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|  | **Phonics** | **Guided reading** | **Guided writing** | **Maths** | **Leap Into Life** | **Dough Disco** | **Enrichment activities**  | **Topic activities** |
| **WB 28/10** | g, o, c, kand | Tiger’s Dip or Tim’s Trip | Caption writing linked to previous week’s guided reading. | Halloween spider mathsMatching numeral to correct quantity on each leg* Recognises numerals to personal significance
* Recognises numerals 1 to 5
* Counts objects to 10 and beginning to count beyond
* Selects the corrent numeral to represent 1 to 5 then 1 to 10 objects
 | To travel using isolated body parts- back, stomach, bottom and feet.Music- **Stampede by Hans Zimmer** | Dough Disco moves 1-20 along with children’s choice of music. | Children split into 3 groups for rotation of activities over 3 week period* Cooking Club- choc chip or raisin cupcakes
* Sewing Club- threading edges of Lion King characters, threading bracelets and African animals
* Art Club- Autumn watercolour painting- focus on colour mixing
 | * Painting 1-10 Elmer number line inspired by Elmer’s Parade
* Planting daffodils in outside area
* Halloween craft and pumpkin carving (fine motor skills)
* Bonfire night craft
* Bonfire in forest school (toasting marshmallows) H&SC link
* Christmas activities and introduction of Christmas resources (cuddly toys and books)
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| **WB 4/11** | e, u, r, hto, the | Tiger’s Dip or Tim’s Trip | Caption writing linked to previous week’s guided reading. | Firework maths* Counts objects or actions which can’t be moved.
 | To anticipate the direction and appropriate action needed to receive a variety of equipment. To trap a ball with hands and feet.  | Children split into 3 groups for rotation of activities over 3 week period* Lion King shaped biscuits
* Sewing Club- threading Christmas tree decorations
* Paper plate African animal masks
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| **WB 11/11** | b, f, ff, lno, go, I | Cog Dog or Dogs | Caption writing linked to previous week’s guided reading. | Active maths- Matching number stones to numicon (up to 10)* Selects the corrent numeral to represent 1 to 5 then 1 to 10 objects
 | To develop a take off action for a variety of jumps. To develop correct landing technique.  |
| **WB 18/11** | ll, sshe, she | Cog Dog or Dogs | Caption writing linked to previous week’s guided reading. | Active maths- True or False (hunting cards in teams and sorting them)* Selects the corrent numeral to represent 1 to 5 then 1 to 10 objects
 | To develop lunge technique, bent knees, upright body to front, side and back |
| **WB 25/11** | Recap of Phase 2 as appropriate  | Sock Sacks or In The Pens | Caption writing linked to previous week’s guided reading. | TBC | To move to a variety of tempos aesthetically, with music.  |  |
| **WB 2/12** | Recap of Phase 2 as appropriateORJ, v, w, xhe, she | Sock Sacks or In The Pens | Caption writing linked to previous week’s guided reading. | 12 Days of Christmas stamping* Counts objects to 10 and beginning to count beyond
 | To link together symmetrical body shapes and movements.  |  |
| **WB 9/12** | Recap of Phase 2 as appropriateORY, zwe, me, be | Hop It! Or On The Bus | Caption writing linked to previous week’s guided reading. | TBC | To bounce and catch own ball. To throw up and catch own equipment. To vary the size of throw. To concentrate on trapping and pulling the object in.  |  |