



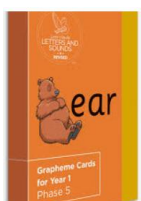
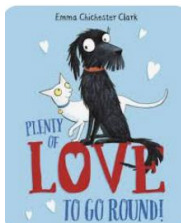
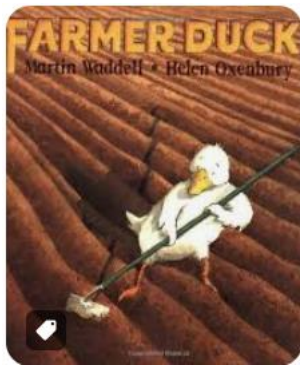
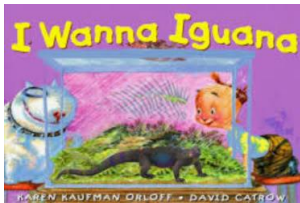
# CURRICULUM MAP

## MONET

### AUTUMN A 2025



#### English



#### Ruby's Worry - Familiar narrative

Yr1 - To write simple sentences with finger spaces and full stops. To record a character's thoughts in speech bubbles. To innovate their own story - 'I'.

Yr 2 - To write longer sentences using conjunctions 'and, or, but, because.'

To personalise their own story and write in third person.

#### I Want a Pet - Persuasion

Yr 1 - To write simple sentences with finger spaces, capital letters and full stops. To write sentences using convincing language.

Yr 2 - To write longer sentences with using conjunctions 'and, or, but, because.' To write a short letter containing language of persuasion.

#### Farmer Duck - Narrative with predictable phrasing

Yr 1 - To understand what we mean by 'sentence.' To write simple sentences using patterned language, words and phrases taken from a familiar story. To use 'bossy verbs' for instructions. To write a simple postcard with familiar language.

Yr 2 - To write coherent narratives using well-structured sentences. To write a set of instructions using imperative verbs. To write a postcard, in character. To recount events from a familiar story with predictable phrases.

#### Plenty of love - Simple explanation

Yr 1 - To write labels, lists and captions.

Yr 2 - To write a series of sentences to explain a simple process. To begin to check and change their writing.

#### Year 1 Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s -es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	<b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

#### Year 2 Autumn 1

##### Phase 5 review

	Coverage	Tricky words
Week 1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	people eye whole
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents
Week 3	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	thought sure
Week 4	/i/ i g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	once again any many friend busy pretty because laugh**
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	friend

