

**Class 1**

	Monday	Tuesday	Wednesday	Thursday	Friday
0900-0920	Sensory Routines	Sensory Routines	Sensory Routines	Sensory Routines/ assembly	Sensory Routines
0920-0950	Good morning/work	Good morning/work	Good morning/work	Good morning/work	Good morning/work
0950-1015	Snack/movement break	Snack/movement break	Snack/movement break	Snack/movement break	Snack/movement break
1015-1045	1-Library  2-Attention Group 3-What's in the bag	1.2.3 - Sensory Story	1-Writing/Drawing  2-Write dance 3-What's in the bag	expressive arts and design	1.Lego communication  1. II 2. Lego Communication 3 - What's in the bag
1045-1100	Movement break	Movement break	Movement break	Movement break	Movement break
1100-1130	Maths	1.2.3-PE	1.Phonics  2.Oral motor 3. Cognition	expressive arts and design	1. Maths  2. Maths carousel 3. Cognition
1130-1145	Movement break	Movement break	Movement break	Movement break	Movement break

1145-1200	Choosing songs	Choosing songs	Choosing songs	Choosing songs	Choosing songs
1200 - 1230	Lunch	Lunch	Lunch	Lunch	Lunch
1230 - 1300	Play	Play	Play	Play	Play
1300 - 1315	Brush teeth	Brush teeth	Brush teeth	Brush teeth	Brush teeth
1315-1345	1 - Games 2 - Games 3 - II	1 - PSHE 2 - Sensory Room 3 - II	1 - Maths (Cafe) 2 - Sensory Room 3 - II	1. Oral Motor 2. Oral Motor 3. II	expressive arts and design
1345-1400	Movement break	Movement break	Movement break	Movement break	Movement break
1400-1420	1. Fine motor 2. FM carousel 3. Doh disco	Creative	1 - Sensory Room 2- Maths (Café) 3 - Tac Pac	Aromatherapy	1. Aromatherapy 2. Sensory room 3. II
1420-1430	Movement break	Movement break	Movement break	Movement break	Movement break
1430-1500	Goodbye	Goodbye	Goodbye	Goodbye	Goodbye

