



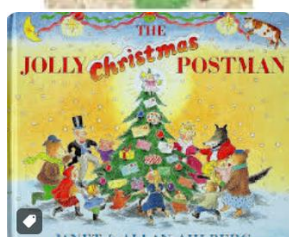
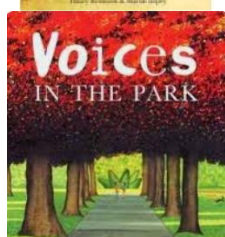
CURRICULUM MAP

MONET

AUTUMN B 2025



English



Firework Night – To write effective lines for a **poem**. Collect and apply appropriate noticing, feeling and action verbs. To use suffix 'ing'

Where the poppies now grow- Read/order the accumulative **poem** and practise the rhythm. Identify key nouns within the text and illustrations. Use specific adjectives to describe the nouns. Write and perform own List Poem.

Voices in the Park – Perspective – first or third person.

Where's my Teddy?/Dogger - To write a **recount of a simple event**. To sequence events in writing. To describe and summarise characters. Use capital letters for the start of a sentence, names and the pronoun 'I'.

The Jolly Christmas Postman – To write a **letter** to Santa. Use common exception words.' Spell words to make a Christmas wish-list. Write a range of sentence types with correct demarcation for questions and statements.

Year 1 Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/eel/ e-e these /oo/ /yoo/ ew chew new /eel/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /eel/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Year 2 Autumn 2

Bridge to spelling

Coverage	
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?














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<p>Maths</p> <p>Use = 'equals to' in number sentences to show balance.</p> <p> +  = 4</p> <p> +  = 4</p> <p>4 =  + </p> <p>4 =  + </p>	<p>Year 1 - Addition and Subtraction (within 10)</p> <p>Write number sentences. Fact families – addition facts. Number bonds within 10. Systematic number bonds within 10. Number bonds to 10. Addition - add together/add more. Addition problems. Find a part. Subtraction – find a part. Fact families the 8 facts. Subtraction – take away/cross out. Take away – How many left? Subtraction on a number line. Add or subtract 1 or 2.</p> <p>Shape - We will then move onto naming and identifying 2D and 3D shapes.</p> <p>Year 2 – Addition and subtraction</p> <p>Addition and subtraction number sentences using number bonds within 20 and then using number bonds to 100 (tens). Addition and subtraction crossing tens, moving to mixed addition and subtraction problems</p> <p>Shape- Children need to recognise and name both 2-D and 3-D shapes, learn about the properties and use this to differentiate between them.</p>
<p>Science</p> 	<p>Science – Our project this half term is called Habitats. We will learn what a habitat is and what a habitat needs to provide. In turn, we will explore local habitats to identify and name living things, and we will begin to understand how they depend on one another for food and shelter.</p>
<p>RE</p> 	<p>This term we will be looking at our big question 'Why is learning to do good deeds so important for Jewish people?' The children will study Judaism, learn about Mitzvot and focus on good deeds that they plan to carry out.</p>
<p>History</p> 	<p>This half term, we will start our History unit Magnificent Monarchs. The project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, we will build up an understanding of the monarchs and then research six of the most significant sovereigns.</p> <p>We will also be thinking about Remembrance Day and why we wear poppies in November.</p>
<p>Design & Technology</p>	<p>This term our project teaches children about three types of mechanism: sliders, levers and linkages. We will make models of each mechanism before designing and making a greetings card with a moving part.</p>
<p>Music</p>	<p>Musical storytelling - This unit helps the children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.</p>
<p>PSHE</p>	<p>Citizenship –This half term 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 share their opinions, ensuring that they listen to those of others, taking turns and showing respect for each other.</p>
<p>PE</p>	<p>PE – Indoor PE will continue with Dance. The children will be applying moves and technique from the 'Moving Words' unit. They will then create, practise and perform dances moves to accompany their Nativity production.</p>




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	<p>Games will continue to focus on Multi-skills; with the children developing skills of dodging and chasing, changing direction and handling a range of equipment. The children will practise individual skills and build towards a Multi-skills Festival.</p>
<p style="text-align: center;">Please remember</p>	<p>Year 1 – Please ensure your child has a warm/waterproof coat in school. 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.</p> <p>All - 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>All– 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 their independent book.</p> <p>Year 1 – the children will receive their new spelling list on a Thursday please send their spelling books into school each Thursday.</p> <p>Year 2 – the children will receive their new spelling list on a Friday please send their spelling books into school each Friday.</p> <p>All – 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>Year 2 – the children's TT Rockstars login information will be stuck inside the front cover of their reading diaries.</p> <p>All - Indoor PE kit on a Friday and outdoor PE kit for a Wednesday.</p> <p>All - Water bottles will be sent home on a Friday and need to be returned to school on a Monday. Bottles to be filled with water only please.</p>