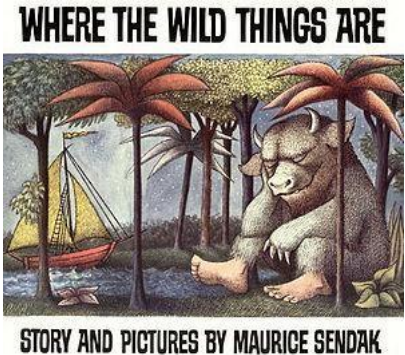
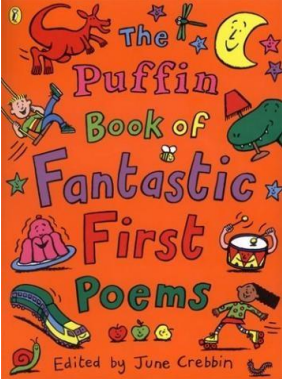


Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	<p>Where the Wild Things Are</p>  <p>WHERE THE WILD THINGS ARE STORY AND PICTURES BY MAURICE SENDAK</p>		<p>The Puffin Book of Fantastic First Poems</p>  <p>The Puffin Book of Fantastic First Poems Edited by June Crebbin</p>			
Writing	<p>Stories in Familiar Settings</p> <p>Knuffle Bunny by Mo Willems. Children relate the story to their own experience and then think about the main characters in their family story. They sequence the story and retell it, and produce their own drawn/oral version.</p>	<p>Stories in Familiar Settings</p> <p>Knuffle Bunny and the idea of losing a favourite toy provides the stimulus for children's extended writing – the produce a similar story using writing frames and a story map.</p>	<p>Labels, lists and Signs</p> <p>Not a stick by Antoinette Portis. Use book to stimulate imaginations. At the end of the unit children write descriptive labels about a variety of sticks. They also label pictures and write lists of the uses of the stick.</p>	<p>Labels, lists and Signs</p> <p>Chn read sentences, then sort jumbled words to create sentences. They read signs and then discuss bossy language, creating suitable signs to accompany ordinary objects and how to use them.</p>	<p>Songs and Repetitive poems</p> <p>Squishy squelchy worms get the chn really enjoying poetry in this unit. They write their own worm poems before creating list poems about what they love and hate!</p>	<p>Songs and Repetitive poems</p> <p>Squishy squelchy worms get the chn really enjoying poetry in this unit. They write their own worm poems before creating list poems about what they love and hate!</p>

	Grammar focus: - Write, leaving spaces between words.	Grammar focus: - Use capital letters for the names of people, places, days of the week, etc	Grammar focus: - Write, leaving spaces between words.	Grammar focus: Use capital letters for the names of people, places, days of the week, etc	Grammar focus: Write, leaving spaces between words.	Grammar focus: - Use capital letters for the names of people, places, days of the week, etc
Maths	Place Value within 10 Children learn that collections of objects can be sorted into sets based on attributes such as colour, size or shape. Sorting enables children to consider what is the same about all the objects in one set and how they differ from the objects in other sets.	Place value within 10 Children count on from any number while staying within 10. For example, they may be given a starting number of 4 and asked to continue "5, 6, 7, 8, 9, 10". Ten frames and number tracks are useful tools to support children with this concept.	Place value within 10 Children compare numbers of objects. Ensure that children have clear understanding of new vocabulary such as "fewer", "more" and "same". They practise using the words in a variety of contexts in the same way that they need to practise working with numbers in a variety of contexts	Place Value within 10 Children build on their learning from earlier in the block to compare pairs of numbers within 10. Children also use their knowledge of representing numbers using objects to help them identify which of a pair of numbers is greater or less than the other.	Place Value within 10 Children are introduced to a number line for the first time. Children recap counting from zero to 10 forwards when labelling a number line and can also practise counting backwards if they read from right to left.	Addition and Subtraction within 10 Children find sets of multiples of given numbers and make generalisations about them. This allows children to begin to understand and use rules of divisibility, which will be built upon in later learning. Children build multiples of numbers using concrete resources as well as pictorial representations.