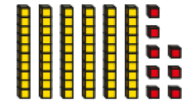


Autumn A – 2025


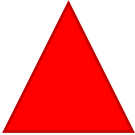

Whole school theme: **Celebrating Differences**

Literacy Tree Texts: The Last Stop on Market Street & The Journey Home

**“Where will you go?”**



Activities and groups adapted as necessary following on going formative assessments.

Week	Starters	<p style="text-align: center;"><b>BLUE CIRCLES</b></p> <p style="text-align: center;">7 Children Target: WT2</p> <div style="text-align: center;"></div> <p style="text-align: center;">All below to be done with adult keeping children on task initially, then independently. Using concrete apparatus initially then pictorial representations. Then finally moving to mentally and independently.</p> <p style="text-align: center;"><b>ALSO SEE SEPARATE MASTERING NUMBER PLANNING FOR ADDITIONAL NUMBER WORK.</b></p>	<p style="text-align: center;"><b>RED TRIANGLE</b></p> <p style="text-align: center;">10 Children Target: WT2</p> <div style="text-align: center;"></div> <p style="text-align: center;">All below to be done with adult keeping children on task. Using concrete apparatus initially then pictorial representations. Then finally moving to mentally and independently.</p> <p style="text-align: center;"><b>ALSO SEE SEPARATE MASTERING NUMBER PLANNING FOR ADDITIONAL NUMBER WORK.</b></p>	<p style="text-align: center;"><b>YELLOW STARS</b></p> <p style="text-align: center;">8 Children Target: WT1/EX1</p> <div style="text-align: center;"></div> <p style="text-align: center;">All below to be done with support as necessary. Using concrete apparatus initially, then moving to pictorial representations.</p> <p style="text-align: center;"><b>ALSO SEE SEPARATE MASTERING NUMBER PLANNING FOR ADDITIONAL NUMBER WORK.</b></p>

<p><b>Week 1</b> 1<sup>st</sup> – 5<sup>th</sup> September</p> <p>2<sup>nd</sup> September – Inset Day</p> <p>'Settling In' Theme Week</p>	<p><u>EMC</u> BLUE CIRCLES &amp; RED TRIANGLES Count to 20 forwards and backwards from 0 and any given number.</p> <p>YELLOW STARS Count to 10 forwards.</p> <p><u>Starter</u> See separate planning slides for daily starters.</p>	<p>BLUE CIRCLES &amp; RED TRIANGLES &amp; YELLOW STARS</p> <p>Theme Week (3 days) – Settling See separate planning.</p> <p>Speaking and Listening Listening and understanding – Ask questions to show active listening. Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Social interaction - Understand the need to talk in a different way to different people Social interaction – Sometimes take on the role of leader. Creativity – Develop a story from a starting point. Vocabulary – Use words from one experience to link to other experiences.</p>
<p><b>Week 2</b> 8<sup>th</sup> – 12<sup>th</sup> September</p> <p>'Celebrating Differences' Theme Week</p>	<p><u>EMC</u> BLUE CIRCLES &amp; RED TRIANGLES Count to 50 forwards and backwards from 0 and any given number.</p> <p>YELLOW STARS Count to 10 forwards &amp; one more.</p> <p><u>Starter</u> See separate planning slides for daily starters.</p>	<p>BLUE CIRCLES &amp; RED TRIANGLES &amp; YELLOW STARS</p> <p>Theme Week – Celebrating Differences See separate planning.</p> <p>Place value &amp; counting baseline progress checks to inform future planning. Place value within 10 Place value to 20 Place value to 50 Place value to 100</p> <p>Speaking and Listening Listening and understanding – Ask questions to show active listening. Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Social interaction - Understand the need to talk in a different way to different people Social interaction – Sometimes take on the role of leader. Creativity – Develop a story from a starting point. Vocabulary – Use words from one experience to link to other experiences.</p>

