## Maths

|  | $\begin{gathered} \text { Week } 1 \\ 06.09 .21 \end{gathered}$ | $\begin{gathered} \text { Week } 2 \\ 13.09 .21 \end{gathered}$ | $\begin{gathered} \text { Week } 3 \\ 20.09 .21 \end{gathered}$ | $\begin{gathered} \text { Week } 4 \\ 27.09 .21 \end{gathered}$ | $\begin{aligned} & \text { Week } 5 \\ & 04.10 .21 \end{aligned}$ | $\begin{gathered} \text { Week } 6 \\ 11.10 .21 \end{gathered}$ | $\begin{gathered} \text { Week } 7 \\ 18.10 .21 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Area | Number and Place Value within 10 | Number and Place Value within 10 | Number and Place Value within 10 | Number and Place Value within 10 | Number and place value within 10 | Number: Addition and Subtraction within 10 | Number: Addition and Subtraction within 10 |
| Main teaching: | WALT-Know and use number <br> Sort objects <br> Count objects <br> Represent objects | WALT-Know and use number <br> Count read and write numbers forward to 10 <br> Count read and write numbers to 10 backwards | WALT-Know and use number <br> Count one more and one less, | WALT-Know and use number <br> One to one correspondence to start to compare groups. <br> Compare groups using language, equal, more, greater, less, fewer. <br> Introduce < > = symbols <br> Compare numbers | WALT-Know and use number <br> Order groups of objects <br> Order numbers <br> Ordinal numbers <br> The number line | WALT-Add and Subtract <br> Part Whole model <br> Addition symbol | WALT-Add and Subtrac $\dagger$ <br> Fact Families |
| Fluency | Counting songs to 10 Writing numbers to 10 | Placing objects in lines to count and record | Count to 10 forwards and backwards | Helicopter squad 1 more 1 less Counting to 10 | Number bonds to 10 | Numbers to 10 forwards and backwards | Counting objects accurately. |

\# Hubbard Consultancy maths challenge cards

|  | $\begin{gathered} \text { Week } 8 \\ 01.11 .21 \end{gathered}$ | $\begin{gathered} \text { Week } 9 \\ 08.11 .21 \end{gathered}$ | $\begin{aligned} & \text { Week } 10 \\ & 15.11 .21 \end{aligned}$ | $\begin{aligned} & \text { Week } 11 \\ & 22.11 .21 \end{aligned}$ | $\begin{aligned} & \hline \text { Week } 12 \\ & 29.11 .21 \end{aligned}$ | $\begin{aligned} & \text { Week } 13 \\ & 06.12 .21 \end{aligned}$ | $\begin{aligned} & \hline \text { Week } 14 \\ & 13.12 .21 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Area | Number: Addition and Subtraction within 10 | Number: Addition and Subtraction within 10 | Number: Addition and Subtraction within 10 | Number: Addition and Subtraction within 10 | Number: Addition and Subtraction within 10 | Geometry: Shape | Geometry: Shape |
| Main teaching: | WALT-Add and Subtract <br> Number Bonds to 10 <br> Compare number bonds to 10 | WALT-Add and Subtract <br> Addition <br> Add together <br> Add More | WALT-Add and Subtract <br> Subtraction <br> Finding a part | WALT-Add and Subtract <br> Subtraction <br> Fact Families | WALT-Add and Subtract <br> Subtraction <br> Find the difference | WALT-identify features of shapes <br> 2 D and 3 D shapes | WALT-identify features of shapes 2 D and 3 D shapes |


|  |  |  | Take away, how many left? | Counting back |  |  | Xmas repeating patterns paper. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fluency | Number bonds to 10 | Counting forwards and backwards to 10 | Reading numbers as words to ten | Number bonds to 10 | Counting forwards to 20-focus on teen numbers | Counting forwards to 20 -focus on teen numbers | Number bonds to 10 |

