| ENGLISH | $w / c 7^{\text {th }}$ Sept | W/c 14 ${ }^{\text {th }}$ Sept | W/c 21 ${ }^{\text {st }}$ Sept | W/c $28{ }^{\text {th }}$ Sept | W/c $5^{\text {th }}$ Oct | W/c 12 ${ }^{\text {th }}$ Oct | w/c 19 ${ }^{\text {th }}$ Oct |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Group 1 - JM RWInc ditty books | RWI assessmentsRecap set 2 sounds <br> This is the Bear and the Picnic Lunch | RWI assessmentsRecap set 2 sounds <br> This is the Bear and the Picnic Lunch | RWI assessments- Recap set 3 sounds <br> This is the Bear and the Picnic Lunch | This is the bear and the scary night. | Ditty photocopy <br> 21,22,23 <br> Set 1 digraphs <br> Pie Corbett reading spine book to repeat | Ditty photocopy 24,25,26 <br> Set 1 digraphs <br> Pie Corbett reading spine book to repeat | Ditty photocopy <br> 27,28 <br> Set 1 digraphs <br> Pie Corbett reading spine book to repeat |
| Group 2 - SC/DK RWInc Orange books |  |  |  |  | Set 2 and 3 sounds <br> A good Cook <br> The worst princess | Set 2 and 3 sounds Come on Margo Dogs - Emily Gravett | Set 2 and 3 sounds My sort of horse Crazy Hair - Neil Gaimen \& Dave McKean |
| Group 3-CM RWInc Yellow books |  |  |  |  | Tom Thumb Set 3 sounds Biscuit bear | Tom <br> Thumb/Gingerbread <br> Man <br> Set 3 sounds <br> Robin Hood - Rob <br> Lloyd Jones | Gingerbread Man/Robin Hood Set 3 sounds Lost \& Found - Oliver Jeffers |
| Vocabulary /writing focus: | Y1 CEW- Vocab from the story Baseline about me writing | Yl CEW- Vocab from the story Writing in character | Yl CEW- Vocab from the story Writing a letter |  | Vocab from RWI stories | Vocab from RWI stories | Vocab from RWI stories |
| Spelling focus: | Recap set 1 and 2 sounds/Y1 CEW | Recap set 1 and 2 sounds /Y1 CEW | Recap set 2 and 3 sounds / Yl CEW | Recap set 2 and 3 sounds / Yl CEW | Gp 1 set 1 digraphs Gp 2 and 3 - set 2 and 3 sounds | Gp 1 set 1 digraphs Gp 2 and 3 - set 2 and 3 sounds | Gpl set 2 digraphs Gp 2 and 3 - set 2 and 3 sounds |
| Handwriting: | Recap individual letter formation | Recap individual letter formation | Set 1 digraphs | Set 2 sounds | Set 2 sounds | Set 2/3 sounds | Set 3 sounds |
| Story Time: | Pie Corbett Reading spine books | Pie Corbett Reading spine books | Pie Corbett Reading spine books | Pie Corbett Reading spine books | Pie Corbett Reading spine books | Pie Corbett Reading spine books | Pie Corbett Reading spine books |
| MATF | w/c $7^{\text {th }}$ Sept | W/c 14 ${ }^{\text {th }}$ Sept | W/c 21 ${ }^{\text {st }}$ Sept | W/c 28 ${ }^{\text {th }}$ Sept | W/c $5^{\text {th }}$ Oct | W/c 12 ${ }^{\text {th }} \mathrm{Oct}$ | w/c 19 ${ }^{\text {th }}$ Oct |
|  | Number: Place Value | Number: Place Value | Number: Place Value | Number: +/- | Number: +/- | Number: +/- | Number: +/- |
| Main teaching | Counting on and back 20, 50. <br> Tens and ones within 20,50. <br> Compare numbers within 50. | Count objects to 100 Read/write numbers to 100 in numerals and words Represent numbers to 100 <br> Tens and ones using a part-whole. | Tens and ones using addition. <br> Use a Place Value chart Compare objects and numbers. | Count in $2 \mathrm{~s}, 5 \mathrm{~s}, 10 \mathrm{~s}$ and 3 s . <br> Mini-assessment | Addition and subtraction bonds to 20 <br> Check calculations Compare number sentences | Bonds to 100 (10s) Add and subtract is 10 more/ 10 less Add and subtract 10s <br> Add by making 10 | Add 2 digit and 1 digit crossing 10 Subtraction crossing 10 <br> Subtract a 1 digit number from a 2 digit number crossing 10 |

