| 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 - JM RWInc books | RWI assessmentsRecap set 2 sounds <br> Transition week Getting to know Year 2 <br> Alphabet work | RWI assessmentsRecap set 2 sounds <br> The Goldilocks projectLiterary curriculum | RWI assessments- Recap set 3 sounds <br> The Goldilocks projectLiterary curriculum | RWI books to be added once assessed. |  |  |  |
| Group 2 - SC/DK RWInc books |  |  |  |  |  |  |  |
| Group 3-CM RWInc books |  |  |  |  |  |  |  |
| Vocabulary /writing focus: | Y1 CEW- transition writing about Year 2 experience. | Yl CEW- Vocab from the story Goldilocks wanted poster | Yl CEW- Vocab from the story Goldilocks retell and letter of apology | Vocab from RWI stories | 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 $6^{\text {th }}$ 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 |
|  | Number: Place Value | Number: Place Value | Number: Place Value | Number: Place Value | Number: Place value | Number: +/- | Number: +/- |
| Main teaching | Transition week Counting to 100 (forwards and backwards). 100 square work finding missing numbers on a 100 square, looking at patterns on 100 square. | RECAP <br> 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> End of block Miniassessment | 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 subtrac $\dagger$ 10s <br> Add by making 10 |

