## Maths

|  | $\begin{aligned} & \text { Week } 1 \\ & 04.09 .23 \end{aligned}$ | $\begin{gathered} \text { Week } 2 \\ 11.09 .23 \end{gathered}$ | $\begin{gathered} \text { Week } 3 \\ 18.09 .23 \end{gathered}$ | $\begin{gathered} \text { Week } 4 \\ 25.09 .23 \end{gathered}$ | $\begin{aligned} & \text { Week } 5 \\ & 02.10 .23 \end{aligned}$ | $\begin{aligned} & \text { Week } 6 \\ & 09.10 .23 \end{aligned}$ | $\begin{gathered} \text { Week } 7 \\ 16.10 .23 \end{gathered}$ |
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| 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 | Addition and Subtraction 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> Represent objects Recognise numbers as words <br> Count on from any number 1 more. | WALT-Know and use number <br> Count backwards within 10 1 less Compare groups by matching Fewer, more, same. | WALT-Know and use number <br> Less than, greater than, equal to. <br> Compare numbers Order objects and numbers The number line. | WALT-Add and Subtract <br> Parts and wholes <br> Part - whole method | WALT-Add and Subtract <br> Write number sentences Fact families - addition | WALT-Add and Subtrac $\dagger$ <br> Number bonds within 10 Systematic number bonds within 10 <br> Number bonds to 10 |
| 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. |


|  | $\begin{aligned} & \text { Week } 8 \\ & 30.10 .23 \end{aligned}$ | $\begin{gathered} \hline \text { Week } 9 \\ 06.11 .23 \end{gathered}$ | $\begin{aligned} & \text { Week } 10 \\ & 13.11 .23 \end{aligned}$ | $\begin{aligned} & \text { Week } 11 \\ & 20.11 .23 \end{aligned}$ | $\begin{aligned} & \text { Week } 12 \\ & 27.11 .23 \end{aligned}$ | $\begin{aligned} & \text { Week } 13 \\ & 04.12 .23 \end{aligned}$ | $\begin{aligned} & \hline \text { Week } 14 \\ & 11.12 .23 \end{aligned}$ |
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| 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 | Geometry: Shape | Geometry: Shape | Geometry: Shape |
| Main teaching: | WALT-Add and Subtract <br> Addition - add together Addition - add more Addition problems | WALT- Add and Subtract <br> Find a part <br> Subtraction - find a part | WALT-Add and Subtract <br> Fact families - eight facts <br> Subtraction - take <br> away/cross out | WALT-Add and Subtract <br> Subtraction - take away <br> Subtraction on a number line | WALT-identify features of shapes <br> Recognise and name 3d shapes Sort 3d shapes | WALT-identify features of shapes <br> Recognise and name 2d shapes Sort 2d shapes Patterns with 2d and 3d shapes. | Consolidation of shapes and numbers. |


| 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 |
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English

| ENGLISH | w/c $4^{\text {th }}$ Sept | W/c 11 ${ }^{\text {th }}$ Sept | W/c 18 ${ }^{\text {th }}$ Sept | W/c 25 ${ }^{\text {th }}$ Sept | W/c $4^{\text {th }}$ Oct | W/c 9 ${ }^{\text {th }}$ Oct | w/c 16 ${ }^{\text {th }}$ Oct |
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| Group 1 RWInc books EHe | RWI - whole class se $\dagger$ 1 recap. <br> Summer holiday writing - sentences beginning with "I went to....." | Pink | Pink | Pink | Pink | Pink | Pink |
| Group 2 RWInc books SAn /ESm |  | Ditty/Red | Ditty/Red | Ditty/Red | Ditty/Red | Ditty/Red | Ditty/Red |
| Group 3RWInc books HMc |  | Green books | Green books | Green books | Green books | Green books | Green books |
| Group 4RWInc books KSm |  | Sounds | Sounds | Sounds | Sounds | Sounds | Sounds |
| Vocabulary /writing focus: | Write a simple sentence 'I went to...' (ext use and) | 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: | 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 | Gpl: ar, oy, <br> Gp2: Set 1 digraphs <br> Gp3: Set 1 <br> Gp4: Set 1 | Gpl: Set 2 <br> Gp2: Set 1 digraphs <br> Gp3: Set 1 <br> Gp4: Set 1 | Gpl: Set 2 <br> Gp2: Set 1 review <br> Gp3: Set 1 <br> Gp4: Set 1 |
| Handwriting: | Number formation | RWI: Stage laformation (around letters) c, a,o,d | RWI: Stage la- formation (around letters) g, q, review around letters | RWI: Stage laformation (down letters) l, t, b, p | RWI: Stage laformation (down letters) k, h, I, j | RWI: Stage laformation (down letters) $m, n, r, u$ | RWI: Stage laformation (down letters) y (curly letters) s, f, s |
| 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 | Literary Curriculum: Yeti and Bird ( <br> Story language Sequencing Speech bubbles grammatically correct sentence | To be added after assessment |  |  |  |  |  |
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| Group 2 RWInc books |  |  |  |  |  |  |  |
| Group 3RWInc books |  |  |  |  |  |  |  |
| Group 4RWInc 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: | Gpl: <br> Gp2: <br> Gp3: <br> Gp4: | Gpl: <br> Gp2: <br> Gp3: <br> Gp4: | Gpl: <br> Gp2: <br> Gp3: <br> Gp4: | Gpl: <br> Gp2: <br> Gp3: <br> Gp4: | Gpl: <br> Gp2: <br> Gp3: <br> Gp4: | Gpl: <br> Gp2: <br> Gp3: <br> Gp4: | Gpl: <br> Gp2: <br> Gp3: <br> Gp4: |
| Handwriting: | RWI: Stage la (zig-zag letters) v, w, z, x | RWI: Stage 1brelative size of letters a, c, e, i | RWI: Stage 1brelative size of letters m, n, o, r | RWI: Stage 1brelative size of letters $s, u, v, w$ | RWI: Stage 1b relative size of letters $x, z, g, j$ | RWI: Stage 1brelative size of letters $p, a, y, b$ | RWI: Stage 1brelative size of letters $\mathrm{d}, \mathrm{h}, \mathrm{I}$ and t , f |
| 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 |

