

Block 3: Overview

2nd January – 17th February 2022

Theme: Habitats

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

	<p>1. Number 13: Formation, sets, story.</p> <p>2. Unit N9: Counting Frogs (pg.104) & Bees and Hives (pg.105)</p> <p>3. Unit N10: Higher or Lower (pg.115) & Spotty Aliens (pg.116)</p> <p>4. Counting Patterns (pg. 122) & Moving objects to 10 ([g. 123) & Counting (pg. 123)</p> <p>5. Estimating & How many? (pg. 128)</p>	<p>1. Number 14: Formation, sets, story.</p> <p>2. Counting 1-10 (pg.50)</p> <p>3. What's my number? (pg. 51) & Engines (pg.53)</p> <p>4. Writing numbers 1-10 (pg.70) & What's my number? (pg. 70)</p> <p>5. Number names to 15 (pg.95)</p>	<p>1. Number 15: Formation, sets, story.</p> <p>2. Activity 2 & 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>1. Number 16: 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>1. Number 17: 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>1. Number 18: 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>1. Number 19: 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><u>What is a habitat?</u></p> <p>How can we protect our environment?</p> <p>Story: The messy Magpie</p> <p>Art: I love Earth</p> 	<p><u>Beach/ Under the sea</u></p> <p>Science: Sinking & Floating. What happens when we add salt?</p> <p>Experiment</p> <p>Story: The Rainbow Fish & Sharing a shell</p> <p>Art: Shark Attack</p> 	<p><u>Rainforest</u></p> <p>Science: How does rain form?</p> <p>Story: Doris the Loris</p> <p>Art: Rainforest Layers</p> 	<p><u>African Savanna</u></p> <p>Story: Bug's Big Trip & Ronald the Rino</p> <p>Art: Longnecked giraffes</p> 	<p><u>Desert (hot & cold)</u></p> <p>Science: How does a cactus retain its water? Experiment</p> <p>Story:</p> <p>Art: A Desert Sunset</p> 	<p><u>Woodland</u></p> <p>Science: Day/Night & Shadows</p> <p>Story: Don't Hog the Hedge & The Tail of two feathers.</p> <p>Art:</p> 	<p><u>Microhabitats</u></p> <p>Story: The Cautious Caterpillar</p> <p>Science:</p> <p>Art:</p> 

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

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

