

**UNIT TITLE: Unit organiser
Spring 1**

Rawcliffe Bridge Class 1 - All-Year 2 Year 1 Reception Nursery

Knowledge and Skills: The bigger picture

Week	Week 1 8/1	Week 2 15/1	Week 3 22/1	Week 4 29/1	Week 5 5/2
Maths	Measurement money Count money -pence Count money - pounds (notes and coins) Count money - pounds and pence Choose notes and coins Make the same amount	Measurement money Compare amounts of money Calculate with money Make a pound Find change Two-step problems	Multiplication and division Recognise equal groups Make equal groups Add equal groups	Multiplication and division Introduce the multiplication symbol Multiplication sentences Use arrays Make equal groups - grouping	Multiplication and division Make equal groups - sharing The 2 times-table Divide by 2 Doubling and halving
	Place value to 20 Count within 20 Understand 10 Understand 11, 12 and 13	Place value to 20 Understand 14, 15 and 16 Understand 17, 18 and 19 Understand 20 1 more and 1 less	Place value to 20 Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20	Addition and Subtraction to 20 Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 Doubles Near doubles	Addition and Subtraction to 20 Subtract ones using number bonds Subtraction - counting back Subtraction - finding the difference Related facts
	Alive in 5 Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5	Alive in 5 1 more • 1 less • Composition • Conceptual subitising to 5	Mass and capacity Compare mass Find a balance Explore capacity Compare capacity	Growing 6,7,8 Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8	Growing 6,7,8 Make pairs-odd and even Double to 8 (find/make a double) Combine 2 groups Conceptual subitising
	Number 3 3 Little pigs Numerals/Triangles	Number 4 Squares &rectangles Composition of 4	Number 5 Pentagons Composition of 5	Number formation 1 2 3 4 5	Consolidate numbers 1-5
Phonics	Spelling Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? once two knight/night	Spelling Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? once two knight/night	Spelling Why do I drop the 'e' when I add the suffixes -ed, - ing, -er, -est and -y? any many one/won	Spelling Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, - est and -y? any many one/won	Spelling Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words? Review where/wear
	Phase 5 Week 1 /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe toe shoulder any many again	Phase 5 Week 2 /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone who whole where two	Phase 5 Week 3 /l/ le al apple metal /s/ c ice /v/ ve give school call different	Phase 5 Week 4 /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey thought through friend work	Phase 5 Week 5 Grow the code /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa

	Phase 3 week 1 ai ee igh oa	Phase 3 week 2 oo oo ar or was you they	Phase 3 week 3 ur ow oi ear my by all	Phase 3 week 4 air er words with double letters: dd mm tt bb rr gg pp ff are sure pure	Phase 3 week 5 longer words
	Foundation phonics m	Foundation phonics d	Foundation phonics g	Foundation phonics o	Foundation phonics c
Reading	Snail and the whale- <i>A tiny snail embarks on an incredible journey as he travels to see the world while riding on the tail of a humpback whale.</i>				
English	Poetry- "Wings' By Pie Corbett To learn the poem and decide what I would do if I had wings.	Poetry- "Wings' By Pie Corbett To write my own poem based on Wings. To publish my own poem.	Setting Description To become familiar with the story Snail and the Whale. To use adjectives to describe a place the whale visits.	Non- Fiction- Letter To learn about the features of a letter and what they are used for. To create a letter plan.	Non-Fiction - Letter To write my own letter to the snails on the rock about the magical adventures the snail has been on with the whale.
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	Poetry- nursery rhymes Recall poem	Poetry- nursery rhymes - To rewrite a nursery rhyme that uses rhyme.	Learn new story snail and whale Writing opportunities include Initial sound Speech bubbles Character description	Learn new story snail and whale Writing opportunities include Speech bubbles Setting description Acting out story	Write a post card from the snail back to the family. Comprehension of story
	Name writing Letter formation	Name writing Letter formation	Mark making opportunities for character speech	Mark making opportunities for story writing	Mark making opportunities for a post card
Communication and language	To recall different nursery rhymes and stand up in a small group to retell them.	Play the rhyming game as a class create a rhyming list.	To play games with friends taking turns and helping each other.	To ask and answer questions about the seasons or weather	To describe how you feel in different weathers.
Science	Animals including humans To describe the importance for humans eating the right amounts of different types of food.	Animals including humans To describe the importance for humans to have good hygiene.	Animals including humans To describe the importance for humans to look after themselves.	Animals including humans To notice that animals, including humans have offspring which grow into adults.	Animals including humans To notice that animals, including humans have offspring which grow into adults. Animals including humans I can gather and record data.

