b></p> <p><b>Story:</b></p> <p><b>Art:</b> A Desert Sunset</p> 	<p><b><u>Woodland</u></b></p> <p><b>Science:</b> Day/Night &amp; Shadows</p> <p><b>Story:</b> Don't Hog the Hedge &amp; The Tail of two feathers.</p> <p><b>Art:</b></p> 	<p><b><u>Microhabitats</u></b></p> <p><b>Story:</b> The Cautious Caterpillar</p> <p><b>Science:</b></p> <p><b>Art:</b></p> 

School and National Events						Assessments: Phonic Tracker & Letter formation Number recognition/formati on	
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### EYFS Learning Objectives\_ Block 3

	1	2	3	4	5	6	7	
Literacy	<p><b>Reading</b> -Hears and says the initial sound in words -Continues a rhyming string. -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 -Continues a rhyming string. -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 -Continues a rhyming string. -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 -Continues a rhyming string. -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 -Continues a rhyming string. -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 -Continues a rhyming string. -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 -Continues a rhyming string. -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 -Continues a rhyming string. -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>
Maths	<p><b>Numbers:</b> <u>Counting &amp; recognising numbers</u>  *Recognises numerals 1 to 10.  *Records, using marks they can</p>	<p><b>Numbers:</b> <u>Counting &amp; recognising numbers</u>  *Recognises numerals 1 to 10.  *Records, using marks they can</p>	<p><b>Shape, space &amp; Measures:</b>  <u>3D Shape</u>  *Beginning to use mathematical names for 'solid' 3D shapes (and flat 2D shapes), and mathematical</p>	<p><b>Numbers:</b>  <u>Adding</u>  *Says the number that is one more than a given number.  *Finds one more or one less from a group of up to 5</p>	<p><b>Numbers:</b>  <u>Adding</u>  *Says the number that is one more than a given number.  *Finds one more or one less from a group of up to 5</p>	<p><b>Shape, space &amp; measures:</b>  <u>Weight</u>  *Orders two items by weight.  *Uses everyday language to talk about weight to</p>	<p><b>Numbers:</b>  <u>Subtracting</u>  *Says the number that is one less than a given number.  *Finds one more or one less from a group</p>	



