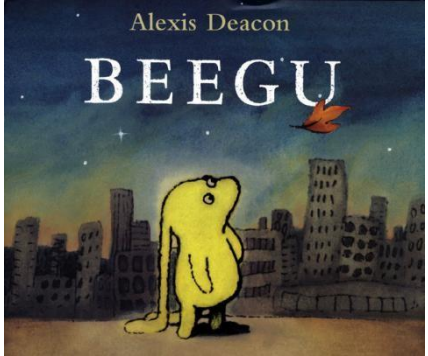


## Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Reading</b>	<p><b>Beegu</b></p> 					
<b>Writing</b>	<p style="text-align: center;"><b>Friendships</b></p> <p>In this unit children use <b>The Cloudspotter</b> by Tom McLaughlin and <b>Imaginary Fred</b> by Oliver Jeffers to share their ideas about making friends and justify their opinions about the activities they enjoy doing alone, with a partner.</p>	<p style="text-align: center;"><b>Friendships</b></p> <p>They learn how to write correctly punctuated statements about activities they enjoy doing. They orally prepare and write questions to find out information about new friends, discovering new information about people familiar to them..</p>	<p style="text-align: center;"><b>Information Texts</b></p> <p>Read a fictional story about a machine (a robot) and contrast it with a non-fiction information text on the same thing. Notice the features of information texts and also how these are read/accessed.</p>	<p style="text-align: center;"><b>Information Texts</b></p> <p>The features of a standard information text, including labels captions, contents, glossary, etc. are visited and noted. Children read a non-fiction text with a different structure and compare the two.</p>	<p style="text-align: center;"><b>Poems with Pattern and Rhyme</b></p> <p>Children take part in skipping/chanting poems &amp; compose their own verses to poems that include repetition. This culminates in chn performing their own chorus</p>	<p style="text-align: center;"><b>Poems with Pattern and Rhyme</b></p> <p>Children take part in skipping/chanting poems &amp; compose their own verses to poems that include repetition. This culminates in chn performing their own chorus</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
<b>Maths</b>	<b>Addition and Subtraction within 10</b>  Children build on their learning about writing number sentences by looking at addition fact families. Children recognise that the order of an addition sentence can be varied, and they begin to discover that addition is commutative.	<b>Addition and Subtraction within 10</b>  Children begin to formalise the idea of addition as bringing two or more parts together to create a whole. This is a more formal way of looking at the learning they have covered earlier in this block. At this stage, the focus should be on bringing two parts together, rather than adding more	<b>Addition and Subtraction within 10</b>  Children are formally introduced to the subtraction symbol for the first time. children focus on the meaning of the subtraction symbol rather than having to identify missing values. They are given a completed part-whole model and write the related subtractions using the numbers in the part-whole model to start to build their understanding	<b>Addition and Subtraction within 10</b>  Children look at subtraction on a number line for the first time. Children use the method of “counting back” to find the answers to subtraction calculations. As they did when adding more, they start from the “first” number and then count back to find the answer.	<b>Geometry</b>  Children start by looking at 3-D shapes, as these are tangible shapes that they can touch and feel to help understand their identifying features. Children are required to name simple 3-D shapes such as cubes, cuboids, cylinders, pyramids, cones and spheres	<b>Geometry</b>  Children use both 2-D and 3-D shapes to complete and make simple patterns, focusing on different shapes, sizes and colours. Children should be able to recognise the rule within a pattern and use this to continue it in any direction.