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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, k  and | Tiger’s Dip or Tim’s Trip | Caption writing linked to previous week’s guided reading. | Halloween spider maths  Matching 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) |
| **WB 4/11** | e, u, r, h  to, 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 |
| **WB 11/11** | b, f, ff, l  no, 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, ss  he, 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 appropriate  OR  J, v, w, x  he, 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 appropriate  OR  Y, z  we, 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. |  |