<p><b>Week 3</b> 15<sup>th</sup> – 19<sup>th</sup> September</p> <p>Literacy Tree – Text 1 – Week 1</p>	<p><u>EMC</u> BLUE CIRCLES &amp; RED TRIANGLES Count to 100 forwards and backwards from 0 and any given number.</p> <p>YELLOW STARS Count to 10 forwards &amp; one less.</p> <p><u>Starter</u>  See separate planning slides for daily starters.</p>	<p>BLUE CIRCLES &amp; RED TRIANGLES &amp; YELLOW STARS</p> <p><b>Number - Place Value: Small steps</b> Step 1: Numbers to 20 Step 2: Count objects to 100 by making 10s Step 3: Recognise tens and ones Step 4: Use a place value chart</p> <p><b>Number – Place Value: Learning objectives.</b> Count forwards to 20/50/100. Count backwards from any given number 20/50/100. Read numbers in numerals. Write numbers in numerals. Recognise two-digit numbers and tens and ones. Identify and represent numbers, including using number lines. Use the language ‘equal to’, ‘more than’, ‘less than’, ‘fewer’, ‘most’, ‘least’. Identify one more and one less than a given number. Partition two-digit numbers using concrete resources and write number sentences Read numbers to 50 in words. Read numbers to 100 in words. Write numbers in words (phonetically plausible) to 50. Write numbers in words (phonetically plausible) to 100. Compare and order numbers from 0-100 using mathematical language.</p> <p><b>Working mathematically</b> Make mathematical observations. Notice and discuss patterns and relationships. Identify and use the correct technical subject specific vocabulary in group and individual discussions.</p> <p>Speaking and Listening Listening and understanding – Ask questions to show active listening. Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Creativity – Develop a story from a starting point. Vocabulary – Use words from one experience to link to other experiences. Social interaction - Understand the need to talk in a different way to different people Social interaction – Sometimes take on the role of leader.</p> <p>NB: See weekly planning for stem sentences and vocabulary.</p>
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<p><b>Week 4</b> 22<sup>nd</sup> – 26<sup>th</sup> September</p> <p>Literacy Tree – Text 1 – Week 2</p> <p>23<sup>rd</sup> September Rosh Hashanah PM activities</p> <p>24<sup>th</sup> September Bridgwater Fair Welly Walk and Picnic</p> <p>26<sup>th</sup> September Macmillan Coffee Morning</p>	<p><u>EMC</u> BLUE CIRCLES &amp; RED TRIANGLES Count forwards in 10's to 100.</p> <p>YELLOW STARS Count to 10 forwards &amp; one more/less.</p> <p><u>Starter</u>  See separate planning slides for daily starters.</p>	<p>BLUE CIRCLES &amp; RED TRIANGLES &amp; YELLOW STARS</p> <p><b>Number - Place Value: Small steps</b> Step 5: Partition numbers to 100 Step 6: Write numbers to 100 in words Step 7: Flexibly partition numbers to 100 Step 8: Write numbers to 100 in expanded form</p> <p><b>Number – Place Value: Learning objectives.</b> Count forwards to 20/50/100. Count backwards from any given number 20/50/100. Read numbers in numerals. Write numbers in numerals. Recognise two-digit numbers and tens and ones. Identify and represent numbers, including using number lines. Use the language 'equal to', 'more than', 'less than', 'fewer', 'most', 'least'. Identify one more and one less than a given number. Partition two-digit numbers using concrete resources and write number sentences Partition two-digit numbers in different ways. Read numbers to 50 in words. Read numbers to 100 in words. Write numbers in words (phonetically plausible) to 50. Write numbers in words (phonetically plausible) to 100. Compare and order numbers from 0-100 using mathematical language.</p> <p><b>Working mathematically</b> Ask and answer a range of mathematical questions. Explain and justify own knowledge with some detail. Record different methods using a variety of formats.</p> <p>Speaking and Listening Listening and understanding – Ask questions to show active listening. Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Social interaction - Understand the need to talk in a different way to different people Social interaction – Sometimes take on the role of leader. Creativity – Develop a story from a starting point. Vocabulary – Use words from one experience to link to other experiences.</p> <p>NB: See weekly planning for stem sentences and vocabulary.</p>