# Class 2

Subject with topic	Week 1	Week 2	Week 3	Week 4	Week 5
<p><u>Maths</u> Carousel Number, Colour, Shape, Position, Measure</p>	<p><b>Number</b></p> <p><i>B - I can with help write the numbers from 0 to 10 forwards and backwards</i> <i>S - I can write the numbers from 0 to 10 forwards and backwards</i> <i>G - I can with count one more and one less</i></p> <p><u>Activities</u> Group work activity sorting a selection of classroom-based items into red, yellow, green and blue Number tactile puzzles Number identification practice</p> <p><u>Skills</u> Identifying and sorting items into set groups and for those able devising their own appropriate groups to sort the items</p> <p><u>Knowledge</u> Revising counting items up to 10 Identifying and sorting items based on their category</p>	<p><b>Shape</b></p> <p><i>B - I can with help recognise 3D shapes</i> <i>S - I can with help identify/say the name of 3D shapes</i> <i>G - I can with help sort 3D shapes</i></p> <p><u>Activities</u> Selection of 2D shapes laid out with symbol to match to Symbol to work matching Sorting real life pictures to their shape group</p> <p><u>Skills</u> Recognising 2D shapes Repeating or reciting the name of the 2D shapes</p> <p><u>Knowledge</u> Revising 2D shapes previous covered and deepening knowledge through real life objects</p>	<p><b>Position</b></p> <p><i>B - I can with help identify when an item is 'in, on, under, next to'</i> <i>S - I can identify when an item is 'in, on, under, next to'</i> <i>G - I can with help move an item 'in, on, under, next to'</i></p> <p><u>Activities</u> Teddy bear and a boat using the symbols to put the bear 'in, on, under or next to' Wooden blocks with the 'in, on, under, next to' symbols with adult direction of where to put the blocks Matching the word to the symbol of the preposition</p> <p><u>Skills</u> Identifying 'in, on, under, next to'. Prepositional language through pictures</p> <p><u>Knowledge</u> Revising the position of objects through identifying through pictures and moving items themselves with instruction</p>	<p><b>Number</b></p> <p><i>B - I can with help identify a greater number of items.</i> <i>S - I can with help identify a fewer number of items.</i> <i>G - I can identify both a fewer and greater number of items.</i></p> <p><u>Activities</u> Number based dominoes Number tactile puzzles Number identification practice Order numbers presented in different ways</p> <p><u>Skills</u> Identifying the number which comes next in the sequence Problem solving the number which is missing in the sequence</p> <p><u>Knowledge</u> Revising counting items up to 10 or 20 Recognising if the number are in the wrong order or if a number is missing</p>	<p><b>Measure</b></p> <p><i>B - I can with help sort items into short and long.</i> <i>S - I can independently sort items into short and long.</i> <i>G - I can with help order items from short to long.</i></p> <p><u>Activities</u> Sorting items into short or long Ordering items from short to long vice versa Matching the symbols for short and long</p> <p><u>Skills</u> Sorting items into short or long correctly with minimal support Ordering items into short to long vice versa with minimal support</p> <p><u>Knowledge</u> Being able to secure knowledge of short and long Revising the vocabulary of short and long</p>
<p><u>English - Reading and Writing</u>  <u>On going</u> Mark making, Motor Movement, Sound Discrimination and Early Writing Skills</p> <p><b>Week 1a</b></p>	<p><u>Book:</u> I am a tiger</p> <p><u>Focus:</u> <b>Monday - Wednesday:</b> identify characters and key items - front cover intro <b>Thursday - Friday:</b> Simple retrieval</p> <p><u>One to one:</u> Keywords to symbols or just words - word building bugs</p> <p><u>Keywords</u> Fox</p>	<p><u>Book:</u> Billy's Beetle</p> <p><u>Focus:</u> <b>Monday - Wednesday:</b> identify characters and key items - front cover intro <b>Thursday - Friday:</b> Simple retrieval</p> <p><u>One to one:</u> Keywords to symbols or just words - word building bugs</p> <p><u>Keywords</u> Dog</p>	<p><u>Book:</u> Nice work, little wolf!</p> <p><u>Focus:</u> <b>Monday - Wednesday:</b> identify characters and key items - front cover intro <b>Thursday - Friday:</b> Simple retrieval</p> <p><u>One to one:</u> Keywords to symbols or just words - word building bugs</p> <p><u>Keywords</u> Pig</p>	<p><u>Book:</u> Fox Makes Friends</p> <p><u>Focus:</u> <b>Monday - Wednesday:</b> identify characters and key items - front cover intro <b>Thursday - Friday:</b> Simple retrieval</p> <p><u>One to one:</u> Keywords to symbols or just words - word building bugs</p> <p><u>Keywords</u> Fox</p>	<p><u>Book:</u> On the Way Home</p> <p><u>Focus:</u> <b>Monday - Wednesday:</b> identify characters and key items - front cover intro <b>Thursday - Friday:</b> Simple retrieval</p> <p><u>One to one:</u> Keywords to symbols or just words - word building bugs</p> <p><u>Keywords</u> Snake</p>