English

| ENGLISH | w/c $6^{\text {th }}$ Sept | W/c 13 ${ }^{\text {th }}$ Sept | W/c 20 ${ }^{\text {th }}$ Sept | W/c 27 ${ }^{\text {th }}$ Sept | W/c 4 ${ }^{\text {th }}$ Oct | W/c 11 ${ }^{\text {th }}$ Oct | w/c 18 ${ }^{\text {th }}$ Oct |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Group 1 RWInc books | RWI assessmentsrecap set 1 and 2 sounds <br> The Colour Monster (link RHE) <br> Relate to emotions. Explore vocab. Draw feelings Match feelings to events | RWI assessmentsRecap set 1 and 2 sounds <br> Julian is a Mermaid Literary Project | RWI assessmentsRecap set 1 and 2 sounds <br> Julian is a Mermaid Literary Project | RWI books to be added once assessed. |  |  |  |
| Group 2 RWInc books |  |  |  |  |  |  |  |
| Group 3RWInc books |  |  |  |  |  |  |  |
| Vocabulary /writing focus: | Emotion words happiness, sadness, anger. <br> Write a simple sentence 'l feel...' (ext use because) | Words and phrases from the story. 'Julian has...' | Words and phrases from the story <br> 'I am a...' <br> (Imaginative writing) | Vocab from RWI stories | Vocab from RWI stories | Vocab from RWI stories | Vocab from RWI stories |
| Spelling focus: | Recap set 1 and 2 sounds / EYFS spelling words | Recap set 1 and 2 sounds / EYFS spelling words | Recap set 1 and 2 sounds / EYFS spelling words | Recap set 1 and 2 | $\begin{aligned} & \text { Gp1: } \\ & \text { Gp2: } \\ & \text { Gp3: } \end{aligned}$ | Gpl: <br> Gp2: <br> Gp3: | Gp1: Gp2: <br> Gp3: |
| Handwriting: | RWI: Stage laformation (around letters) c, a, o, d | RWI: Stage laformation (around letters) g, q, review around letters | RWI: Stage la formation (down letters) I, t, b, p, k | RWI: Stage laformation (down letters) h, i, j, m, n | RWI: Stage la formation (down letters) r, u, y review down letters | RWI: Stage laformation (curly) e, f, s review curly letters | RWI: Stage laformation (zig-zag) $v$, w, x, z review zig-zag letters |
| 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 |


| Group 1 RWInc books |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Group 2 RWInc books |  |  |  |  |  |  |  |
| Group 3RWInc books |  |  |  |  |  |  |  |
| Vocabulary /writing focus: | Vocab from RWI stories | Vocab from RWI stories | Vocab from RWI stories | Vocab from RWI stories | Vocab from RWI stories | Vocab from RWI stories | Vocab from RWI stories |
| Spelling focus: | $\begin{aligned} & \text { Gp1: } \\ & \text { Gp2: } \\ & \text { Gp3: } \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { Gp1: } \\ & \text { Gp2: } \\ & \text { Gp3: } \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { Gp1: } \\ & \text { Gp2: } \\ & \text { Gp3: } \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { Gp1: } \\ & \text { Gp2: } \\ & \text { Gp3: } \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { Gp1: } \\ & \text { Gp2: } \\ & \text { Gp3: } \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { Gp1: } \\ & \text { Gp2: } \\ & \text { Gp3: } \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { Gp1: } \\ & \text { Gp2: } \\ & \text { Gp3: } \\ & \hline \end{aligned}$ |
| Handwriting: | RWI: Stage 1brelative size of letters a, c, e, i, m | RWI: Stage 1brelative size of letters $n, o, r, s, u$ | RWI: Stage 1brelative size of letters v, w, x, z, review | RWI: Stage 1brelative size of letters g, j, p, q, y | RWI: Stage 1brelative size of letters b, d, h, k, l | RWI: Stage 1brelative size of letters/ set 2 sounds $\dagger$, $\mathrm{f}, \mathrm{ay}$, ee, igh | RWI: Stage 1b - set 2 sounds ow, oo, ar, or, air |
| 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 |