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<p><b>Week 5</b> 29<sup>th</sup> September – 3<sup>rd</sup> October</p> <p>Literacy Tree – Text 1 – Week 3</p> <p><b>Writing assessments</b></p> <p>1<sup>st</sup> October Black History Month assembly.</p> <p>3<sup>rd</sup> October National Poetry Day – Read aloud the class poems in assembly.</p> <p>2<sup>nd</sup> October Phonics Parent Workshop</p>	<p><u>EMC</u> BLUE CIRCLES &amp; RED TRIANGLES Count forwards in 5's to 100.</p> <p>YELLOW STARS Count to 15 forwards.</p> <p><u>Starter</u></p> <p>See separate planning slides for daily starters.</p>	<p>BLUE CIRCLES &amp; RED TRIANGLES &amp; YELLOW STARS</p> <p><b>Number - Place Value: Small steps</b> Step 9: 10s on the number line to 100 Step 10: 10s and 1s on the number line to 100 Step 11: Estimate numbers on a number line Step 12: Compare objects</p> <p><b>Number – Place Value: Learning objectives.</b> Count forwards to 20/50/100. Count backwards from any given number 20/50/100. Read numbers in numerals. Write numbers in numerals. Recognise two-digit numbers and tens and ones. Identify and represent numbers, including using number lines. Use the language 'equal to', 'more than', 'less than', 'fewer', 'most', 'least'. Identify one more and one less than a given number. Partition two-digit numbers using concrete resources and write number sentences Partition two-digit numbers in different ways. Read numbers to 50 in words. Read numbers to 100 in words. Compare and order numbers from 0-100 using mathematical language. Compare and order numbers from 0-100 using &lt; &gt; &amp; =</p> <p><b>Working mathematically</b> Use own ideas to create own records. Sort and classify giving reasons for choices. Make comparisons and order using &lt; &gt; &amp; =</p> <p>Speaking and Listening Listening and understanding – Ask questions to show active listening. Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Social interaction - Understand the need to talk in a different way to different people Social interaction – Sometimes take on the role of leader. Creativity – Develop a story from a starting point. Vocabulary – Use words from one experience to link to other experiences.</p> <p>NB: See weekly planning for stem sentences and vocabulary.</p>
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<p><b>Week 6</b> 6<sup>th</sup> – 10<sup>th</sup> October</p> <p>Literacy Tree – Text 2 – Week 1</p> <p>8<sup>th</sup> October Harvest Festival Assembly (church).</p> <p>10<sup>th</sup> October World Mental Health Day</p>	<p><u>EMC</u> BLUE CIRCLES &amp; RED TRIANGLES Count forwards in 2's to 20.</p> <p>YELLOW STARS Count to 20 forwards.</p> <p><u>Starter</u></p> <p>See separate planning slides for daily starters.</p>	<p>BLUE CIRCLES &amp; RED TRIANGLES &amp; YELLOW STARS</p> <p><b>Number - Place Value: Small steps</b> Step 13: Compare numbers Step 14: Order objects and numbers Step 15: Count in 2s, 5s and 10s Step 16: Count in 3s</p> <p><b>Number – Place Value: Learning objectives.</b> Count forwards to 20/50/100. Count backwards from any given number 20/50/100. Read numbers in numerals. Write numbers in numerals. Recognise two-digit numbers and tens and ones. Identify and represent numbers, including using number lines. Use the language 'equal to', 'more than', 'less than', 'fewer', 'most', 'least'. Identify one more and one less than a given number. Partition two-digit numbers using concrete resources and write number sentences Partition two-digit numbers in different ways. Read numbers to 50 in words. Read numbers to 100 in words. Write numbers in words (phonetically plausible) to 50. Write numbers in words (phonetically plausible) to 100. Compare and order numbers from 0-100 using mathematical language. Compare and order numbers from 0-100 using &lt; &gt; &amp; =</p> <p><b>Working mathematically</b> Identify the need for and use equipment correctly. Show fluency. Show varied fluency. Show reasoning and problem-solving skills.</p> <p>Speaking and Listening Listening and understanding – Ask questions to show active listening. Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Social interaction - Understand the need to talk in a different way to different people Social interaction – Sometimes take on the role of leader. Creativity – Develop a story from a starting point. Vocabulary – Use words from one experience to link to other experiences.</p> <p>NB: See weekly planning for stem sentences and vocabulary.</p>
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<p><b>Week 7</b> 13<sup>th</sup> – 17<sup>th</sup> October</p> <p>Literacy Tree – Text 2 – Week 2</p> <p>17<sup>th</sup> October Parents' Day</p>	<p><u>EMC</u> <b>BLUE CIRCLES &amp; RED TRIANGLES</b> Count to 100 forwards and backwards from 0.</p> <p><b>YELLOW STARS</b> Count to 20 forwards &amp; one more.</p> <p><u>Starter</u></p> <p>See separate planning slides for daily starters.</p>	<p><b>BLUE CIRCLES &amp; RED TRIANGLES &amp; YELLOW STARS</b></p> <p><b>Geometry - Shape: Small steps</b> Step 1: Recognise 2D and 3D shapes Step 2: Count sides on 2D shapes &amp; Step 3: Count vertices on 2D shapes Step 4: Draw 2D shapes Step 5: Lines of symmetry on shapes &amp; Step 6: Use lines of symmetry to complete shapes</p> <p><b>Geometry – Shape: Learning objectives.