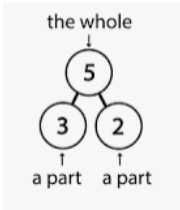



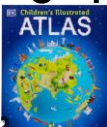



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<p style="text-align: center;"><b>Maths</b></p>  	<p><b>Year 1 – Place Value (within 10)</b> Sort objects. Count and represent objects. Count objects from a larger group. Recognise numbers as words. Count on and back from a number. Identify 1 more or 1 less. Compare groups and numbers; less than greater than and equal to. Order objects and numbers. Use a number line.</p> <p><b>Year 1 - Addition and Subtraction (within 10)</b> Introduce parts and wholes. Part-whole model. Write number sentences. Fact families – addition facts. Number bonds within 10. Systematic number bonds within 10. Number bonds to 10.</p> <p><b>Year 2 – Place Value (within 100)</b> Recognise and write numbers to 100 as numerals and words. Recognise tens and ones. Use a place value chart. Partition numbers to 100. Write numbers to 100 in expanded form. Find 10s and 1s on the number line to 100. Count in 2s, 3s, 5s and 10s.</p>
<p style="text-align: center;"><b>Science</b></p> 	<p><b>Science</b> – Our project this half term is called <b>Human Survival</b>. We will learn about the basic needs of humans for survival, including the importance of exercise, nutrition and good hygiene. We will work scientifically by investigating how easily germs spread through direct and indirect contact.</p>
<p style="text-align: center;"><b>RE</b></p> 	<p>In Religious Education, both Year 1 and 2 will be considering the question, <b>'What do Christians believe God is like?'</b>. Through role-play and drama, Monet Class will explore the Parable of the Lost Son. We will make links and relate this parable to our key question, whilst also comparing this to our knowledge of other religions, in particular Judaism.</p>
<p style="text-align: center;"><b>Geography</b></p> 	<p>Our learning is <b>Let's explore the world!</b> We will be exploring the world through the use of maps, atlases and cardinal compass directions. We will learn all about the characteristics of the four countries of the UK, whilst also finding out why there are hot and cold places in the world. We will collect simple data and carry out fieldwork.</p>
<p style="text-align: center;"><b>Art and Design</b></p> 	<p>Our focus artist this half term is Louise Bourgeois and her work 'Spirals'. Through creating spirals the children will learn to control the lines they make by being aware of how they hold a drawing tool, how much pressure they apply, and how fast or slow they move. We will practise drawing from observation and imagination using Bourgeois' work for inspiration. Year 2 will expand on their work with spirals from last year by experimenting with colours and textures, using different mediums to add layers to their work.</p>
<p style="text-align: center;"><b>Music</b></p>	<p><b>Keeping the Pulse</b> In this unit children will explore keeping the pulse together through Music and Movement by exploring their favourite things.</p>
<p style="text-align: center;"><b>PSHE</b></p>	<p><b>Myself &amp; My Relationships Beginning &amp; Belonging</b> - children will have the opportunity to consider what it feels like to be in a new situation and how to cope with that, and to develop strategies for helping people who arrive new to the school. They will develop their own 'Network of Support', identifying trusted adults at home and at school whom they can ask for help and support</p> <p><b>Citizenship</b> – Children will have the opportunity to identify their own responsibilities in familiar settings and discuss the areas of their lives for which adults are responsible and consider how this might change as they grow up. They will reflect on classroom 'rules' and talk about why they are important. They will begin to develop an understanding of democratic decisions and how these affect their everyday lives, including experiencing voting and its outcomes in the classroom. They will begin to learn how to</p>




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	share their opinions, ensuring that they listen to those of others, taking turns and showing respect for each other.
<b>PE</b> 	<p><b>PE</b> – Indoor PE will be the <b>Dance</b> unit <b>Moving Words</b>. The children will create and perform movements and phrases based on <b>action words</b>.</p> <p><b>Games</b> will focus on <b>fundamental movement skills</b>; the children will practise skills in isolation and then take part in simple competitive physical activities. The multi-skills activities allow children to develop control and co-ordination in both large and small movements.</p>
<b>Please remember</b>	<p><b>Year 1</b> - You may want to leave a set of spare clothing in school for your child. Please can we request that this comes in to school in named plastic bags with each piece of clothing named individually, in order that we can return all items. A raincoat would be useful but</p> <p><b>All</b> - Please bring your sharing books to school in a book bag (as these fit into the children's drawers – no rucksacks please.) Sharing books will be changed at the beginning of each morning.</p> <p><b>All</b>– Please access your child's Big Cat Collins e-book on line. Pupils will have practised this book Monday-Wednesday. Your text will be released on a Thursday and ready for your child to read at home on towards the end of the week and over the weekend to ensure time for you to read the book three times. We welcome comments to be written in your child's reading diary to let us know how they are reading on their independent book.</p> <p><b>Year 2</b> – the children's TT Rockstars login information will be stuck inside the front cover of their reading diaries.</p> <p><b>All</b> – the children will have a Mathletics task to complete each week. Their log in details will be stuck in to their reading diaries.</p> <p><b>All</b> - Indoor PE kit on a Friday and outdoor PE kit for a Tuesday.</p> <p><b>All</b> - Water bottles will be sent home on a Friday and need to be returned to school on a Monday. Bottles to be filled with <b>water only</b> please.</p>