<p>Somebody swallowed Stanley</p>	<p>Raccoon Mouse Tiger Snake Bird</p> <p><u>Retrieval questions</u> What book are we reading? What does the mouse think he is? What does the mouse say he can climb?</p> <p><u>AA-Z, JW &amp; TS - Top Cat</u> <u>Keywords for sheets</u> Tap Cat Bird Pot</p> <p><u>Questions</u> What book are you reading? What is the book about?</p>	<p>Spider Hedgehog Bone Girl Elephant</p> <p><u>Retrieval questions</u> What book are we reading? What did Billy lose? Who found the beetle?</p> <p><u>AA-Z, JW &amp; TS - Sam's Pot</u> <u>Keywords for sheets</u> Cat Toy Mop Pot</p> <p><u>Questions</u> What book are you reading? What is the book about?</p>	<p>Ball Wolf Flowers House Paint</p> <p><u>Retrieval questions</u> What book are we reading? What did Little Wolf climb out of? What did Little Wolf paint?</p> <p><u>AA-Z, JW &amp; TS - Bob Bug</u> <u>Keywords for sheets</u> Bus Ball Cot Bug</p> <p><u>Questions</u> What book are you reading? What is the book about?</p>	<p>Apple Net Sticks Rabbit Squirrel</p> <p><u>Retrieval questions</u> What book are we reading? What did Fox want? Where was Squirrel first seen?</p> <p><u>AA-Z, JW &amp; TS - Dig, Dig, Dig!</u> <u>Keywords for sheets</u> Dog Map Boy Tin</p> <p><u>Questions</u> What book are you reading? What is the book about?</p>	<p>Gorilla Wolf Witch Dragon Ghost</p> <p><u>Retrieval questions</u> What book are we reading? What did Claire hurt? What did Claire's mum put on her knee?</p> <p><u>AA-Z, JW &amp; TS - Zak and the Vet</u> <u>Keywords for sheets</u> Dog Boy Girl Van</p> <p><u>Questions</u> What book are you reading? What is the book about?</p>
<p><u>Phonics</u> <b>Week 1a</b> Long lesson - SATPIN recap for all</p>	<p><b>Monday focus:</b> Environmental sounds (house items) <b>Tuesday-Friday focus:</b> m</p> <p>Jolly phonics song played to begin the lesson</p> <p>"Our letter of the week is ..., Our letter of the week is ..., Our letter of the week, letter of the week is ... And it makes the sound ...."</p> <p>Recap previous letter sounds → introduce new sound → write new sound → blend words → tricky words</p> <p><b>Blending:</b> mat, map, mint <b>Tricky words:</b> the, to, I, no, go, into</p> <p><u>AA-Z:</u> SATPIN with SX</p>	<p><b>Monday focus:</b> Environmental sounds (playground) <b>Tuesday-Friday focus:</b> d</p> <p>Jolly phonics song played to begin the lesson</p> <p>"Our letter of the week is ..., Our letter of the week is ..., Our letter of the week, letter of the week is ... And it makes the sound ...."</p> <p>Recap previous letter sounds → introduce new sound → write new sound → blend words → tricky words</p> <p><b>Blending:</b> dad, dip, damp <b>Tricky words:</b> the, to, I, no, go, into</p> <p><u>AA-Z:</u> SATPIN with SX</p>	<p><b>Monday focus:</b> Environmental sounds (vehicles) <b>Tuesday-Friday focus:</b> g</p> <p>Jolly phonics song played to begin the lesson</p> <p>"Our letter of the week is ..., Our letter of the week is ..., Our letter of the week, letter of the week is ... And it makes the sound ...."</p> <p>Recap previous letter sounds → introduce new sound → write new sound → blend words → tricky words</p> <p><b>Blending:</b> dig, pig, gap <b>Tricky words:</b> the, to, I, no, go, into</p> <p><u>AA-Z:</u> SATPIN with SX</p>	<p><b>Monday focus:</b> Environmental sounds (farm animals) <b>Tuesday-Friday focus:</b> o</p> <p>Jolly phonics song played to begin the lesson</p> <p>"Our letter of the week is ..., Our letter of the week is ..., Our letter of the week, letter of the week is ... And it makes the sound ...."</p> <p>Recap previous letter sounds → introduce new sound → write new sound → blend words → tricky words</p> <p><b>Blending:</b> dog, dot, top <b>Tricky words:</b> the, to, I, no, go, into</p> <p><u>AA-Z:</u> SATPIN with SX</p>	<p><b>Monday focus:</b> Environmental sounds (zoo animals) <b>Tuesday-Friday focus:</b> c</p> <p>Jolly phonics song played to begin the lesson</p> <p>"Our letter of the week is ..., Our letter of the week is ..., Our letter of the week, letter of the week is ... And it makes the sound ...."</p> <p>Recap previous letter sounds → introduce new sound → write new sound → blend words → tricky words</p> <p><b>Blending:</b> cot, got, cat <b>Tricky words:</b> the, to, I, no, go, into</p> <p><u>AA-Z:</u> SATPIN with SX</p>
<p><u>Problem Solving</u> Recognising that in order to play a game of .....we need..... <b>Teamwork/turn-taking</b></p>	<p><b>Focus activity:</b> Engineer, Supplier and Builder (Duplo)</p> <p><u>Additional problem-solving activities</u> Train track Marble run Peg boards</p>	<p><b>Focus activity:</b> Engineer, Supplier and Builder (Duplo)</p> <p><u>Additional problem-solving activities</u> Train track Marble run Peg boards</p>	<p><b>Focus activity:</b> Engineer, Supplier and Builder (Duplo)</p> <p><u>Additional problem-solving activities</u> Train track Marble run Peg boards</p>	<p><b>Focus activity:</b> Engineer, Supplier and Builder (Duplo)</p> <p><u>Additional problem-solving activities</u> Train track Marble run Peg boards</p>	<p><b>Focus activity:</b> Engineer, Supplier and Builder (Duplo)</p> <p><u>Additional problem-solving activities</u> Train track Marble run Peg boards</p>