</b> Name, compare and describe properties of all 2D shapes in different orientations and contexts, including pentagon, hexagon and octagon. Name common 3D shapes in different orientations and contexts. Understand terminology of properties of 3D shapes. Recognise symmetry in 2D shapes. Identify 2D shapes on the surface of 3D shapes. Know and describe properties of 3D shapes, including the number of edges, vertices and faces. In 2D shapes, identify, describe and compare symmetry in a vertical line and the number of sides. Describe and compare similarities and differences of 2D and 3D shape using their properties. Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p><b>Working mathematically</b> Make mathematical observations. Notice and discuss patterns and relationships. Identify and use the correct technical subject specific vocabulary in group and individual discussions. Ask and answer a range of mathematical questions. Explain and justify own knowledge with some detail. Record different methods using a variety of formats. Use own ideas to create own records. Sort and classify giving reasons for choices. Make comparisons. Identify the need for and use equipment correctly.</p> <p><b>Speaking and Listening</b> Listening and understanding – Ask questions to show active listening. Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Social interaction - Understand the need to talk in a different way to different people Social interaction – Sometimes take on the role of leader. Creativity – Develop a story from a starting point. Vocabulary – Use words from one experience to link to other experiences.</p> <p>NB: See weekly planning for stem sentences and vocabulary.</p>
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<p><b>Week 8</b>  <b>Week 8</b>                  20<sup>th</sup> – 24<sup>th</sup>                  October</p> <p>Literacy Tree –                  Text 2 – Week 3</p> <p><b>Assessment Week – Including writing assessments</b></p> <p>21<sup>st</sup> October                  Diwali PM activities.</p> <p>21<sup>st</sup> October RSHE Parent Workshop</p> <p>24<sup>th</sup> October Inset Day</p>	<p>EMC</p> <p>BLUE CIRCLES &amp; RED TRIANGLES                  Count to 100 forwards and backwards from 0.</p> <p>YELLOW STARS                  Count to 20 forwards &amp; one less.</p> <p><u>Starter</u></p> <p>See separate planning slides for daily starters.</p>	<p>BLUE CIRCLES &amp; RED TRIANGLES &amp; YELLOW STARS</p> <p><b>Assessment Week &amp; Geometry - Shape: Small steps</b></p> <p>Step 7: Sort 2-D shapes                  Step 8: Count faces on 3-D shapes                  Step 9 Count edges on 3-D shapes                  Step 10 Count vertices on 3-D shapes                  Step 11 Sort 3-D shapes                  Step 12 Make patterns with 2-D and 3-D shapes</p> <p><b>Geometry – Shape: Learning objectives.</b></p> <p>Name, compare and describe properties of all 2D shapes in different orientations and contexts, including pentagon, hexagon and octagon.                  Name common 3D shapes in different orientations and contexts.                  Understand terminology of properties of 3D shapes.                  Recognise symmetry in 2D shapes.                  Identify 2D shapes on the surface of 3D shapes.</p> <p>Know and describe properties of 3D shapes, including the number of edges, vertices and faces.                  In 2D shapes, identify, describe and compare symmetry in a vertical line and the number of sides.                  Describe and compare similarities and differences of 2D and 3D shape using their properties.                  Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p><b>Working mathematically</b></p> <p>Notice and discuss patterns and relationships.                  Identify and use the correct technical subject specific vocabulary in group and individual discussions.                  Ask and answer a range of mathematical questions.                  Explain and justify own knowledge with some detail.                  Record different methods using a variety of formats.                  Use own ideas to create own records.                  Sort and classify giving reasons for choices.                  Show varied fluency.                  Show reasoning and problem-solving skills.</p> <p><b>Speaking and Listening</b></p> <p>Listening and understanding – Ask questions to show active listening.                  Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.                  Social interaction - Understand the need to talk in a different way to different people                  Vocabulary – Use words from one experience to link to other experiences.</p> <p>NB: See weekly planning for stem sentences and vocabulary.</p>
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