| ENGLISH | W/c $24^{\text {th }}$ February | W/c $2^{\text {nd }}$ March | W/c 9th March | W/c 16 ${ }^{\text {th }}$ March | W/c 23 ${ }^{\text {rd }}$ March | W/c 30 ${ }^{\text {th }}$ March |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| RWI Phonics Focus | Set 1/Set 2 sounds | Set 1/Set 2 sounds | Set 1/Set 2 sounds | Set 1/Set 2 sounds | Set 1/Set 2 sounds | Set 1/Set 2 sounds |
| RWI Word/Book Focus | Word Time/Green Words/Red Books | Word Time/Green Words/Red Books | Word Time/Green Words/Red Books | Word Time/Green Words/Red Books/Green Books | Word Time/Green Words/Red Books/Green Books | Word Time/Green Words/Red Books/Green Books |
| Writing Focus | Speed Write and Handwriting <br> Set 1/Set 2 words spelling <br> Complete/write a sentence | Speed Write and Handwriting <br> Set 1/Set 2 words spelling <br> Complete/write a sentence | Speed Write and Handwriting <br> Set $1 /$ Set 2 words spelling <br> Complete/write a sentence | Speed Write and Handwriting <br> Set 1/Set 2 words spelling <br> Complete/write a sentence | Speed Write and Handwriting <br> Set 1/Set 2 words spelling <br> Complete/write a sentence | Speed Write and Handwriting <br> Set 1/Set 2 words spelling <br> Complete/write a sentence |
| Topic Book | Emma Jane's Aeroplane | Emma Jane's Aeroplane | The Train Ride | The Train Ride | Non-Fiction Amazing Machines | Non-Fiction Amazing Machines |
| Pie Corbett/Talk for Writing story time focus | Goodnight Moon | Goldilocks and the Three Bears | Whatever Next | The Gingerbread Man | Shhh! | Jack and the Beanstalk |


| MATHS | W/c 24 ${ }^{\text {th }}$ February | W/c $2^{\text {nd }}$ March | W/c ${ }^{\text {th }}$ March | W/c 16 ${ }^{\text {th }}$ March | W/c 23 ${ }^{\text {rd }}$ March | W/c 30 ${ }^{\text {th }}$ March |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Starters | Daily number recognition <br> Counting on to 20 song and actions | Daily number recognition <br> Capacity- various containers. Are they full, half- full or empty? <br> 2d shape | Daily number recognition <br> Ordering numberstrain carriages <br> Higher or lower | Daily number recognition Counting to 20 One More | Daily number recognition Counting to 20 One Less | Daily number recognition <br> Estimating <br> Counting to check |


| Main teaching | Adding 1 <br> (Consecutive <br> Numbers) | Subtracting 1 | Partitioning 6 | Longer/shorter- <br> pencils and train <br> carriages | Doubling |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| NCETM Maths- <br> Number Blocks <br> Series 2 |  |  |  |  |  |