	Puzzles Threading	Puzzles Threading	Puzzles Threading	Puzzles Threading	Puzzles Threading
<u>Cooking</u> Following instructions  <b>Week 1a</b> Knife and fork skills	<u>Sequencing a simple recipe</u> <u>Additional activities:</u> home kitchen role play and putting the steps to making the food item in order  <u>Cornflake cakes</u> 	<u>Sequencing a simple recipe</u> <u>Additional activities:</u> home kitchen role play and putting the steps to making the food item in order  <u>Eton Mess</u> 	<u>Sequencing a simple recipe</u> <u>Additional activities:</u> home kitchen role play and putting the steps to making the food item in order  <u>Rocky Road</u> 	<u>Sequencing a simple recipe</u> <u>Additional activities:</u> home kitchen role play and putting the steps to making the food item in order  <u>Ham/cheese and salad wraps</u> 	<u>Sequencing a simple recipe</u> <u>Additional activities:</u> home kitchen role play and putting the steps to making the food item in order  <u>Wrap pizza</u> 
<u>PE (Bikes)</u>	<b>B</b> - I can with help sit on a bike <b>S</b> - I can with help pedal on a bike <b>G</b> - I can with help follow a simple track on a bike	<b>B</b> - I can with help sit on a bike <b>S</b> - I can with help pedal on a bike <b>G</b> - I can with help follow a simple track on a bike	<b>B</b> - I can with help sit on a bike <b>S</b> - I can with help pedal on a bike <b>G</b> - I can with help follow a simple track on a bike	<b>B</b> - I can with help sit on a bike <b>S</b> - I can with help pedal on a bike <b>G</b> - I can with help follow a simple track on a bike	<b>B</b> - I can with help sit on a bike <b>S</b> - I can with help pedal on a bike <b>G</b> - I can with help follow a simple track on a bike
<u>Creative/Art</u> Spring Art x2 a week  <b>Week 1a</b> <u>Finger dandelion printing</u> 	<u>Painting tree lines</u>   <u>Broccoli blossom printing</u> 	<u>Paint blowing to make rain</u>   <u>Decorating umbrellas</u> 	<u>Drawing/tracing a selection of coloured leaves on card</u>   <u>Bubble printing on card for Hydrangeas</u> 	<u>Sunflower collage (over 2 lessons - lesson 1: centre and stem - lesson 2: petals)</u> 	<u>Spin the colours</u>   <u>Finish off the snails</u> 