Objective Led Planning	**Focus: UW – Talk about patterns and change**	W/C: 19/01/15	Adult:

Children	Where they are currently	Next Steps	Notes
	Limited English vocabulary but may be able to describe changes to materials in home language.	To comment about how the ice feels using basic vocabularly e.g. cold, icy, brrrr.	
	Can comment about how the ice feels using basic vocabularly e.g. cold, icy, brrrr.	To comment about changes they have observed as the ice melts e.g. it has gone watery.	
	Can comment about changes they have observed as the ice melts e.g. it has gone watery.	To offer suggestions about how to make the ice melt, talk about changes they have observed and explain why some things occur using more sophisticated vocab e.g. melting, freezing.	

Objective Led Planning		**Focus: LIT - Writing**	W/C: 19/01/15	Adult:

Children	Where they are currently	Next Steps		Notes
	Beginning to from some letters from their name	To form letters correctly whilst holding pencil in correct pencil grip		
	Can hear and say initial sound in word.	To hear and say sounds in simple CVC words and attempt to write letters with correct formation		
	Can hear and say sounds in simple CVC words	To begin to write short captions with correct letter formation.		
	Can segment sounds in simple CVC words.	To write a simple sentence - I see a _____. With finger spaces.		
	Can write simple sentences.	To use finger spaces and to begin to use full stops.		

Objective Led Planning	Focus: **EAD/CL/Lit- Reading**	W/C: 19/01/15	Adult:

Children	Where they are currently	Next Steps	Notes
		Bingo, silly soup and non-word books	
	Beginning to recognise written phonemes	To orally blend sounds in words segmented for them AND to segment a simple CVC word with support	
		Early stage pink books & Bingo for some children	
	Can segment a simple CVC word	To segment a simple CVC and blend it to read	

	Mid stage pink books		
	Can segment a simple CVC and blend it to read, sometimes with support	To segment and blend words independently	
	Later stage Pink books		
	Able to independently segment and blend	To re-read whole sentences after S & B	
Red book band	Can read simple sentences	To show some understanding about what they have read	
Green Book band			