Geography	UK and its weather- How does a geographer find out about the countries of the United Kingdom?	UK and its weather- How does a geographer find out about physical features of the countries of the United Kingdom?	UK and its weather How does a geographer find out about human features of the countries of the United Kingdom?	UK and its weather How does a geographer describe the weather in the United Kingdom?	UK and its weather How does a geographer show what the weather is going to be like in the United Kingdom?
RE		Places of Worship (1.2) - To explore what it is like to visit a mosque.		Places of Worship (1.2) - To discuss the shape of Buddhist temples.	
Computing	Programming Shapes I can show care and precision to avoid errors.		Programming Shapes I know that users can write their own programs.		Programming Shapes I can create a simple program. I can run, check and change programs.
Understanding the world	To look at how fruit changes when mixed up	To look at a range of materials and decide what would make a good material for weaving.	To sort natural and manmade objects	To describe different types of weather	To learn facts about the UK
Art	To research an artist To learn about the style of art Anni Albers created.	To create a weave To create a weave pattern in the style of Anni Albers.			
DT		Textiles- Existing product evaluation- Identify purpose and users.	Textiles- Developing Knowledge and skills- Practicing sewing techniques and material exploration.	Textiles- Design- Design a bag identify design criteria.	Textiles- Make and Evaluate - Make the bag, pin and sew together and decorate with fabric pens. Evaluate the end product.
Expressive arts and design	To join materials in different ways.	To create a weaving pattern.	To create artwork using natural materials	To create an ice art picture	To mix colours in the rain
Physical Development	Hull FC - Ball Skills Sending & Receiving To understand and improve change of direction techniques. To understand the two-handed grip technique of a ball Gymnastics To explore travelling movements.	Hull FC - Ball Skills Sending & Receiving To understand the one-handed grip technique of a ball Gymnastics To develop and combine travelling movements.	Hull FC - Ball Skills Sending & Receiving To understand the bounce pass control and technique. Gymnastics To develop quality when performing and linking shapes.	Hull FC - Ball Skills Sending & Receiving To understand the underarm throw technique To understand the scoop, catch technique. Gymnastics To develop quality when linking shapes.	Hull FC - Ball Skills Sending & Receiving To understand the overarm throw technique To understand and progress from the scoop catch to the W catch. Gymnastics To develop stability and control when performing balances.

Physical Development	Hull FC - Ball Skills Sending & Receiving- To understand and improve change of direction techniques. To understand the two-handed grip technique of a ball Gymnastics To copy and create shapes with your body.	Hull FC - Ball Skills Sending & Receiving To understand the one-handed grip technique of a ball Gymnastics To be able to create shapes whilst on apparatus.	Hull FC - Ball Skills Sending & Receiving To understand the bounce pass control and technique. Gymnastics To develop balancing and taking weight on different body parts.	Hull FC - Ball Skills Sending & Receiving To understand the underarm throw technique To understand the scoop, catch technique. Gymnastics To develop jumping and landing safely.	Hull FC - Ball Skills Sending & Receiving To understand the overarm throw technique To understand and progress from the scoop catch to the W catch Gymnastics To develop rocking and rolling.
PSHE	Dreams and goals I can set simple goals	Dreams and goals I can set a goal and work out how to achieve it	Dreams and goals I understand how to work well with a partner	Dreams and goals I can tackle a new challenge and understand this might stretch my learning	Dreams and goals I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them
Personal, Social and Emotional	Dreams and goals I understand that if I persevere, I can tackle challenges	Dreams and goals I can tell you about a time I didn't give up until I achieved my goal	Dreams and goals I can set a goal and work towards it	Dreams and goals I can use kind words to encourage people	Dreams and goals I understand the link between what I learn now and the job I might like to do when I'm older